

San Diego County Juvenile Justice Commission

Pre-Inspection Worksheet

Data/Analysis from Calendar Years 2020 and 2021

Facility Name: San Pasqual Academy	
Facility Type: Residential School for Foster Children	
Facility Address: 17701 San Pasqual Valley Road Escondido, CA 92025-5301	Date of Inspection: October 27, 2021 (staff) January 6, 2022 (student interviews)
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	JJC Admin. Officer: Scott Brown JJC Admin. Assistant: Vanessa Ramirez
	CWS Director: Kimberly Giardina
	Presiding Judge of the Juvenile Court: Honorable Ana España
Facility Administrator: Tia Moore, Academy Director	Telephone: (760) 233-6005
JJC Inspection Team: Ed Weiner, Darwin Fishman and Deme Hill	
Staff and Representatives Interviewed / Met with in Person: Tia Moore, Tim Farley, Kristen Martin (New Alternatives); Mike Green, Patrick Kissel (Child Welfare Services); Suzanne Myasaki (Office of Education)	
Overview: For almost 20 years, San Pasqual Academy (SPA) operated as the first-in-the-nation residential school for foster boys and girls. Its initial capacity of 184 youth has been diminishing since it became known several years ago that the Federal and California governments had withdrawn their support for congregant care "group homes" in favor of family reunification plans. The exception for SPA being able to operate as a long-term facility was apparently going to end abruptly but the County of San Diego provided for operations to continue until June 2022 (the end of the academic school year). On the date of the JCC's inspection, the population was 45 with one youth in the middle school (off campus). However, a group of supporters filed a lawsuit in August 2021 against the California Department of Social Services and others to restrain the closing of SPA and on December 1, 2021, San Diego Superior Court Judge Ronald Dahlquist ruled that the state and county should develop new license requirements that would keep SPA open. The initial Pre-Inspection worksheet counted 70 youth on campus, but during our inspection, the number was down to 45 and funding did not seem to be a problem whether from the Mental Health Services Act, Child Welfare Services, or donations from the Friends of San Pasqual Academy. On January 6, 2022, the JJC was able to privately interview by Zoom four outstanding students (2 boys and 2 girls). The worksheet also addressed LGBTQI+ issues and although no specific number of SPA youth are counted,	

the staff and the school population are sensitive to the youth and make housing assignments accordingly.

Thirty-five percent of the youth at SPA were reportedly on psychotropic medications during some point of their stay. When youth are placed on medications, a goal is to reduce or discontinue the use while improving mental health functions. Due to COVID-19 and closing of facility issues, continued monitoring is of importance.

The San Diego County Juvenile Justice Commission is a state-mandated, court-appointed citizens' commission. Its purpose is to inquire into the administration of juvenile court law in San Diego County, to provide leadership for citizen action and to promote an effective juvenile justice system operated in an environment of credibility, dignity, fairness and respect for the youth of San Diego County

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COMMISSION COMMENTS & RECOMMENDATIONS FROM LAST INSPECTION

Despite the decision to close the facility, SPA staff were able to set up interviews with the youth after the inspection. The severity of the COVID-19 pandemic in 2020-2021 notably impacted the youth. We did ask about non-foster youth from the delinquency side being integrated into SPA—only a handful of these students are part of the program now.

We did ask about the data on the use of psychotropic drugs and it was estimated that 35% of the school population is administered these drugs. But no specific data on mental health outcomes was provided and SPA staff admitted that such data was impossible to collect or evaluate.

We did ask about Court Appointed Special Advocates (Casas) who continue to represent 80% of the youth but are not coming to campus as frequently because of COVID-19.

There are 13 students who have IEPs and the IEP meetings continue to be held (some by Zoom).

RECOMMENDATIONS:

1. The Juvenile Justice Commission encourages San Pasqual Academy to involve County Child Welfare Services in obtaining funding under the Mental Health Services Act for continuing mental health services for SPA youth, should SPA not continue to exist.
2. The Juvenile Justice Commission encourages SPA to involve the County Office of Education and homeless outreach agencies in utilizing the McKinney-Vento Homeless Assistance Act in making educational site visits to community schools, 2-year and 4-year colleges.
3. The Juvenile Justice Commission recommends that Child Welfare Services, Workforce Partnership and SPA work together to accelerate and increase access to Workforce development and financial literacy programs for youth that have regulatory documentation issues.
4. The Juvenile Justice Commission recommends Child Welfare Services continue the on-going family re-unification efforts by contacting out-of-state and out-of-county family members for future placement.
5. The Juvenile Justice Commission encourages SPA to institute more extra-curricular activities such as pep rallies for the football team and girls' basketball team—to encourage pride in the school and its student body when COVID-19 issues decline.
6. The Juvenile Justice Commission encourages SPA to engage in more activities with the grandparent members and connect all participants with Live Well San Diego programs when COVID-19 issues decline.
7. The Juvenile Justice Commission encourages SPA to continue to organize group and individual therapy sessions with trained staff and peers (or alumni if available) on a regular weekly schedule and continue to have mental health staff monitor the use and effectiveness of psychotropic drugs.

COMMENDATIONS:

SPA's outreach to alumni who come back to campus to reside (especially young mothers with children) is exemplary. The on-going efforts to reach out-of-state family members for re-unification and possible placement is extraordinary. The staff has been very positive and we hope the students are coping.

GENERAL COMMENTS FROM THE INSPECTION TEAM:

The Juvenile Justice Commission believes that all efforts should be made to keep San Pasqual Academy open. It has provided a place like no other giving foster youth (and some delinquent youth) a structure for learning and accomplishing lifetime goals. It is not like any other congregant care facility or group home. Its staff is committed; its grandparent program provides socialization and endearing relationships; its campus has updated cottages and food services as well as sports and agricultural fields. Its alumni are lovingly welcomed back to campus to visit or to reside temporarily.

The following information was obtained from individual interviews with SPA youth:

17-year-old Boy #1, a Junior, was an MVP member of the football team who had been at SPA for 5 years. He has a CASA, he works mornings in food services, participates in group therapy, and loves the fishing trips he and others take with one of the grandparents. This student has good grades and knows that he wants to go to college and participate in collegiate sports. He has several brothers who are going through or have gone through SPA."

16-year-old Boy #2, a Sophomore, was quarterback on the football team who had been at SPA for 5 years. He has a CASA, works in food services and has learned to manage his bank account as a result of the financial literacy program. He plays chess with one of the grandparents on campus. He is interested in going to college and has been able to make virtual field trips to several. SPA has accepted 2 of his brothers into the program."

17-year-old Girl #1, a Junior, plays on the basketball team and has been at SPA for 7 years. She likes chemistry and art and has plans to attend college in Northern California. She works in the cafe making smoothies but has not yet finished the financial literacy program. She has a new CASA who she does not see much. Because she does not eat meat, she believes that the food services need healthier options such as fish and vegetable lasagna."

14-year-old Girl #2, a Freshman, is a unique individual as she plays running back on the 'boys' football team. She has only been at SPA for about one year after unsuccessful placements in foster care, group homes, and Polinsky Children's Center. Her CASA of 6 years got her into SPA and she seems to be doing well—she mentioned a specific career path in the criminal justice field, going to college or into the Army. She goes off campus to work with horses (equestrian therapy) and said that she has a pet cat which can come to campus for temporary visits. She looks to a campus therapist as a mentor.

ADMINISTRATION / MANAGEMENT

[Please be prepared to discuss during the inspection.]

Admission and Orientation:

Are minors oriented to rules and procedures? Yes No

Are minors given copies of rules and procedures? Yes No

Can minors request that rules and procedures be provided in a language other than English? Yes No

Can parents request that rules and procedures be provided in a language other than English? Yes No

Are minors required to sign a document indicating they understand rules and procedures? Yes No

Are rules and procedures posted anywhere in the facility? Yes No

If yes, please indicate the number of postings and the locations.

Number: 15

Locations: student residences and the main office

Are staff trained in LGBTQI+ competency? Yes No

Has special LGBTQI+, ally and/or bystander training been implemented? Yes No

Do you ask youth their gender identity and preferred pronouns during intake? Yes No

How are LGBTQI+ youth identified upon admission to the facility?

Prior to intake, this information is asked about and shared so that appropriate and thoughtful intake and residential preparations can be made. Preferences are shared by the youth and consideration is given to room and house assignment, roommate placement, privacy issues, etc. Staff are clearly informed about preferred pronouns and names and are given additional training and support as necessary based on individual situations.

How do you work with youth who identify as non-binary, queer, queergender, non-conforming (neither male nor female)?

As we have had more referrals, experiences, and training with these groups, we have improved our ability to increase sensitivity, enhance cultural competency, and support our community in effectively serving all youth. Based on the options we have within our physical plant and environment, training options within our agency and in the community, our intentional and thoughtful intake process, and the care and creativity of our staff; we feel like we are working well with these populations and we will continue to improve and grow in our efforts to work with youth in each of these groups.

What safety measures are in place to ensure that LGBTQI+ youth are safe and protected from harmful encounters?

Within the first month that youth enter the program, our policy is that they are in areas supervised by staff prior to them being able to work toward more independence and reduced supervision. In addition, caregiving staff, residential supervisors and managers, and clinical staff regularly check in with youth to ensure that they are feeling comfortable and safe. If any incident or encounter is reported or suspected, investigation and inquiry into the situation takes place in collaboration with the assigned HSA CSW and appropriate and necessary safeguards would be put in place.

What safety measures are in place to help and protect youth transitioning to male or female?

The measures would be the same as above in terms of supervision and follow up on reported encounters. Transitioning youth would be offered additional support regarding privacy, bathroom and hygiene considerations, confidential access to medical services and support, etc.

Are youth made aware of anti-bullying policies and procedures? Yes No

What steps are taken to ensure that minors are explained the rules and procedures in a developmentally appropriate manner?

A few experienced and long-term staff have been identified to walk through the intake process with incoming youth and are prepared to explain rules and procedures in a developmentally appropriate way as well as spend as much time as needed in answering questions, introducing the youth to other staff and youth, review relevant resources and expectations, help the youth feel comfortable, review guidelines, etc. In addition, caregiving staff spend additional time with new youth to review house specific issues, address questions, and ensure understanding of the basic aspects of the program.

Personal Property and Monies:

Are personal property and monies recorded, stored, and returned upon release? Yes No

Describe the types of personal property that may be kept in sleeping rooms:

Students may possess personal belongings that is not considered contraband. Students may also possess items required to complete daily hygiene and clothing appropriate for school. SPA students may personalize their bedrooms with appropriate décor and may have electronics (i.e., televisions, laptops, iPad, and cell phones) as long as they are used in accordance with SPA policies and expectations.

Youth Release and Transition:

Are there established protocols for transitioning youth out of the facility and into the community? Yes No

*From the time that youth enter the SPA program, youth and staff begin working on and practicing various aspects of transitional planning including the acquisition of independent living skills. Skills such as managing money, organizational skills, social skills, doing laundry, cooking, cleaning, using transportation, work experience, etc. are focused on by all collaborating partners and are a part of the everyday experience at the academy. During the youth's 11th and 12th grade years, these activities increase. Some of these additional activities include college visits and trips, tours of transitional living programs including TLPs, THP+, THP+FC, Job Corps and other housing programs, increased focus on saving money that is earned, interviewing and applying for scholarships, and linking students with services and resources that they will need and use after their transition.

The SPA program also has a peer mentor program where young adult alumni, who formerly lived at SPA, are able to mentor and support youth who are preparing for transition.

It is common for residential and clinical staff to transport and help students move into new housing and/or college dormitories, ensure that they have their basic needs, and continue to support and be available for these students long after their transition. Students often return, considering SPA their home, for community events, to live during school breaks or times of need, and simply to visit other adults and students that have been important in their lives. On-campus alumni housing and basic case management support is available for Transitional Age Youth upon request, however; this is not a contracted or funded program, but it provided by New Alternatives Inc.

SPA can assist alumni during periods of adjustment if alternative housing is lost or unavailable, during breaks when college housing closes, or in unpredictable or challenging circumstances. For transitioning young adults who would benefit from or who need additional services such as mental health or psychiatric services, assistance and support is provided by SPA clinical staff to identify and link them to services in the communities where they are transitioning.

Are transition concerns regarding youth relayed to assigned staff in the community? Yes No

Has the facility received any complaints from parents/guardians regarding the transition process? Yes No
If so, how many? 0

Has the facility received any complaints from attorneys regarding the transition process? Yes No
If so, how many? 0

Accommodations for the Disabled:

Does the facility accept youth with disabilities (Emotional, Physical, Special Needs)? Yes No

Is the facility ADA compliant? Yes No
There are a couple particular residences that are able to accommodate youth with disabilities as necessary.

Has the facility been found to be non-ADA compliant in the calendar year? Yes No

Has the facility received any complaints regarding the placement of Youth with disabilities (Emotional, Physical, Special Needs)? Yes No

Does the facility offer Free and Appropriate Education (FAPE) to Youth with Disabilities? Yes No
Depending upon youth needs as specified in their IEP, youth may be able to be served by the on-campus school or may need to attend an off-site school with appropriate services for their IEP.

EDUCATION/SUPPORT SERVICES

Does the facility provide Educational Services on site? Yes No

If no, how are Educational services provided?

In addition to the on-site high school, a few students attend San Pasqual High School. The middle school aged youth attend San Pasqual Union K-8

If Educational Services are provided on-site, please fill out the information below.

Staffing

Positions Filled or Open

STAFF TYPE	NUMBER FILLED	OPEN
Credentialed Teachers	6 (5 full time, 1 part time CTE)	N/A
Credentialed SpEd Teachers	1	N/A
SpEd Instructional Aides	N/A	1
Paid Tutors	N/A	N/A
Volunteer Tutors	N/A	N/A
Other	1 full time in school counselor, 1 Classroom Asst	N/A

Average Student/Teacher Ratio & Average Daily Attendance by Month

MONTH	AVERAGE STUDENT TO TEACHER RATIO	AVERAGE DAILY ATTENDANCE
January	10:1	51.2
February	10:1	51.5
March	10:1	N/A
April	10:1	N/A
May	10:1	N/A
June	10:1	N/A
July	10:1	N/A
August	10:1	N/A
September	10:1	47.24
October	10:1	49.86

November	10:1	52
December	10:1	52.07

Capacity and Attendance

Number of classrooms in the facility? _____

For each classroom indicated in Question 1, please indicate the following:

For Each Classroom Used During the Calendar Year	Classroom Capacity	Average Number of Students per Classroom	Number of computers per classroom
1	15	10	Each student is issued a Chromebook
2	15	10	Each student is issued a Chromebook
3	15	10	Each student is issued a Chromebook
4	15	10	Each student is issued a Chromebook
5	15	10	Each student is issued a Chromebook
6	15	10	Each student is issued a Chromebook

Absences

Absences During Calendar Year	Number
How many students did not attend school for one or more days?	Due to COVID closures and moving to Distance Learning, attendance was measured by different levels of engagement versus attendance
Average days of absence?	N/A
Average days of absence due to illness?	N/A
Average days of absence for disciplinary reasons?	N/A
Average days of absence for reasons other than illness or discipline?	N/A

When is absence from the classroom or expulsion used as a disciplinary tool?

**Please provide the written policy for using absence from the classroom or expulsion as a disciplinary tool.*

When a behavior warrants a class or out of school suspension. As a county office of education, school expulsion is not used.

Please list reasons other than illness or discipline why a student would not attend school:
Off campus appointments such as court, refuses to attend.

Supplies:

Does each student have their own textbook for each subject? Yes No

If not, what is the ratio of students to textbook for each subject:

N/A

Please list the reason(s) why students may need to share textbooks:

N/A

Are the textbooks the most recent version available in California? Yes No

Who is responsible for making sure that textbooks are up to date?

Name: Bruce Petersen

Title: Executive Director, Student Services and Programs

What school supplies are available to the students (pens, pencils, paper, etc.)?

Pens, pencils, paper, spiral notebooks, binders, composition books, sketch books, highlighters, post its, colored pencils & markers, anything they would need to complete assignments

What school supplies are students allowed to take to their rooms?

Students are allowed to take all required supplies requested by the school to be prepared for learning.

Who is responsible for making sure there are adequate school supplies?

Name: Althea Varela

Title: School Admin Asst

Do students use computers on a daily basis in each classroom? Yes No

If yes, how many hours per day do students use computers? 6

Are students able to work on homework after the school day ends? Yes No

If yes, how? In their houses and during Study Hour (6:30 -7:30pm)

Special Education:

IEP/504 Plan/Autism/Learning Disorders

Type of Plan	Number of Students with Pre-existing IEP's/504 plans	Number of Students tested upon entry to facility	Number of Students receiving support services after entry	Percentage of Students
504 Plan	2	Enter text.	2	Enter text.
IEP Plan	17	1	17	Enter text.
IEP Plan with ERMHS Services	4	Enter text.	4	Enter text.

IEP Plan with BIP's or BSP's	4	Enter text.	4	Enter text.
Total	27	1	27	Enter text.

The JJC is seeking information regarding the disability classifications of each youth with an IEP. Please indicate how many youths with IEP's this year were classified under each of the following disability classifications:

IEP Classification	Number	IEP Classification	Number
Autism	0	Intellectual Disability	0
Deaf and Blindness	0	Traumatic Brain Injury	0
Deaf	0	Specific Learning Disability	8
Emotional Disturbance	3	Speech and Language Impairment	2
Hard of Hearing	0	Orthopedic Impairment	0
Visual Impairment	1	Other Health Impairment	7
Multiple Disabilities	0	Communication Disabilities	0

Who determines if a student admitted to the facility has an IEP/504Plan?

Name: Patrick Kissel

Title: HHSA Sr. PSW and Screener

How soon is this determination made after a student is admitted?

Varies

How are a student's IEP/504 Plan records obtained?

SPA Student Support Specialist, HHSA Sr. PSW and Screener, JCCS SPED Student Data Technician, CASA Ed Rights Holder, SPU SPED Case Manager

How long does it typically take to obtain such records?

Varies. 10 to 14 days on average if the IEP is not with enrollment packet

For students with IEP/504 Plans, please provide the following:

Type of Service	Provided at Facility?	In a Separate setting?	How often?	Provider
ERMHS	Yes	Yes	Determined by IEP	SDCOE, NAI
Counseling	Yes	Yes	Determined by IEP	SDCOE, NAI

Speech and Language Services	Yes	Yes	Determined by IEP	SDCOE
Occupational Therapy	No	N/A	N/A	N/A

***If the answer to any of the items in the table is no, please explain:**

No students are requiring occupational therapy in their IEP at this time.

General Education

On average, how soon after a student is admitted to facility do school staff have access to their previous records?

Usually, transcripts or checkout grades are provided at the time of enrollment

What is the timeline between disenrollment and enrollment in school?

Once a student is accepted and chooses the Academy, the student dis-enrolls from their school of attendance and enrolls at SPA within 1 or 2 days

What is the average grade level of students at the facility?

9-12

What training do General Education teachers have to recognize when a student requires an initial assessment to determine eligibility of Special Education services?

Teachers attend district provided SPED in-services and onsite professional learning. They also consult with the SPED resource teacher and in school counselor of any concerns they are observing.

What training do General Education teachers have with regard to effectively teaching students with:

- A. A learning disability? Core curriculum, Universal Design, co teaching training, reading intervention strategies
- B. An emotional disturbance? CPI training, Trauma Informed Care, Social Emotional Learning, Restorative practices
- C. Significant attention issues? Brain research in-services, mindfulness, self-regulation skills, consult with behavior intervention specialist

Credentialed Special Education Teachers:

Do Credentialed Special Education teachers participate in lesson planning and curriculum development? Yes No

If yes, how often do they meet with teachers? Daily

Do credentialed Special Education teachers instruct students in any classes? Yes No

IEP Meetings:

Are IEP meetings held whenever annual meetings for an eligible student are due? Yes No

Are IEP meetings held when an eligible student arrives in the facility and attends

school? Yes No

What is the average length of time between a student's arrival at the facility and their first IEP meeting? Yes No

Are IEP meetings held if a student is in the facility for more than thirty days? Yes No
If no, why not? N/A

Are parents notified of the meetings? Yes No
If yes, how? Email, phone, US mail

Describe the most common obstacle to IEP compliance:
Having an Ed Rights Holder to contact

General Special Education Questions:

Are staff trained to implement BSP's and BIP's? Yes No

What resources available to accommodate students with Special Education needs? Yes No

How many students are brought to the facility directly from school? N/A

In the last calendar year, how many students were referred by the IEP Team at the facility to a Residential Treatment Center? 0

Post-High School/GED Programs:

How many students are taking courses for college credit online? 15 (hybrid)
At what college? Palomar College

Are students given information and counseling regarding community college and four-year college options? Yes No

Are students given information and counseling regarding financial aid options for college? Yes No

Are students given resources for college entrance exam preparation? Yes No

Do students in the facility take military readiness testing? Yes No
If yes, are they required to do so?
No, only if the student shows interest in joining the military.

Career Technical Education (CTE):

What Career Technical Education (CTE) programs are available in the facility?
CTE Culinary Arts, CTE Energy, Environment and Utilities

Do CTE opportunities have sufficient space and resources for the number of students who are interested in participating? Yes No

Are programs scheduled so all students can participate in all programs? Yes No
If no, how many students have been denied participation in one of these programs in the last calendar year? Enter text.

What are the credential/certificates of the CTE educators?
Designated Subjects Credential

Special Programs and Activities:

What other special programs or activities take place in the classroom?
ASB, Critical Literacy (Literacy support class), Critical Numeracy (math support class), Palomar College dual enrollment class Counseling 110 and Counseling 158

What programs or situations would result in a student leaving the classroom during school hours?
Athletics, Field trips

Independent Study:

What independent study options are available?
N/A

When is independent study used?
Short term independent study (<20 days) is used when students participate in travel opportunities

SECURITY AND CONTROL

Permanent Logs:

Are there policies and procedures in place that describe the types of incidents and occurrences which must be documented on a daily basis? Yes No

Are these logs stored electronically? N/A Yes No

If logs are stored electronically, is there sufficient technical support to ensure that the electronic files that contain these logs are not compromised, corrupted, or deleted? N/A Yes No

Security Features:

Does the facility have security features (cameras, locks, alarms, etc.)? Yes No

If yes, please describe security features:

Student and staff files are located in buildings on campus that are monitored by security cameras. Each student's home is armed with alarms with the sole purpose is to keep intruders out. San Pasqual Academy is not licensed as a locked facility.

Are there staff members on site who have the skills to maintain security features? Yes No

Security Inspections:

Does the administrator in charge visually inspect the facility for security-related concerns? Yes No

If yes, how often: Daily

Are random reviews of security tapes conducted? N/A Yes No

If yes, how often: Monthly reviews

Control of Dangerous Materials:

Are dangerous materials (toxins, biohazards, etc.) stored on site? Yes No

If yes:

A. What materials are stored?
Household and cleaning supplies.

B. Where are materials stored?
In locked areas of the residences and offices.

C. Do youth have access to the dangerous materials? Yes No

If yes, what protocols are in place to ensure Youth safety?

For the purpose of cleaning and normal household use, youth have access to these products for the period of time needed for cleaning and use of household products. Youth would need to check these products out from the caregiving staff and return them when finished.

Non-Hazardous Furnishings:

Are mattresses and bedding fire-resistant and non-toxic? Yes No

Control of Contraband:

Are there written policies that describe contraband? Yes No

Are there written policies that describe the disposition of contraband? Yes No

Has a weapon been found in the facility during the calendar year? Yes No

If yes, where?

Tactical knife found in student's drawer during routine safety check

Has a Youth been found in possession of any illegal controlled substance (i.e. alcohol, tobacco, or drugs) during the calendar year? Yes No

A. How many incidents during the calendar year? 30

B. Please describe the type of contraband:

The type of contraband found includes alcohol, smoking and vaping materials for tobacco and/or THC (pens, cartridges, lighters, containers with THC residue, etc.)

Resident Searches:

Do staff search sleep areas/rooms? Yes No

If staff search sleep areas/rooms, do staff search in the presence of the youth? Yes No

If staff search sleep areas/rooms, is clean bedding or clothes mixed with soiled bedding or clothes during this process? Yes No

Accountability and Supervision:

Describe measures taken to ensure that youth are supervised in a manner that provides for youth and staff safety. *[Please be prepared to discuss during the inspection.]*

To ensure the safety and welfare of all students and employees, all staff are expected to provide consistent and active supervision. Active supervision is our primary method of preventing out of control situations. NAI provides extensive on-boarding initial training series for all staff and these are extended and enhanced at regular intervals. Some examples of this training series include supervising and transporting clients, trauma-informed care training, initial orientation training, cultural competency training, first aid/CPR training, QPR suicide prevention and intervention training, and on-site shadowing.

In addition, Pro-ACT training is provided with a focus upon de-escalation and preventative strategies to minimize the use of any physical intervention or containment. The physical interventions taught in Pro-ACT are only used in the event that a youth is a direct and serious danger to themselves or someone else and that harm can be prevented through no other action. Searches may be written into the student's Needs and Service Plan and conducted in cases where there is a history of risk or in engaging in behaviors that place the community or themselves at risk. A basic visual search of pockets, clothing, and bags is done upon reentering SPA from a pass or alternate placement but not of the client's body.

Another measure taken is the completion of the student's Needs and Services Plan as well as their Emergency Intervention Plan which describes particular ways to handle individual students in moments of crisis or when escalated. Part of this plan also includes a supervision addendum which sets the level of supervision that they require based on past and current behavior. All youth spend their 1st 30 days on increased supervision and for younger middle school students, this elevated level of supervision continues until they are high school age if appropriate at that time. While all students are supervised within the program, some students may require constant adult supervision while others can earn varying levels of adult monitoring giving them the ability to develop skills of independence.

Use of Force:

Does the facility utilize "use-of-force" techniques? Yes No
If yes, does the facility have written policies regarding use of force? N/A Yes No
Please highlight if the policy includes the following:

- A. Staff Development**
 - a. Including "staff-to-staff" intervention strategies**
 - b. Training (Evidenced based/Culturally Competent)**
- B. Documentation Process**
- C. Reporting Process**
- D. Use of Force Review Process**

If not, how do you ensure staff development, documentation, reporting, and review processes occur?
N/A

Use of Restraints:

Does the facility utilize "restraint" techniques? Yes No
If yes, does the facility have written policies regarding "use-of-restraint"? N/A Yes No
Please highlight if the policy includes the following:

- A. Staff Development**
 - a. Including "staff-to-staff" intervention strategies**
 - b. Training (Evidenced based/Culturally Competent)**
- B. Documentation Process**
- C. Reporting Process**

D. Use-of-Restraint Review Process

If not, how do you ensure staff development, documentation, reporting, and review processes occur?

N/A

Tool & Equipment Control:

Is there a written policy to ensure the adequate control of keys? Yes No

Is there a written policy to ensure the adequate control of tools? Yes No

Is there a written policy to ensure the adequate control of culinary utensils and equipment? Yes No

Is there a written policy to ensure the adequate control of medical equipment? Yes No

Is there a written policy to ensure the adequate control of supplies? Yes No

Is there a written policy to ensure the adequate control of vehicles? Yes No

Weapons Control:

Are weapons of any types permitted in the facility? N/A Yes No

Is there a weapons locker on site? N/A Yes No

Discipline:

Does the facility have written policies that describe the discipline process? Yes No

If yes, Do the policies include Culturally Competent and Evidence Based practices? San Pasqual Academy's discipline approach is based on a trauma-informed perspective that believes discipline not punishment is the most effective way to teach self-management skills. Our discipline model focuses on preventing problems by identifying low level indicators of potential behavior problems. SPA is designed to provide natural consequences which teach respect for social responsibility rather than obedience to authority based on fear. The desired result is learned control through inner values rather than continual need for external control.

All staff are expected to provide a physically and emotionally safe environment for all the students in our care. We have chosen to use the language of campus "guidelines" rather than "rules." These guidelines are presented to youth upon intake where there is opportunity for clarification and questions, and further explained and implemented by the house parents, staff, and supervising staff. Examples of forms of discipline include redirection, early curfew, restricted privileges, and written tasks. Examples of rewards and incentives include numerous opportunities for participation in extra-curricular activities, extended privileges, increased opportunity to earn money and allowance, and employment opportunities.

Yes No

Are measures taken to ensure that due process is preserved? Yes No

What percentage of discipline grievances/appeals are resolved in support of the Youth? 30%

Contingency/Emergency Plans:

Are there written plans in place for the following contingencies/emergencies? Check all that apply.

- Contagious disease outbreak (Tuberculosis, Flu, etc.)
- Earthquake
- Fire
- Power outage/failure
- Unit Disturbance or Riot
- Other: Virus, Quarantine
- Other: N/A

HOSPITALIZATION, ASSAULT AND AWOL HISTORY:

Peer-to-Peer Assaults in Calendar Year:

Total number of Peer-to-Peer Assaults: 25

Total number of Peer-to-Peer Assaults resulting in injury requiring treatment: 2

Total number of Peer-to-Peer Assaults resulting in referral to:

 0 Community Based Organization

 25 Social Worker

 0 Probation

 3 Law Enforcement

 0 Other:

Law enforcement was called by students for each incident. No students removed by Law Enforcement.

Total number of Peer-to-Peer Assaults resulting in youth being removed from the facility by:

 0 Law Enforcement

 0 Probation

 0 Social Worker

Resident-to-Staff Assaults in Calendar Year:

Total number of Resident-to-Staff Assaults: 2

Total number of Resident-to-Staff Assaults resulting in injury requiring treatment: 0

1. Female student poked female supervisor in the breast with finger. No injuries reported

2. Female student bit female staff on the arm while upset. No injuries reported

Total number of Resident-to-Staff Assaults resulting in referral to:

 0 Community Based Organization

 2 Social Worker

 0 Probation

 0 Law Enforcement

 0 Other:

Total number of Resident-to-Staff Assaults resulting in youth being removed from the facility by:

 0 Law Enforcement

 0 Probation

 0 Social Worker

Please be prepared to discuss the following areas with JJC Inspection Team

Serious Incidents During the Calendar Year:

Number of suicides: 0

Number of attempted suicides: 0

Number of deaths from other causes: 0

**Please provide written policies and procedures related to Suicide and Suicide Attempts.*

Hospitalizations:

Number of instances of injury that required: first aid, medical intervention, or hospitalization in Calendar Year: 41

All injuries reported were a result of recreational activities, (sports, roller skating, skateboarding, etc.), horseplay between students, physical altercation between students, and or self-harm, (superficial cutting not requiring hospitalizations.

Number of Youth Hospitalized due to Mental Health reasons in Calendar Year: 0

Average length of stay in Hospital: N/A

Number of Youth that returned to the facility after hospitalizations: 0

**Please provide written policies and procedures related to Youth Hospitalization.*

AWOLS

Number of Instances: 15

Number of Youth (non-duplicated): 13

Does the facility have written policy and procedures regarding AWOL?

Yes No

**Please provide a copy*

FACILITY BACKGROUND

[Please be prepared to discuss during the inspection.]

Other Inspections (please list most recent inspections and dates):

Community Care Licensing: 08/10/21

Fire Marshal: 5/18/21

Department of Environmental Health: 04/28/21

Other: N/A

Other: N/A

Date of Last Fire Drill: 07/07/2021

Date of Last Lock Down Drill: N/A

Resident/Staff Composition and Communication:

Currently, there are approximately 70 youth within the program, living in 14 houses, each with 4-8 youth residing in the house. The program maintains a minimum 1:6 ratio of staff to youth and most of the time has a much lower ratio than this due to the presence of additional residential staff, clinical staff, management staff, etc. Approximately 1/3 of the youth identify culturally as Black/African American, 1/3 identify as Latina/Latino, and the other 1/3 include Caucasian, Asian American/Pacific Islander, Native American, etc. Efforts are made to hire and retain staff who represent these cultural backgrounds as well and who are bi-lingual. Communication takes place in a variety of ways including communication and supervisor logs, check-in logs, use of walkie-talkies, mobile and land-line phones, email, in-person dialogue, team meetings, training, etc.

General Facility Condition:

The facility and physical plant are maintained by a full-time facility manager who lives on-site and therefore is able to respond to most facility issues in a timely and efficient manner. Additional maintenance staff also help take care of ongoing repair and updating of the facility residences and offices. County general services and service contractors are also used for specific or specialty services and maintenance. Procedures are in place allowing for staff to identify and make maintenance requests to ensure that the facility is kept in good and safe condition.

Housing/Sleeping Accommodations:

There are 14 youth residences currently in use on the SPA campus, with 24 total residences available as needed. Campus houses are able to accommodate 6-8 youth, but most houses currently are not at full capacity. Youth share a room with 1 other youth but have their own side of the room separated from their roommate by a privacy wall. Youth all have their own bed and mattress and are provided with all necessary bedding, blankets, sheets, pillowcases, etc. Youth share a bathroom with their roommate and another set of roommates and also have access to laundry in each house. Youth are not limited in their access to food and are encouraged to participate in cooking. Within their house, youth have computer access, a living room with TV, and a full kitchen.

Storage:

Youth are given adequate storage for whatever belongings that they bring into the program. Youth have storage in their room and closet areas and if they need additional storage, this is able to be

accommodated in other areas of the campus. Students are also able to store valuables and money in locked areas for additional protection.

Facility Capacity:

SPA does not have the issues of crowding within the program at this time due to the fact that SPA has not reached full capacity. Currently, there are approximately 70 youth within the program with a capacity of 184. Administrators and managers have been pro-active in keeping the average number of youth at 6 per house even though most houses are able to hold up to 8 youth. This step has been taken to increase supervision, maximize staff effectiveness, and prevent behavioral issues during a time when the program has the flexibility to do so.

Average Length of Stay:

The average length of stay varies depending on the age of the youth when they enter the program, how long it takes for them to complete high school, and whether they are receiving re-unification services where the plan is for them to return to family or relative care. Because our program is not an STRTP and is approved as a Pilot program within California to provide permanency and longer-term care, the length of stay is usually much longer than in other residential programs. On average, youth typically stay within the program for 2-3 years, however, in many instances, if they come into the program in middle school, they have been here for 5-6 years.

TRAINING, PERSONNEL, AND MANAGEMENT
[Please be prepared to discuss during the inspection.]

Child Supervision and Staffing Levels:

As stated previously, caregivers and staff are trained to engage in active supervision of youth and track their location, are required to have them check in and out of areas and inform them of where they are going, and monitor their activities. Staffing levels are kept at a 1:6 staff to student ration at minimum but are almost always much lower than that due to the additional presence of residential staff, management staff, and clinical staff.

Training: *[Specify types, frequency and what roles are required to attend]*

All staff at all levels and with all different roles are required to attend initial and ongoing training. Initial trainings include but are not limited to 1st aid/CPR, cultural competency, transporting youth, new staff orientation, trauma-informed care, Pro-Act, QPR (Suicide Prevention Training), etc. Ongoing trainings include additional trauma informed care, CSEC, LBGTO, reviews of initial trainings, etc. The program also makes available other trainings by bringing them to the campus or sending staff to off-site training for their continued development.

Staff Background and Reference Checks:

- | | |
|--|---|
| Do staff members have an initial background before they are hired? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Do staff members have reference checks before they are hired? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Do staff members meet with a psychologist before they are hired? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Do staff members undergo drug testing before they are hired? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Do staff members undergo periodic criminal history checks after they are employed? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

If yes, date of last periodic background check: every month, July

If no, what safeguards are in place to capture staff criminal conduct?

N/A

GRIEVANCES, REPORTING INCIDENTS AND STAFF MISCONDUCT

Problems/Complaints Affecting Facility During the Calendar Year:

Court Orders Affecting Facility (please have available, if applicable):

Juvenile court issued orders putting a hold on off campus passes and visitation for youth due to COVID-19 and state and county stay at home orders. Yes No

Pending Litigation: Yes No

Does the facility have a formal grievance policy? Yes No

Grievances:

Number of Written Complaints / Grievances Involving: 04?

- Residents (youth): 4
- Attorneys: N/A
- Family Members: N/A
- Medical: N/A
- Other: Enter text.

Are written grievances reviewed daily? Yes No

Are grievances tracked in some manner that would permit facility leaders to observe trends in grievance reports? Yes No

Is there a method for youth to be able to express concerns about the facility to a staff member who is not assigned to their cottage? Yes No

Are youth made aware on a routine basis that they can express concerns about their placement to their case worker, social worker and/or attorneys? Yes No

Reporting of Incidents: *[Please be prepared to discuss with JJC Inspection Team.]*

Incidents are reported immediately to the active supervisor and manager on duty. Program staff then do a written SIR Serious Incident Report which details the incident per licensing and program standards. This is reviewed by the immediate manager and program director who document follow up information and a copy of the report is sent to community care and licensing, the program monitors, and the HHSA assigned county social worker. Follow up meetings and communication with appropriate residential and clinical staff are then scheduled as needed.

Staff Misconduct:

Are there written policies for addressing staff misconduct? Yes No

Have there been any allegations in the calendar year of a staff member physically assaulting a youth? Yes No

Have there been any allegations in the calendar year of staff member sexually assaulting a youth? Yes No

Have there been any allegations in the calendar year of a staff member verbally threatening a youth? Yes No

Have there been any allegations in the calendar year of a staff member touching a youth in any inappropriate way? Yes No

Have there been any allegations in the calendar year of a staff member commenting on the physical appearance of a youth in a manner that is outside the scope of the staff member's job duties? Yes No

Have there been any allegations in the calendar year of a staff member entering a youth's sleeping room for any reason that was outside the scope of the staff member's job duties? Yes No

If the answer is yes to any of the inquiries related to allegations, is there written documentation of the incident, follow-up, and responsive action? Yes No

Please describe the circumstances related to any of the allegations noted above:

A non-minor dependent reported an inappropriate comment, she believed to be sexual in nature made by a male support staff member.

CLASSIFICATION

[Please be prepared to discuss during the inspection.]

Describe how youth are identified and appropriately placed within the facility:

**Please provide written policies and procedures*

Youth are referred to the SPA typically by the county social worker, however, referrals may come from CASAs, the juvenile courts, probation, etc. Youth come to the campus for an in-person interview with the Academy Director or the Clinical Director and are also able to do a tour of the program guided by one of the current youth in the program. Once the referral has been reviewed and the youth has toured and interviewed, a determination is made if the youth is appropriate for the program and the youth may then be accepted to the program or given reasons for non-acceptance. At this point, the youth is able to choose whether they would like to come to SPA and if they choose to be accepted, then an intake date is set and a house is identified based on review of their needs.

COUNSELING AND CASEWORK SERVICES

[Please be prepared to discuss during the inspection.]

Clinical services are provided on campus at SPA through a Full Day Rehabilitation program. The clinical program offers milieu-based psychotherapy provided by licensed or license eligible therapists (individual, group, family) medication monitoring, basic medical services (2 LVNs on-site), recreational therapy, and a performing arts extra-curricular program. Program therapists provide services, groups, interventions, and sessions after school each day, and work collaboratively with house staff and other providers as part a treatment team. Therapists participate in child family teams in support of each youth and provide assessment, crisis intervention, goal development, psycho-education, and planning. Youth have the opportunity to participate in a number of adjunctive activities to support their therapeutic services including recreational therapy, pet therapy, performing arts, cultural and diversity events, and holiday events. Clinic staff also provide "teen topics," which are weekly groups and experiential activities aimed at increasing social skills, coping skills, communication skills, independent living skills, emotional regulation skills, stress management skills, etc.

PROGRAMS AND ACTIVITIES

[Please be prepared to discuss with JJC Inspection Team.]

School Program:

Parenting Classes:

Although our program is not licensed to provide services to parenting youth or their young children, SPA youth are educated and provided services regarding sexual health, safety in relationships, communication skills, independent living skills, etc; which all have application to future parenting roles. The design of the residential program is to offer our youth the exposure to healthy family relationships, discipline, support, and connection within our family-oriented community. Family therapy is available when possible for youth and families who are working toward reunification or working to improve their relationships.

Trainings for house parent and child care worker staff are done frequently to develop and enhance parenting skills and to equip them for some of the challenges and issues presented with this population of youth. Trainings for staff in 2018-19 have focused upon Trauma Informed Care, recognizing signs and symptoms of substance use, cultural sensitivity, working with LGBTQ populations, suicide prevention and intervention, etc. Should there be parents interested in attending a parenting class within our program, this could be made available to them through SPA's clinical services.

Recreation and Exercise:

Many recreational and exercise activities are available for youth at SPA and when youth are interested in other options, these options are explored and often added to the program. Common and ongoing activities include formal sports teams that are part of the school CIF program, recreational therapy activities, arts and crafts, poetry slams, hikes, dance classes, RC Car club, swimming and water-based activities, recreational trips and outings, use of the gymnasium and training facilities, wellness-related activities, volunteer service events, etc. We also have a number of partnerships with community organizations that offer activities such as surfing and paddle boarding, community service, skateboarding, empowerment events, fishing, pet therapy activities, etc. There is also a performing arts program that includes instrument lessons (piano, drums, guitar, violin), voice lessons, self-defense, and other performance-oriented activities.

Religious Program:

Youth who wish to attend religious services are transported upon request and are able to participate and practice the faith of their choosing. It is typical for groups of students to attend religious services each week and some have also participated in mid-week religious activities or youth services as requested. Participation in religious services or practices is not required within the SPA program.

Work Program/Vocational Training:

Access has been providing employment and training services to foster youth at San Pasqual Academy since its doors opened in October 2001. The mission of the Access is to promote self-sufficiency and economic independence through education and employment opportunities. Our services on campus include career exploration and occupational skills training, individualized case management, mentoring, leadership development, financial literacy, internships, job placement and retention

services. The Career Technical Education (CTE) and occupational courses include Multimedia, Video Production, Entrepreneurship, Customer Service and Hospitality. Access also oversees the Dragons Lounge, a student-run coffee and juice bar. These programs comply with Workforce Innovations and Opportunities Act (WIOA) program requirements, which funds much of this work.

The collaborative partners on campus bring a seamless delivery of services to the students, providing residential, academic, work readiness and dependency case management programs and services. New Alternatives, Inc., San Diego County Office of Education, San Diego Workforce Partnership, San Diego Health and Human Services along with Access, Inc. all work together to give youth a well-rounded environment where they can learn, grow and thrive

Visiting:

Any youth that wishes to have visitation or pass with individuals in the community can seek the approval from their CSW or PO. Visitation is able to take place both on the SPA campus as well as in other community locations as needed. Clinical and residential staff can provide supervision for visitations that require it. Based on approval from the CSW or PO, community day passes, overnight passes, and extended passes are available with family or friends to encourage and nurture client's support system and keep them connected with family. SPA staff not only assist with the monitoring of the visitation but often transport students to locations where these visits take place for the convenience of both the student and those, they are visiting due to the location of SPA.

Family participation and engagement, when approved and appropriate, is strongly encouraged and supported by the Academy and its staff and many opportunities are provided for increased family participation including involvement in child family team, attendance at community events such as sports activities and talent shows, and the chance to visit and share meals with youth on holidays. In special circumstances, SPA has provided food, bedding, and funding for family activities to youth if they are visiting family members that do not have necessary resources.

Correspondence:

Many opportunities are given for youth to correspond and remain connected with family members and other supports, unless otherwise restricted by their CSW or their PO. Youth have access to both make and receive calls using landline phones in their homes as well as having access to email. Youth are able to utilize cell phones so long as they are able to pay for the phone and use it responsibly. Youth are also able to invite family members or approved support figures to community events such as sports games, awards ceremonies, talent shows, holiday events, graduation, etc.

Access to Legal Services:

Youth may contact their minor's counsel as needed and minor's counsel is encouraged to participate and be a part of child family teams. All students have access to their attorney's contact information and attend court hearings every six months. Program staff ensure that youth have transportation to court hearings as needed.

HEALTH SERVICES

The Health and Wellness Center houses two full-time LVNs, as well as facilitates psychiatric and medical services. Assessments of illness, monitoring and coordinating of medical appointments, and basic nursing care is provided by nursing staff. Routine physicals and evaluations are also available, with specialty and emergency services provided at the local hospital or Children's Hospital. Nursing staff also conduct a variety of health-related programs and initiatives aimed at improving the overall health of the population

MEAL SERVICE

Are kitchen staff members trained regarding sanitation and food handling procedures? Yes No

Have kitchen staff members received any training in the calendar year other than training given to newly hired employees? Yes No

If yes, describe what the training included:

Food Handlers, Sanitation, Knife Handling, Safety/Hygiene/Cleanliness, Equipment Operations

Do youth work in the kitchen? Yes No

If yes above, have they been trained? Yes No

Describe the types of work youth perform: Job skills in the culinary arts field.

Are meals served cafeteria style? Yes No

Are youth permitted 20 minutes or more to eat? Yes No

Who/what agency maintains the kitchen area? New Alternatives, Inc.

Adequate and Varied Meals:

Is there a weekly menu posted? Yes No

Does a nutritionist, dietitian, or other health professional participate in the creation of the menu? Yes No

How many calories per day does a youth who eats all of the standard meals provided consume? 2093

What approximate percent of calories are from the following:

Protein: 17.04 %

Carbohydrate: 23.95 %

Fat: 18.74 %

Are weaker youths protected from having food taken from them? Yes No

Special Diets:

Can special diets be accommodated when medically necessary? Yes No

Was the facility unable to accommodate a special diet based on medical reasons during the calendar year? Yes No

If yes:

A. What accommodations was the facility unable to meet?
N/A

B. What modifications to accommodate the youth?
N/A

Can special diets be accommodated when based on a youth's religious practices or beliefs?

Yes No

Was the facility unable to accommodate a special diet based on a youth's religious practices or beliefs in the calendar year?

Yes No

If yes:

A. What accommodations was the facility unable to meet?
N/A

B. What modifications to accommodate the youth?
N/A

SANITATION

[Please be prepared to discuss with JJC Inspection Team.]

At this time, uniforms are not used at SPA. Youth are able to wear personal clothing and are given their own hygiene supplies for daily use. During intake to SPA, each student is given a laundry schedule and has daily access to laundry services in their home. Part of the program's independent living skills training is to help the youth learn to wash and effectively maintain hygiene and staff are there to support and ensure that these important activities are completed. Youth are also taught and expected to maintain the cleanliness of their room. If youth require assistance or training in this area, this is provided by staff.

Clothing and Personal Hygiene:

Are youth provided with personal hygiene products upon entry to the facility?

Yes No

If yes, what policies are in place to ensure Culturally sensitive products are provided accordingly? During intake and throughout placement, youth are given the opportunity to communicate their needs, preferences, sensitivities, etc. While staff are trained and aware of general cultural sensitivity with clothing and hygiene products, we also recognize that youth may have individual cultural preferences and they are encouraged to share these needs with staff so that they can be accommodated.

If no, are youth provided a stipend to purchase their own products?

Yes No

Bedding and Linens:

How often are clean linens provided to youth? New bedding and linens are provided to youth upon intake and replaced as needed if damaged, destroyed or soiled. Youth are also given direct access in their homes to laundry facilities and expected to do laundry their bedding and linens as a part of their ILS skill development.

How often are clean blankets provided to youth?

Same as above, upon intake, as needed for replacement and access to laundry facilities is on-going.