

Release Plan

SOURCES OF INFORMATION:

Meetings/Interviews:

- [REDACTED] Face to face inter views with biological mother and biological father.
- [REDACTED] Phone and face to face interviews with [REDACTED]
- [REDACTED] Telephone Interview with [REDACTED] youth teacher with [REDACTED]
- [REDACTED] Telephone interview with [REDACTED] counselor/mentor with [REDACTED]
- [REDACTED] Telephone ne interview with [REDACTED] Volunteer for the Youth [REDACTED] Program
- [REDACTED]: Telephone interview with [REDACTED] mentor and family friend.
- [REDACTED]: Telephone interview with [REDACTED] Special Education Teacher [REDACTED] Schools.
- [REDACTED]: Email correspondence with [REDACTED] teacher at [REDACTED]

FAMILY HISTORY:

[REDACTED] is a [REDACTED] old [REDACTED] youth, who enjoys [REDACTED], [REDACTED], and participating in activities through Church [REDACTED]. [REDACTED] has a tremendous amount of family support and lives with his mother, father, and dog in [REDACTED] Colorado. Mrs. [REDACTED] works full time as a [REDACTED] and his father is on disability [REDACTED] and home throughout the day to provide extra supervision. Mr. and Mrs. [REDACTED] have rules and structure in their home and utilize family support when needed. [REDACTED] has family located throughout the [REDACTED] area including grandparents, aunts, uncles and god parents. [REDACTED] was extremely close to his maternal uncle who died in [REDACTED] of [REDACTED] [REDACTED]. Since his uncle's death, [REDACTED] has started to develop a close relationship with his uncle [REDACTED]. [REDACTED] is the coach and teacher for [REDACTED] [REDACTED] with the Church [REDACTED]. Mr. [REDACTED] stated he got [REDACTED] involved with the [REDACTED] in January [REDACTED] to help detour him from gravitating towards negative influences. Mr. [REDACTED] is a positive support and is going to ensure that [REDACTED] has extracurricular activities and positive influences into place up upon re lease.

PRO-SOCIAL ACTIVITIES:

Church [REDACTED] Membership and Activities:

[REDACTED] regularly participates in the following activities with his parents:

- Sunday morning services are from 9:00am to 11:30am.
- [REDACTED] group is from 12:00pm to 2:00pm
- Evening services are from 5:00pm to 6:00pm.
- Flag football with the youth in his church is from 7:30pm to 9:00pm. Flag football consists of young men from his church and the pastor.
- Mentoring services are also available with older youth in the church. The mentoring services are 1- 2x' s per month. The young men gather for lunch and discuss chosen topics. Mentoring services are also available with older youth in the church.

Individual Counseling with [REDACTED]

In January [REDACTED] began individual counseling with [REDACTED] youth pastor with Church [REDACTED]. Upon release from detention, [REDACTED] will continue these counseling sessions on a weekly basis. Mr. [REDACTED] stated that he will continue to act as a support and ensure [REDACTED] has positive extracurricular programming through his church upon release.

Youth [REDACTED] Mentorship Program:

This writer spoke with [REDACTED] a Youth in [REDACTED] Program Volunteer that began mentoring [REDACTED] prior to his remand. Mr. [REDACTED] explained that [REDACTED] is a program based on teaching youth about being a leader, taking accountability, making better choices and teaching independence. Mr. [REDACTED] knows [REDACTED] well and feels he has been an asset to their program. As part of his participation the program [REDACTED] has already volunteered within the community by preparing and distributing backpacks and school supplies to children in need. Upon release, [REDACTED] would continue in participation in this program and under the mentorship of [REDACTED]

[REDACTED] School [REDACTED] Group:

The [REDACTED] Program is a peer to peer after school program where male students share and discuss their social, academic, and personal life successes and challenges in a supportive safe, and supervised environment. The teacher running the weekly group encourages self-esteem and positive peer connections. [REDACTED] will continue his participation in this group upon release.

Athletic Activities:

██████████ is a member of the ██████████ Football Team and prior to his incarceration was scheduled to ██████████ program. His athleticism is one of ██████████ strengths. ██████████ has previously played basketball for ██████████ School and anticipates being selected for ██████████ School Baseball Team.

EDUCATIONAL HISTORY:

██████████ began ██████████ School ██████████ transferring from ██████████ ██████████ in ██████████. Records indicate that ██████████ has an individual education program (IEP) where he is working on his social emotional Wellness and Self-Determination. Due to his disability, ██████████ is in an Affective Needs classroom setting. Affective Needs classrooms are for students with emotional disabilities and provide strong emphasis on affective education, academics, and social programming. ██████████ is in a highly structured environment with individualized management strategies and plans to meet the goals on his IEP. This includes weekly specialized literacy instruction, weekly specialized math instruction, and monthly mental health support.

Ms. ██████████ Special Education Teacher at ██████████ ██████████ reached out to this writer stating that ██████████ has great manners and a well-behaved student. Ms. ██████████ facilitated communication with ██████████ School affective needs teachers so they are aware of his situation and can provide homework to him while he is incarcerated at the ██████████. The ██████████ school does not follow the same curriculum as the IEP curriculum being offered to ██████████ at ██████████ School. Consequently, ██████████ will have increasing deficits in his educational progress and is at risk for not having his emotional needs adequately met if he continues to remain in ██████████.

It is critical students with disabilities to have consistency in their education so that their IEP needs are upheld. The IEP is designed for ██████████ to have individualized educational goals and to build rapport with his special Education teachers in order to address his social/emotional needs. His educational team at ██████████ School is specifically trained to support ██████████ in achieving emotional and social wellness. This writer spoke with ██████████ Special Education teacher with ██████████ Academy. Ms. ██████████ developed a close relationship with ██████████ and created his current adopted IEP. Ms. ██████████ stated that ██████████ struggled with developing coping skills and self-regulation. Ms. ██████████ noted that because of his diagnosed emotional disability ██████████ is particularly vulnerable to being negatively influenced by peers. Ms. ██████████ stated that ██████████ feels insecure about his disability and strives to be liked and 'fit in.' ██████████ noted that consistency in a school environment is vital to ██████████ ability to develop social and emotional skills and to

be successful in school and in the community y.

Given the concerns expressed by Ms. [REDACTED] continued incarceration amongst some the gang involved youth at the [REDACTED] places [REDACTED] at a greater risk of victimization. With the vast community support t and pro-social activities available to this youth, community-based supervision will best address his rehabilitation and community safety.

