

Juvenile Justice Workgroup

October 25, 2024

Brenda Grealish
Executive Officer, CCJBH
Office of the Secretary, Jeff Macomber
California Department of Corrections and Rehabilitation (CDCR)

Emily Mantsch
Associate Governmental Programs Analyst, CCJBH

Mack Jenkins
Chief Probation Officer, Retired
San Diego County

Danitza Pantoja, Psy. D.
Coordinator of Psychological Services
Antelope Valley Unified High School District



Participation Policies

PARTICIPATION

We welcome your participation throughout this meeting. Please note that disruptive behavior is not aligned with the purpose of this session and will not be tolerated. Any individuals disrupting the meeting may be removed or asked to leave without warning. In the event of a security incident, this session will end immediately and will not resume. If this occurs, a separate email will be sent to all participants with further instructions.

COMMENTARY

For remote participants, participant comments in the Q&A do not reflect the views or policies of the presenters, the Council on Criminal Justice and Behavioral Health, the California Department of Corrections and Rehabilitation or its affiliates or contractors. By using the Q&A, you agree to keep comments relevant to the topic of today's event. While a variety of diverse perspectives and opinions is welcome, disruptive comments are not aligned with the purpose of this meeting, and users creating disruption may be removed without warning.



Housekeeping: Public Comment

***** Workgroup is being recorded *****

- Remote Participants:
 - Use the “raise hand” feature to make a comment.
 - You will be placed in line to comment in the order in which requests are received by the host.
- In-person Participants:
 - Complete a note card with your name and organization and hand it to the registration table.
 - You will be called to the podium during the public comment period.
- Keep public comment to agenda items being discussed.
- Members of the public should be prepared to complete their comments within 2 minutes or less (unless a different time allotment is needed and announced by the Executive Officer).

Email: CCJBH@cdcr.ca.gov



Agenda

Time	Topic:
12:45 PM	Welcome and Introductions
12:50 PM	Reflection on August 2024 Juvenile Justice Workgroup
1:10 PM	California Department of Education
1:50 PM	San Diego County Office of Education
2:10 PM	Q&A with Councilmember Advisors



Agenda

Time	Topic:
2:30 PM	Open Public Comment
2:40 PM	Announcements
2:45 PM	Adjourn



Reflection on August 2024 Juvenile Justice Workgroup

Mack Jenkins, *Chief Probation Office, Retired*
San Diego County

Dr. Danitza Pantoja, *Coordinator of Psychological Services*
Antelope Valley Union High School District



Reflection on August Juvenile Justice Workgroup

During the last workgroup meeting, we discussed the Children and Youth Behavioral Health Initiative, highlighting the California Department of Public Health's Public Education and Change Campaign and the Department of Health Care Services' Statewide Multi-Payer Fee Schedule and the Behavioral Health Virtual Services Platform. Based on these presentations, which are also reflected in the meeting minutes, we would like Councilmembers to take a few minutes to answer the following questions:

1. What are the key takeaway(s)/reflection(s) from these presentations?
2. Based on these key takeaways/reflections, what recommendation(s) would you propose for consideration in the CCJBH Annual Legislative Report (if any)?
3. Should CCJBH continue working on this issue and, if so, how (continued discussion in workgroup meetings, informational research, etc.)?



Office of School-Based Health Programs Whole Child Division California Department of Education

Pam Cajucom, School Health Education Consultant
Karrie Sequeira, Education Administrator



Whole Child Division

Director Dominick Robinson

Educational Options Office

Jacie Ragland

Office of School-Based Health

Dr. Karrie Sequeira



CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction



TONY THURMOND
State Superintendent
of Public Instruction



Our Educational Options Team

Jacie Ragland Education Administrator I

Michael Warych Education Administrator I (RA)

Providing Educational Opportunities for Students

October 25, 2024

EOO@cde.ca.gov

Educational Options Office Team

Jacie Ragland, Education Administrator I

Michael Warych Education Administrator I (RA)

Bijan Razvan, Office Technician

Darice Barefield, Associate Governmental Program Analyst

Kimi Toya, Associate Governmental Program Analyst

Dan Sackheim, Education Programs Consultant

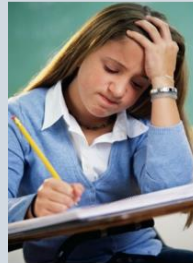
Ramiro Nava, Education Programs Consultant (RA)

Mission Statement

The mission of the Educational Options Office is to provide technical assistance, support, leadership, and advocacy throughout California to ensure all students have quality options of schools in which they attend and receive the physical, social, emotional, and educational support they need to live, work, and thrive in a highly connected world.

Educational Options Schools and Programs Can Provide:

- Smaller class sizes
- Individualized academic pacing
- More individualized match to learning style
- More direct focus on social-emotional development
- Separation from traditional schools as required by law or voluntary



List of Programs and Schools

1. Alternative Schools and Programs of Choice
2. Community Day Schools
3. Continuation Education Schools and Programs

4. Model Continuation High School and Model Community Day School Recognition Programs
5. County Community Schools
6. Diploma Plus High Schools
7. Home and Hospital Instruction
8. Independent Study
9. Juvenile Court Schools
10. Magnet Programs and Schools
11. Opportunity Education
12. Child Welfare and Attendance
13. Administer and Chair the State School Attendance Review Board
14. Model School Attendance Review Board Program
15. Countywide Plans for Expelled Students

Office of School-Based Health Programs



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Our Mission



Providing leadership, advocacy, and support to ensure all students receive the **physical, social, emotional, and educational** resources needed to **thrive** in a connected world

Key Components

- **Technical Assistance:** Offering schools practical resources and expert guidance
- **Support:** Ensuring access to health and educational resources
- **Leadership:** Leading initiatives that foster student well-being
- **Advocacy:** Promoting policies that benefit student health and education

Senate Bill 224: Mental Health Instruction

California Education Code 51925 mandates that middle and high schools that offer one or more courses in health education include mental health instruction. This instruction should:

- **Include** overarching themes and core principles of mental health.
- **Address** signs and symptoms of common mental health challenges
- **Provide** information on evidence-based services and supports.
- **Promote** protective factors
- **Recognize** warning signs to promote awareness and early intervention, and avoid a crisis
- **Provide** the connection to overall health and academic success
- **Create** awareness and appreciation of mental health challenges across all populations, and address mental health stigma

Resource Highlights

- Sonoma County Office of Education who developed a course for middle and high school: Foundations of Mental Health (<http://scoe.org/FMH>)
- WEL, Wellness Education Lab provides two training modules, Mental Health Foundations and Rethinking Anxiety (<https://wellnessedlab.org>)
- Erika's Lighthouse: Classroom Education - Erika's Lighthouse (www.erikaslighthouse.org)



Model Behavioral Health Referral Protocols

EC 49428.1
(Senate Bill 153)

- Develop model referral protocols for addressing pupil behavioral health concerns
- Consult with specific groups mentioned in statute language such as:
 - **Student Mental Health Program Workgroup**
 - **Department of Healthcare Services**
 - **Local Educational Agencies and counties**
 - **Parents and students**

Mental Health Referral Training Mandate

EC 49428.2 (SB 153)

- On or before July 1, 2029, Local Educational Agencies shall certify to the department:
 - that 100 percent of its certificated employees and 40 percent of its classified employees, who have direct contact with pupils in any of grades 7 to 12, have received youth behavioral health training at least one time



The background of the slide features a warm, orange-hued sunset or sunrise over a body of water. In the center, the word "HOPE" is written in large, bold, dark letters. Two hands, one on the left and one on the right, are shown holding the word from behind, with their fingers visible at the top and bottom edges of the letters. The hands are silhouetted against the bright light of the sun.

Statewide Suicide Prevention Task Force

Collaborate with content experts and partners across the state in suicide prevention, intervention, and postvention. Discuss emerging trends, the latest resources and best practices, and develop effective responses to crises in school communities. Senate Bill 1318 calls to update our state's model policy to address crisis intervention protocols in the event of a pupil suicide crisis.

Nurse Inquiries



Respond

Respond to all student health inquiries including immunizations, medical exemption requests and health examination requirements



Provide

Provide guidance for adherence to protocol when administering medication and vision or hearing screening



Provide

Clarification of requirements for credentialed staff



Assist

Assist LEAs in finding applicable resources to all things student health

Monthly Webinars

October 17, 2024	Post Election Reflections: Supporting Mental Wellness & Community in Schools
November 21, 2024	Creating Comprehensive Student Support Systems: A Wrap-Around Approach for Schools
December 12, 2024	Faculty and Staff Mental Health Supporting Adult Well-Being and Self-Care
February 20, 2025	Drug Use and Misuse Fentanyl, Illicit Drugs, and Naloxone
March 20, 2025	Social and Emotional Learning (SEL) National Social Emotional Learning Awareness Month
April 24, 2025	School-Based Mental Health Programs National Counseling Awareness Month
May 15, 2025	Trauma-Informed Teaching Practices Mental Health Awareness Month
June 19, 2025	Summer Care Package Supporting Students during Summertime AB 153: Model Referral Protocol

Mindful Moment

Small Kindnesses

by Danusha Laméris

I've been thinking about the way, when you walk down a crowded aisle, people pull in their legs to let you by. Or how strangers still say "bless you" when someone sneezes, a leftover from the Bubonic plague. "Don't die," we are saying. And sometimes, when you spill lemons from your grocery bag, someone else will help you pick them up. Mostly, we don't want to harm each other. We want to be handed our cup of coffee hot, and to say thank you to the person handing it. To smile at them and for them to smile back. For the waitress to call us honey when she sets down the bowl of clam chowder, and for the driver in the red pick-up truck to let us pass. We have so little of each other, now. So far from tribe and fire. Only these brief moments of exchange. What if they are the true dwelling of the holy, these **fleeting temples** we make together when we say, "Here, have my seat," "Go ahead—you first," "I like your hat."

Thank you



Email: OSBHP@cde.ca.gov

San Diego County Office of Education

Anna Schen, Program Specialist, Social Work Services
Tonalli Juarez, Project Specialist, Mental Health
Jamie Gonzalez Kohns, Behavioral Specialist



Effective Strategies for Supporting Student Behavioral and Mental Health

Juvenile Court and Community Schools
San Diego County Office of Education
October 25, 2024



Anna Schen
Program Specialist/Social
Work Services



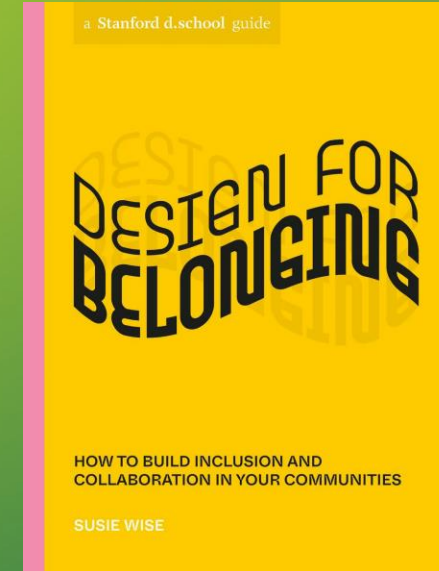
Jamie Gonzalez Kohns
Behavior Specialist



Tonalli Juarez
Project Specialist/Mental Health

Our Beliefs

- Every student should feel a sense of Belonging.
- Building relationships is the foundation of everything we do.
- Every student can succeed provided with the right conditions and support.

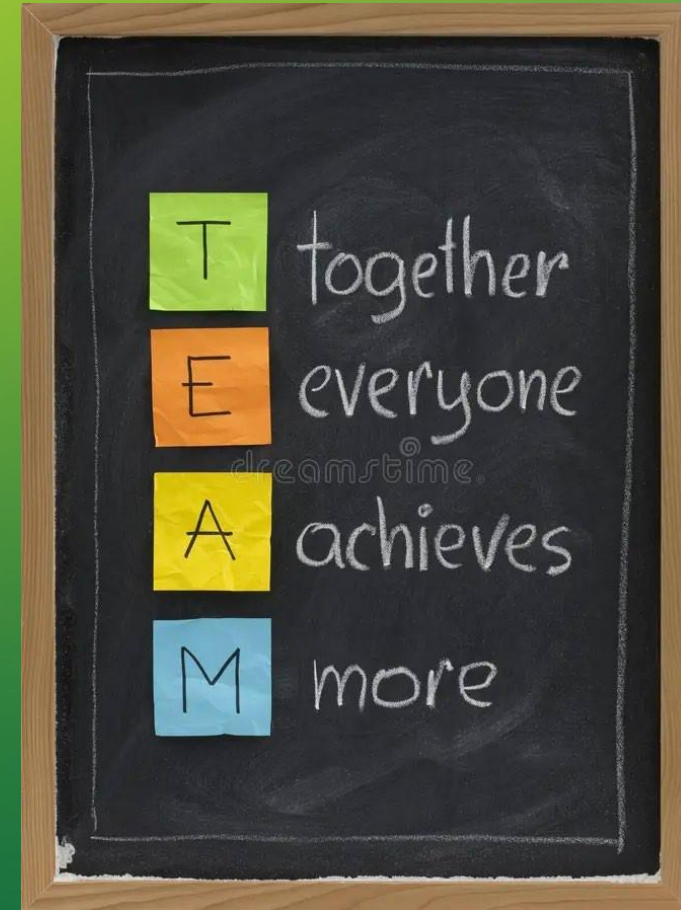


*“I cannot teach the head when the
hear is broken and/or the mind is
troubled.”*

Parkway School District Teacher of the
Year, St. Louis, MO

Student and Family Engagement (SAFE) Teams

- County-Wide and Regional Supports:
 - School Counselors
 - School Social Workers
 - Student and Transition Technicians
 - Parent and Family Liaisons
 - Work Readiness Assistants/CTE
 - Special Education: Mental Health Case Workers, Mental Health Counselors and Behavior Specialist
 - Interns (counseling, social work, criminal justice)

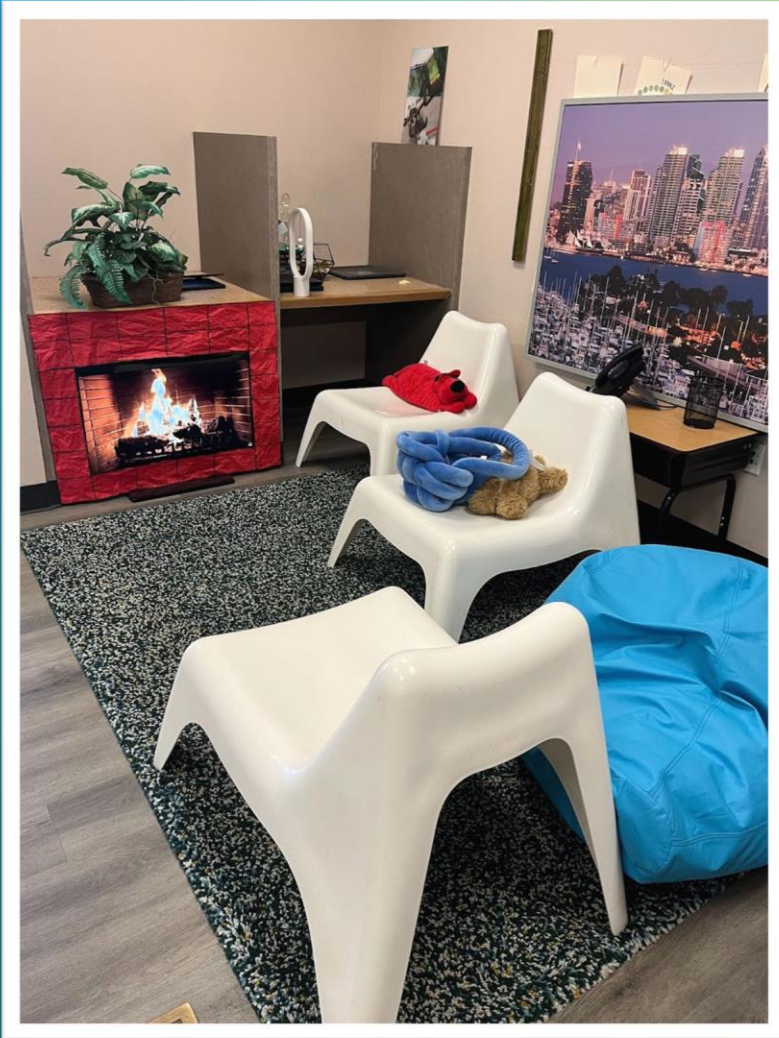


Social Emotional Learning Classroom Lessons



- SEL has been built into the weekly schedule.
- Community Building Circles.
- Lessons, guest speakers, and community-based learning experiences.
- Topics include: mental health and coping strategies, emotional regulation, healthy relationships, responsible decision making, self-awareness, and communication.

Wellness Spaces



- Students and parents are surveyed for their input.
- Established and creating wellness spaces at every site.
- Provide an array of activities within the space.
- Alignment with school wide PBIS behavior expectations.

Mental Health Resource Fairs



- Students, families and community members interact with mental and physical health providers (i.e. YMCA, social service organizations, drug counseling providers, the County of SD, Job Corps, and adult ed training centers).
- Activities include mindfulness and coloring.
- Students engaged in a scavenger hunt activity where they visited every table and asked questions and provided with incentives for participation.

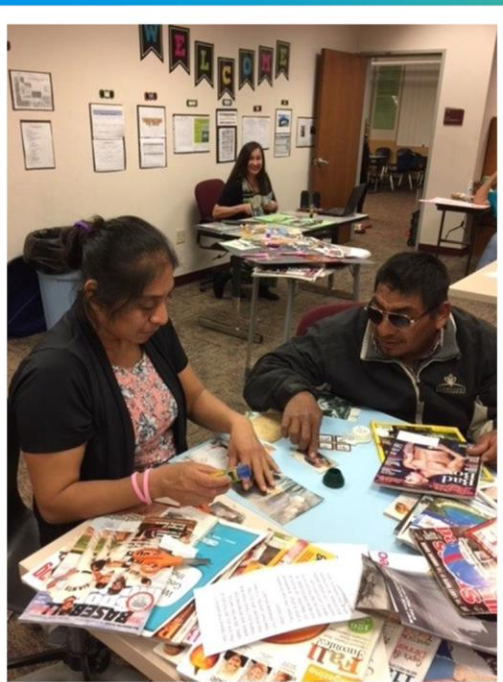
Student Clubs



- Agency Partners: Star Pal, Project AWARE, Compassion Circles
- Student led groups
 - BC2M -Bring Change to Mind
 - SOS- Sources of Strength
 - FNL- Friday Night Live
- Within these club meetings, students teach classes about mental health awareness and drug prevention and intervention.

Parent Involvement

- Parent Events and Workshops
 - SEL infused throughout
- Parent community learning experiences.
- Coffee with the Principal.
- Support during school wide events (utilize parent talents and services).



Community Partnerships

Collaboration with community partners to provide resources and programs in our schools is essential to evolving into community hubs that have onsite services and programs to increase access and support.

- Mobile services: i.e. therapy, dental, vision
- Food banks: food pantries
- Arts and CTE partners
- Therapy services on-site
 - Partnering with Universities to provide internships
- Medi-Cal eligibility technicians on site
- Substance abuse treatment
- Community Circles



Mental Health in Court Schools

- Students attending court schools receive several mental and behavioral health services:
 - School counseling
 - Alcohol & drug counseling
 - Individual therapy
 - Life Skills Group
 - DBT groups



Collaboration is Key

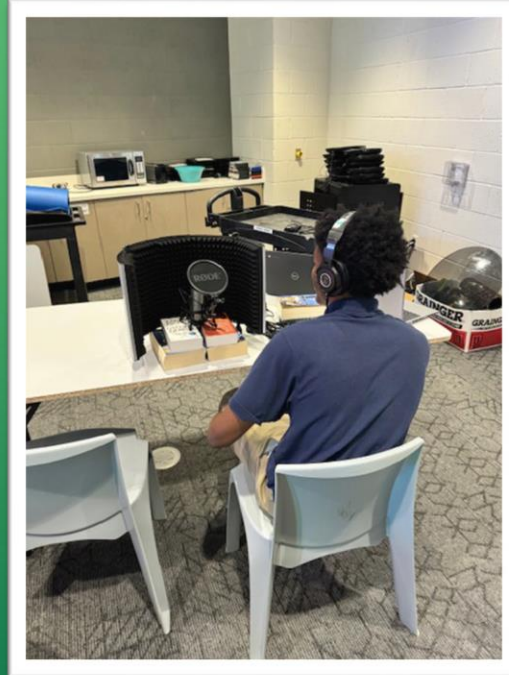
- Probation
 - Correctional Counselors
 - Alcohol & Drug Specialists
- County Behavioral Health Services
 - Licensed Mental Health Clinicians
- Local non-profit agencies:
 - SBCS
 - David's Harp
- Orientation & Re-Entry Meetings
- Multidisciplinary Meetings



Mental Health, Special Education & Justice System

- Currently have 1,076 students enrolled in JCCS
- 25% receive special education services
 - Individual Counseling and Educationally Related Mental Health Services (ERMHS) are provided in-house (by SDCOE staff)
 - 3 school psychologists
 - 2 licensed mental health clinicians
- Mental health providers coordinate and collaborate with partner agencies to maintain coordination of care
- Complete ERMHS assessments

Creativity



- While court schools may have limitations due to safety & security, it is important to get creative on how we can support our student's mental health.
 - CTE: Culinary, Graphic Arts
 - Excursions
 - After-school clubs: chess, running, art, Spanish, music
 - Mental Health Awareness Month Poster Contest

Addressing Behavior

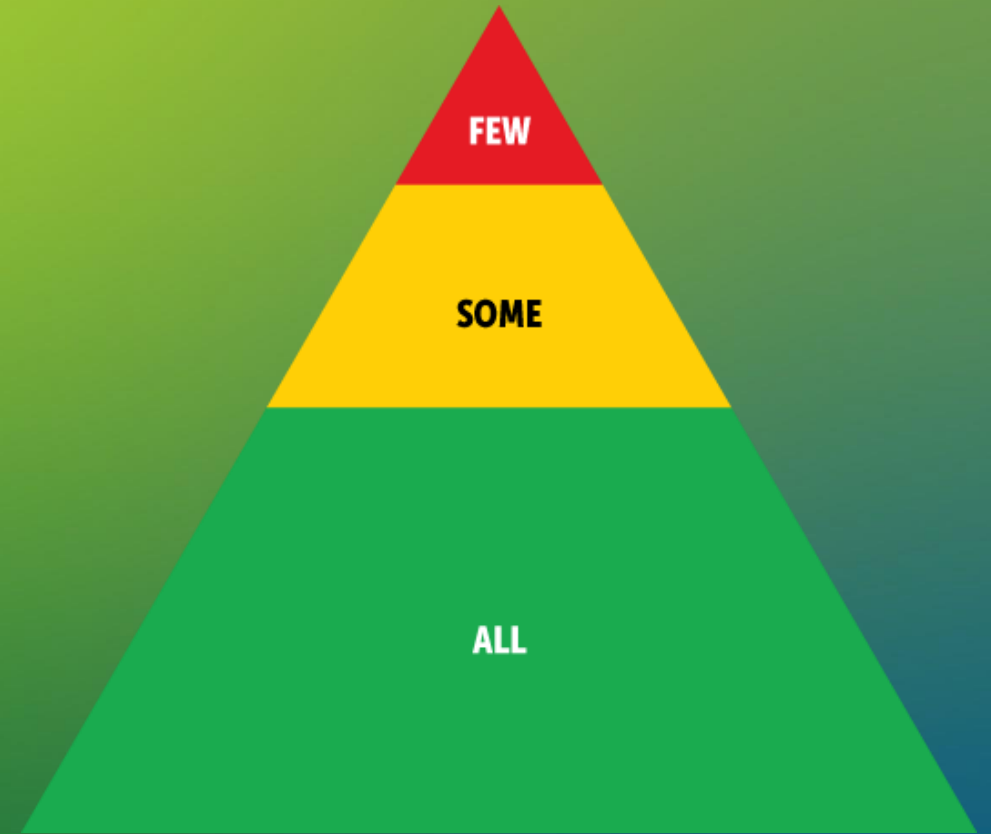
MTSS (Multi-Tiered System of Supports) is a comprehensive framework aimed at addressing the academic, behavioral, social, and emotional needs of all students.

Positive Behavioral Interventions and Supports (PBIS) is the behavioral arm of MTSS.


Tier 1: School-wide behavioral expectations for all students

Tier 2: Small-group interventions for students who need additional behavioral support

Tier 3: Intensive, individualized interventions for students with significant behavioral challenges.



- School-wide expectations
- Established reinforcement and consequences
- Collaboration between agencies that support students
- Communication and data collection for all supporting organizations
- Visual supports



san diego county office of
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Juvenile Court and Community Schools

Please enter your login name and password
below to access the application.

Login Name

Password

[Substitute Login](#)

[illegible]

SOAR Academy | Youth Transition Campus

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Expectativas Para El Comportamiento Estudiantil

SEGUROS

- Seguir todas las reglas de salud y seguridad conforme indicados por el personal escolar.
- Mantener tus manos y pies en tu espacio personal.
- Levantar la mano para pedir permiso para moverse o pararse.
- Mantener las cuatro patas del escritorio sobre el piso y los dos pies en el suelo.
- Usar el material de manera apropiada y segura.
- Usar estrategias de afrontamiento como (1) identificar la emoción, (2) tomar aliento, (3) pedir un descanso, etc.

RESPONSABLES

- Llegar a tiempo a la escuela y listo para empezar. Encargarse de las necesidades de higiene y alimentos antes del comienzo de la clase.
- Mantenerse enfocado en el trabajo/actividad asignados.
- Demostrar participación positiva y mantenerse en el tema de las discusiones o actividades en clase.
- Pedirle al personal por ayuda y pedir tiempo para un descanso si es necesario.
- Mostrar esfuerzo.
- Emplear estrategias efectivas de gestión de tiempo.
- Demostrar la aptitud de la semana.

RESPETUOSOS

- Usar lenguaje apropiado para la escuela; modificar tu lenguaje cuando se te pide hacerlo.
- Usar buenos modales al comunicarse, incluyendo las palabras y lenguaje corporal.
- Mantener las manos fuera de los pantalones.
- “Un micrófono” – solamente una persona habla a la vez.
- Escuchar activamente.
- Mantener la cabeza levantada, no sobre el escritorio.
- Mantener su espacio libre de “tags”/marcas/símbolos.

SOAR Academy | Youth Transition Campus

Criteria For School Points

RESPECTFUL and SAFE

Followed all expected student behaviors with 2 or less reminders.

Student behavior expectations were NOT met, student repeatedly did not follow staff's directions.

RESPONSIBLE

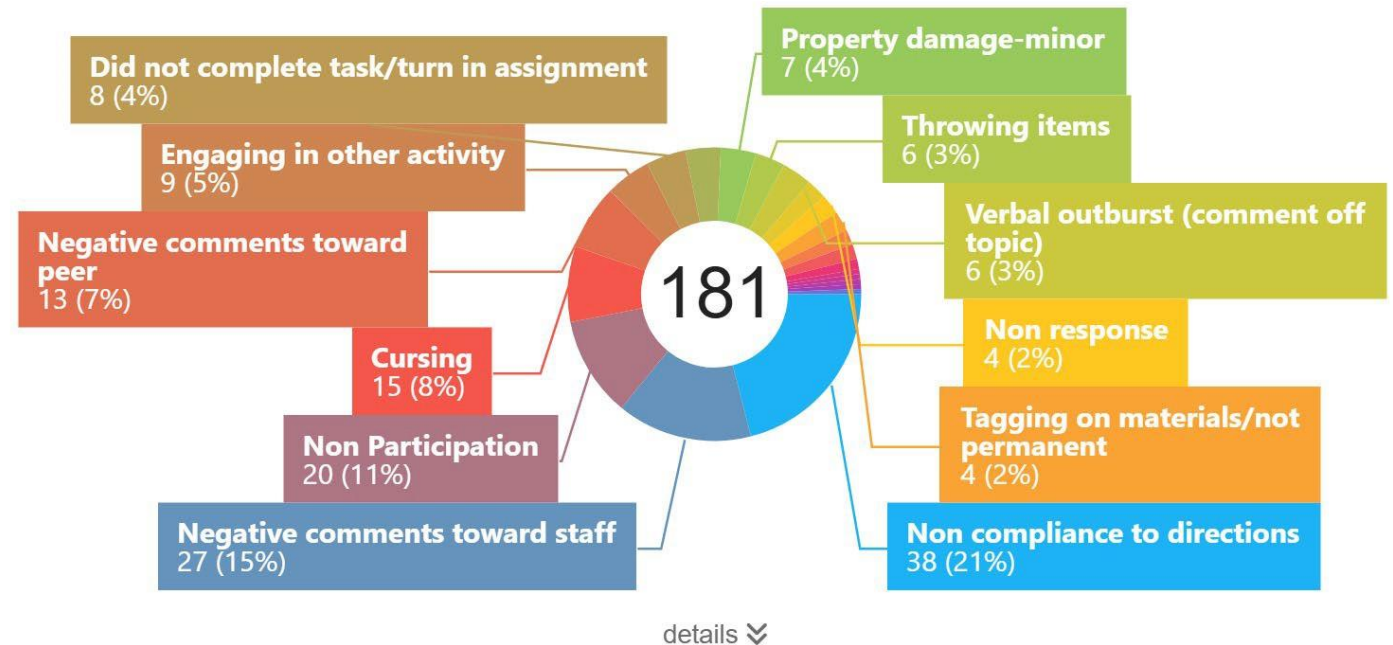
All required work completed and/or worked the entire period. Verbally and/or non-verbally responded in activities.

Assignment incomplete, no work completed, off-task, limited effort or engagement.

Data Based Decisions

- Data allows each school to identify frequent behaviors on each site
- Interventions can be determined and trained to all staff to decrease challenging behavior on campuses

Minor Incident by Violation



Positive Reinforcement

Frequent acknowledgment of expected behaviors

- Dragon Bucks to use at the Dragon Store
- Griffin Awards and weekly tangible items earned
- Caught Ya Cards

Monarch School Caught _____
Being:

RESPECTFUL

- ☐ Kind words
- ☐ Listens politely/Takes turns
- ☐ Walks/Waits patiently

Responsible

- ☐ Follows directions
- ☐ Makes positive choices
- ☐ Cleans up after themselves

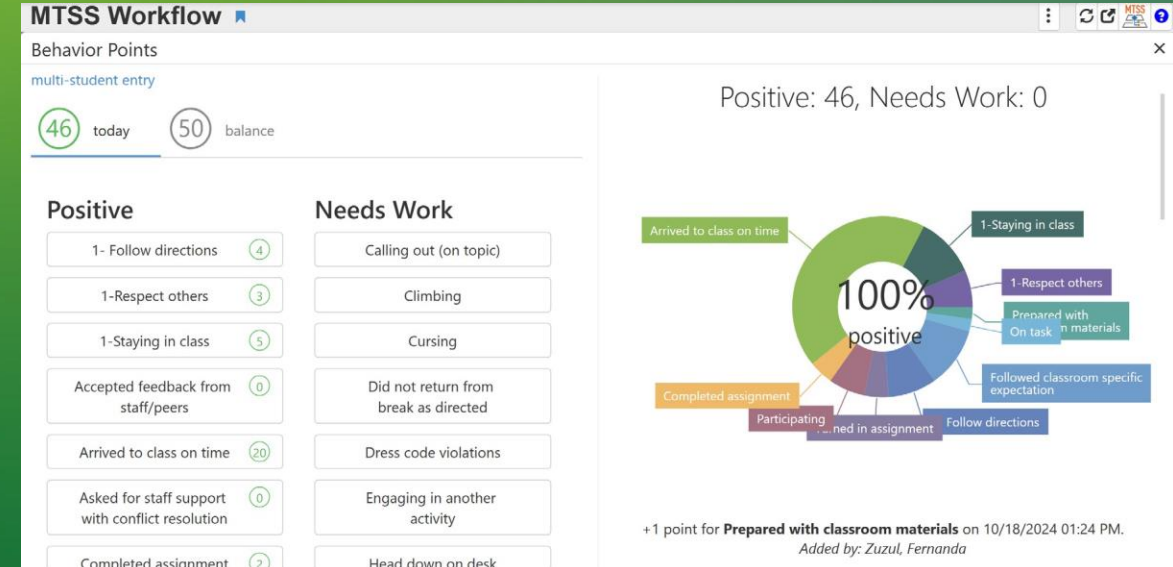
SAFE

- ☐ Hands and feet to self
- ☐ Stays in assigned area
- ☐ Uses material appropriately

Ready to Learn

- ☐ Transitions to class on time
- ☐ Engaged in activity/working on assignment
- ☐ Positive attitude

Praise for _____
Awarded by: _____ Date: _____



Q & A



Anna Schen, Program Specialist/Social Work Services

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Jamie Gonzalez Kohns, Behavior Specialist

Jamie.Gonzalez@sdcoe.net

Tonalli Juarez, Project Specialist/Mental Health

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Q&A With Councilmember Advisors



Public Comment



Upcoming Events

[Full Council Meeting](#): Friday, December 6, 2024, from 2:00-4:30 PM

Juvenile Justice Workgroup Meeting: TBD

Diversion/ Reentry Workgroup Meeting: TBD

Please visit our website at <https://www.cdcr.ca.gov/ccjbh/>

Email us at CCJBH@cdcr.ca.gov

If you would like to be added to CCJBH's listserv, click [HERE](#).

THANK YOU!

