

**CDCR - Division of Juvenile Justice  
Individual Change Plan  
Part II - Initial Case Conference at Program Facility**

Youth's Name: [REDACTED]	YA#: [REDACTED]	Date of Birth: [REDACTED]	Arrival Date: 7/19/2018
Facility: VYCF	Today's Date:	October 1, 2018	
Living Unit/Program: ALB Report Period: 7/19/2018 to 10/1/2018			
Case Conference Date: 10/1/2018			
Commitment Offense: Date: 5/24/2018			
PC187(a) -		PC187(a) Murder 2°	

Name	Classification
[REDACTED]	Parole Agent/Casework Specialist
[REDACTED]	Parole Agent III
[REDACTED]	Education Representative
[REDACTED]	Psychiatrist/Psychologist

Treatment Planning Information (Casework Specialist)	
Court of Commitment: Juvenile	DJJ Board Category: >1 (pursuant to Title 15)
County of Commitment: Los Angeles	Annual Case Review Date: 7/1/2019
Jurisdiction Expires Date: 00/00/00	Projected Board Date: 6/1/2022
Actual Confinement Date: 6/1/2022	Earliest Possible Release Date: 00/00/00

Registration/Notification Information:	
WIC 1767.1 CT, DA, Cnsl, Polic -	Converted data
WIC 1769(b) Dschrg 25th birth -	Converted data
WIC 676 Info Dschlre/Vctms Rgt -	Converted data
WIC 290.2 Notce Custody Hearng -	Converted data
Victm Rest Order: \$0 -	Converted data
Restitution to be Determined -	Converted data
Rest Fine Orderd: \$100 -	Converted data

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<b>Current Suicide Risk Level:</b> Low 7/19/2018	<b>Date Risk Level Set:</b>
<b>Gang Affiliation:</b> Sureno	<b>Gang Name:</b> San Fer
<b>Mental Health (to be completed by Mental Health Professional)</b>	

Has the youth been on SRR since the last case conference? NO

Is there a mental health diagnosis that may impact the youth's ability to participate in the rehavilitative treatment process? If so, HOW does it interfere with the youth's treatment? What may be some mental health signs and symptoms that may possibly be contributing to this youth's behavior, specifically or in general:

MENTAL HEALTH RESPONSE:

Is the youth currently taking psychotropic medication(s)? NO

Any additional comments/recommendations from mental health professional that may help the treatment team to create/update the individualized Case Plan:

MENTAL HEALTH RESPONSE:

<b>Education</b>
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Grad Date: 00/00/00  
GED Date: 00/00/00  
CHSPE Date: 00/00/00

GPA: 2.93     STAR Grade Lvl: 12

**Proficiencies:**

Reading Prof Status Date: 00/00/00  
Math Prof Status Date: 00/00/00  
Writing Prof Status Date: 00/00/00

<u>Credits</u>	<u>Req'd</u>	<u>Earned</u>	<u>Credits</u>	<u>Req'd</u>	<u>Earned</u>
English	(30)	30	Amer Gov't	(5)	5
Math	(5)	20	Econ	(5)	5
Algebra	(10)	0	FA	(10)	1
Life Sci	(10)	10	For Lang	(10)	0
Phy Sci	(10)	10	PE	(20)	20

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US Hist	(10)	10	Char	(10)	1
World Hist	(10)	10	Elect	(60)	15
Grand total	(200)	137			
At Entry		135			
At This Facility		2			

**Current Enrolments**

Per	Blk	Teacher	Class	Enter	Rm	DOW
2	1	[REDACTED]	Drawing 1	7/30/2018	SPC9	MTWRF
5	1	[REDACTED]	Fine Arts	9/1/2018	B4	MTWRF
1	1	[REDACTED]	Character Education	8/27/2018	SPC9	MTWRF
4	1	[REDACTED]	Video Production	7/30/2018	D1	MTWRF
3	1	[REDACTED]	Physical Education	8/1/2018	Gym	MTWRF

**Education Comments**

8/28/2018 @ 11:22:08 [REDACTED]  
[REDACTED] has been adapting to the VYCF living and learning environment. She's been attending classes daily, interacting with select peers, and Treatment staff.

**Special Education**

Active, SpclEd Review Date: 7/23/2018  
Special Educ Notes: SPED on SEIS

**HSGP**

Created: 8/28/2018, Type: Initial, Admin By: [REDACTED] Made Satisfactory Progress:

General HSGP Comments: NONE

Comments on Current Classes: NONE

**School Consultation Team / First Action Plan**

Created: 00/00/00, Decision Date: 00/00/00, Referral Type:  
Present Grade: 0, Primary Language: , English Language Proficiency: 1-English Only

SCT Reasons:

Services/Intervention Strategies:

**WDP**

Med Screen Result: Qualified    MH Screen Result: Not Qualified    Educ Screen Result: Needs Educ Scrn  
WDP Qualified Date: 00/00/00    WDP Not Qualified Date: 00/00/00    Overall Status: Needs Educ Scrn

**DDMS**

No DDMS Records for time range of 7/19/2018 to 10/1/2018

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**Youth's Treatment, Intervention and Treatment Progress (CA\_YASI Case Plan)**

P1 Domain: Aggression / Violence

Target Behavior: highly volatile, fits of anger

Long Term Goal:

Action Steps:

1) I will work on the When is Anger a problem worksheets and identify when anger negatively affects others. I will share my responses with my counselor and at my next Case Conference.

Status: Not Achieved (08/13/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

2) I will work on the Socratic Questioning worksheets in order to understand the connection between my thoughts, feelings, and emotions.

Status: Not Achieved (08/13/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

3) I will work on the anger diary worksheets in order to identify my triggers, warning signs, responses and outcomes.

Status: Not Achieved (08/29/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

Risk Level: High

Protective Factors: No s were generated for this domain.

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Domain 1 NOTES:

Date - 9/2/2018, Staff - [REDACTED]

Note - [REDACTED] identified short term positive and short term negative effects of staying in a gang & getting out of the gang. The youth listed "keeping respect and power" as a pro to staying in the "SanFerX3" and to "loose respect and money" as a short term negative to leaving Sanferx3. After a brief discussion I asked her if respect and power were the same as intimidation and fear and she nodded. I then asked the youth how would those words respect and power be different, what would it look like, if you were not in a gang and living in the community?

Date - 9/8/2018, Staff - [REDACTED]

Note - [REDACTED] has started to use the journaling process to explore her moral reasoning and examine how how thinking contributes to the aggression/ violence attributing to her committing offense. The was recently enrolled in the treatment group express yourself where she is learning key strategies to identify poor decisions and reduce negative impulses.

Date - 9/22/2018, Staff - [REDACTED]

Note - [REDACTED] was asked to identify three things that she does that make other people angry and to choose one of those things from the list that she would commit to changing. The youth said she always tries to call people out, do stuff she knows will irritate other people and call them "bitches, because that always pisses me off. The youth chose to commit to changing "calling other out," then stated that she will bite her tongue instead.

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Date - 9/26/2018, Staff - [REDACTED]

Note - [REDACTED] discussed her concern about her phase, DDMS and her ability to go home and rejoin her son after the recent events that have caused her to be on TIP. The youth expressed empathy for a "16 year old that kicked me in my face while I was looking down working on a project for my son. I thought about my son when the incident happened and that's what stopped me from stabbing her, I gave the scissors to Tony, I hope the board recognizes that."

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P2 Domain: Adaptive Skills

Target Behavior: narrow range of interpretation of situations, prone to irrational thinking

Long Term Goal:

Action Steps:

1) I will listen to other people,Âs points of view and hear them out without being argumentative. I will write these situations with my counselor and discuss the outcome of each situation.

Status: Not Achieved (08/16/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

2) I will review and fill out the triggers worksheet. I will add to the worksheet each time I discover a new trigger.

Status: Not Achieved (08/16/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

3) I will look over the building happiness worksheet. I will write in my journal about the activities I have tried and what the outcome was.

Status: Not Achieved (08/16/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

Risk Level: High

Protective Factors: No s were generated for this domain.

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Domain 2 NOTES:

Date - 9/2/2018, Staff - [REDACTED]

Note - [REDACTED] identified short term positive and short term negative effects of staying in a gang & getting out of the gang. The youth listed "keeping respect and power" as a pro to staying in the "SanFerX3" and to "loose respect and money" as a short term negative to leaving Sanferx3. After a brief discussion I asked her if respect and power were the same as intimidation and fear and she nodded. I then asked the youth how would those words respect and power be different, what would it look like, if you were not in a gang and living in the community? The youth was given an assignment to go deeper in treatment in this area.

Date - 9/16/2018, Staff - [REDACTED]

Note - [REDACTED] continues to maintain appropriate behavior during treatment groups and activities on and off of the living unit. The youth has identified disrespect as one of her triggers with her peers. She appears to be motivated by the incentive program and enjoys recognition for a job well done.

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Note - [REDACTED] was asked what adaptive skills she uses to avoid conflict with others, she replied "bite my tongue, think about my son, listen to music, tune them out, and exercise. The youth believes that thinking about her son has been the most effective coping skill that has motivated her this week.

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P3 Domain: Social Networks

Target Behavior: expresses commitment to gang

Long Term Goal:

Action Steps:

1) I will write a letter to an at risk youth who is headed down the wrong path. I will describe my life to her and how my decision making has impacted my life and my family,Ãs life. I will share this letter at my next case conference.

Status: Not Achieved (08/16/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

2) I will list in my journal 10 qualities that I would find in a person that would have a positive influence on my life. I will also make a list of 10 qualities in a person that would impact me negatively.

Status: Not Achieved (08/16/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

3) I will list the pros and cons of being part of a gang. I will also complete a decisional balance worksheet in regards to leaving my gang.

Status: Not Achieved (08/16/2018 )

Service Provider: Unspecified

Service Type: Individual Counseling

//

Risk Level: High

Protective Factors: one or more peers with positive pro-social influence

expressed interest to withdrawal from anti-social peer group

expresses interest in gang desistance

interest in participation in pro-social community organizations

relationship with pro-social role model outside family

cooperative or taking steps toward positive change in social networks

formal support available in social networks

informal support available in social networks

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Domain 3 NOTES:

Date - 9/8/2018, Staff - [REDACTED]

Note - [REDACTED] appears to be getting along well with her peers presently there are no known conflicts, eventhough she continues to associate with one or more antisocial peer groups and has gang association. [REDACTED] participates well in recreational activities on and off of the living unit with her peers.

Date - 9/2/2018, Staff - [REDACTED]

Note - [REDACTED] is working on identifying how negative social influences and wrong thinking led to her incarceration. The youth has ties to one or more anti-social peers and is loyal to her gang affiliation.

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Date - 9/22/2018, Staff - [REDACTED]

Note - [REDACTED] was asked to make a comparison between the respect and power that she received from her gang association when she was out in the community. She was then asked what that will look like if she did not associate with a gang in the community. The youth answered "In society when you do good. They look at you in a positive way. If you're in a gang they look at you sideways. You only have respect from the gang."

**Current Incentive Level:** Level C on 9/29/2018

**Program Credits (PAI/CWS)**

**Treatment:** 1 **Education:** 1 **Group Living:** 0

**Total:** 2 **Year Total:** 3

**Is WardEligible for Camp?** No

**If not, why? Re-Screen Date:** 00/00/00

**Utilization Management Review (PAI/CWS)**

**Question 1: Does the youth demonstrate serious or major impairment of functioning(thinking abilities, emotional control, judgement, relationships with others, grooming, ability to make good use of food, shelter and clothing) in current placement?** No

**Question 2: Does the youth have a significant history of mental illness or psychiatric treatment?** No

**Question 3: In the last 120 days, has the youth been placed on SRR (Suicide Risk Reduction) status?** No

**Question 4: In the last 120 days, was a change in Mental Health care recommended?** No

**Question 5: Does the youth 's mental health history, recent/current behavior and level of functioning suggest the youth is likely to benefit from a higher level of mental health care?** No

**If "Yes", a mental health referral must be completed.**

**Family Contacts (Last visited, Name, Relationship)**

9/16/2018	[REDACTED]	Aunt
8/5/2018	[REDACTED]	Son
8/5/2018	[REDACTED]	Mother
9/16/2018	[REDACTED]	Grandmother
8/5/2018	[REDACTED]	Grandmother

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Parole Placement Planning	
<b>Name:</b>	<b>Relationship:</b>
<b>Address:</b>	
<b>Phone Number:</b>	
<b>Justification for Placement:</b>	

<p><b>Youth will be able to complete all recommended treatment programs within assigned Projected Board Date:</b> No</p> <p><b>If not, why?</b></p>
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<p><b>Case Conference Summary</b></p> <p>warrants, status of court case, etc.)</p>	<p>(include information regarding status of any outstanding</p>
Record created by [REDACTED]	
Initial Case Conference	
TREATMENT ASSESSMENT/ YASI	
<p>[REDACTED] will work on Adaptive Skills, Social Networks and Aggression and Violence as her first three priority domains. She has demonstrated a willingness to address all of her high risk factors and is focused on learning skills to assist her during her time in DJJ and once she is released. She has decent insight into her triggers and is able to verbalize clearly what incidents/people provoke her.</p>	
<p>In the area of aggression and violence she has demonstrated that she is able to think before she acts when faced with a challenging situation. She was recently assaulted by another youth and instead of fighting back, she was able to think about the situation and walk away without incident. [REDACTED] further expressed how difficult it was for her, but uses her motivation with her son to stay on track.</p>	
<p>YCC [REDACTED] reported that she has been meeting regularly with her YCC Ms. [REDACTED] and has been completing her assignments. She indicated that she has been working on the pros and cons of being in a gang and stated that gangs give her respect and power but on the other hand it can break up your family and gives you a negative stigma.</p>	

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Throughout the Case Conference, [REDACTED] described issues she is having with individual people and how frustrated she is at times. I encouraged her to problem solve and think about her interactions with others and how she can fix them as she moves forward.

**Committing Offense Evaluation**

Since [REDACTED] arrival to Ventura Youth Correctional Facility she has admitted to participation in her current offense. The following was summarized from the police report:

On June 12, 2017, at approximately 7:57am, [REDACTED] and the victim were involved in a verbal confrontation after the victim called her a bitch. The [REDACTED] boyfriend began to fight with the victim by punching the victim in the back multiple times. The boyfriend asked the [REDACTED] for his knife. She took the knife from her backpack and gave it to her boyfriend. The boyfriend stabbed the victim in the back area and the victim collapsed. The victim died from his injuries. [REDACTED] picked up her backpack, the victims backpack and she and her boyfriend fled the location by taking the metro train.

[REDACTED] later turned herself into the police after she had returned to the crime scene and was told by friends the police were looking for her and was on the news. She admitted to her involvement in the crime.

[REDACTED] was not hyper or excited when she provided details to this writer about her committing offense. However, she seemed indifferent to the harm caused to her victim but understands that her actions and reaction in her committing offense.

[REDACTED] current commitment offense was her first contact with law enforcement (age 17). There has not been an escalation in frequency and seriousness over time as this was her first violent crime. Her offense does not suggest criminal sophistication and planning but it does suggest poor decision making and impulsiveness. In terms of her escape history, [REDACTED] has never absconded from probation as this is her first contact with law enforcement. She has never escaped or attempted to escape from a locked facility.

At this time, it is reported that [REDACTED] has adjusted well to DJJ. She has not received any major disciplinary infractions. Possible contributing factors to her incarceration include: poor decision making skills, lack of parental support, impulsivity, substance abuse and negative social influences. Compared to other youth her age, [REDACTED] had childhood that was filled with traumatic events and multiple CPS contacts. [REDACTED] endured emotional and physical abuse throughout her life.

[REDACTED] history and behavior in the community demonstrates that she has a poor ability to make decisions and got caught up with anti-social peers and substance abuse which ultimately led to her making poor decisions and being committed for her current offense

[REDACTED] presents as having maturity that is consistent with her age. Her offense shows that she is impulsive and reacts to situations without thinking. [REDACTED] current disposition indicates that she is receptive to treatment while in DJJ and is motivated to earn time off of her PBD and return to her son in the community. She primarily associated with anti-social peer groups and has engaged in risky behavior that included drug/alcohol use and anti-social peers from a young age. She primarily places the blame for her commitment offense on her anger and inability to control her impulses.

GROUPS

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██████████ completed Introduction to Treatment and the “What got me here” journal. Her progress in this group has been noted as average and she is engaged in discussion and participates at a high level. ██████████ is currently enrolled in the Express Yourself curriculum, and she is doing well.

Additionally, she is finishing up her weekly interactive journal group, Handling Difficult Feelings, with the psychology practicum students, ██████████ and ██████████. She currently meets with Dr. ██████████ for individual therapy. ██████████ is an active participant in group and has thoughtfully contributed to group discussions. She has been able to work on her YASI treatment domain of Aggression/Violence. The interactive journal has moved her closer to achieving her short-term goal by helping ██████████ identify her internal experience of anger and learn various coping strategies for managing anger. ██████████ is motivated to do well and progress through treatment in order to get home to her son.

**PSYCHOLOGICAL TREATMENT**

██████████ is a 19-year-old (DOB: ██████████) female who self-identifies as “Mexican, Irish, Asian and straight.” She was born in Pasadena, California, to her mother, ██████████ (DOB: ██████████), and her father, ██████████ (DOB: ██████████). She has experienced extensive intrapersonal and interpersonal traumas throughout her life. These traumatic events have led to ██████████ lack of trust in others, including those who are in authority or caretaker roles. She possibly perceives the world as one where she cannot rely on—and should not rely on—anyone but herself. ██████████ experiences with her mother and father may have impacted her ability to form secure healthy attachments. Additionally, the males in her life are examples of violating her trust. Her father was absent for the majority of her life, her maternal grandmother’s boyfriend attempted to sexually perpetrate her, and her boyfriend and son’s father was physically violent towards her. This could lead to a predominately avoidant attachment style, where she does not want to form prosocial connections with others out of fear of being hurt or exploited.

To help her cope with these thoughts and underlying feelings of hurt and pain, ██████████ has developed the maladaptive coping mechanism of a history of self-harm and substance use. More specifically speaking, she endorsed multiple previous suicide attempts. These externalized behaviors offered some temporary relief avoiding her trauma-related negative thoughts, feelings, and behaviors and seemingly offering a solution for not being wanted or being a burden.

Underlying ██████████ emotional bluntedness at times is a young woman whose self-concept has been shaped by a desperate need to have a trustworthy and reliable family figure in her life, who unconditionally accepts her and does not judge her for others’ actions. ██████████ manifests an awareness of the gravity of her commitment offense and has expressed her remorse and shame. During the assessment process and previous reports in her case file, she has demonstrated some increased insight. As a result, she is moving towards being more forthcoming with admitting her own shortcomings and presents as mature and independent. Taken together, ██████████ appears to have a self-sufficient self-concept on the outside and is demonstrating some progress with her identity as a mother and within her family.

Despite some of the maladaptive coping mechanisms demonstrated in her adolescence, ██████████ has exhibited several resiliency factors and personal strengths, including her love and care for her son, her forgiveness for her mother and her maternal grandmother, her educational goals (e.g., completion of her high school diploma), her desire to be successful (e.g., pursuit of marine biology), her sobriety, her cultural ties (e.g., connectedness to Mexican and Asian origins), and her faith (e.g., praying). Moving forward, ██████████ will need to build upon these resiliency factors and personal strengths, as she develops more adaptive coping mechanisms to replace her negative behaviors, and as she addresses her past traumatic experiences and moves forward to reach her goals.

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Regarding [REDACTED] insight into her commitment offense, she did express feelings of remorse and shame for her victim (adult male). She also demonstrated some insight into how her behavior has been negatively impacted by her family and others. During the clinical interview, [REDACTED] described the outcome of her commitment offense as "unnecessary." Overall, [REDACTED] demonstrated some insight into how her thoughts, beliefs, and behaviors have changed and need to continue to change. At this time, [REDACTED] appears to be in the Contemplation stage of change, as she is taking responsibility for her actions, demonstrates motivation for change, and desires to be ultimately reunified with her son.

**GROUP LIVING**

Since arriving, she has received 14 level 1's, 1 Level 2s and 0Level 3. [REDACTED] is currently C phase. Her interactions with her peers are acceptable and she is respectful to most staff. However, as of recent she has been having difficulty with her interactions amongst her peers. She recently was engaged in a physical altercation where she was attacked by another youth. [REDACTED] was able to admit that she was arguing with the youth prior to the assault.

YCC Harper reported that she still is having difficulty with time management on the living unit. She reported she follows instructions but she is slow to respond to instructions at times. YCC Harper further reported that she is not involved in the drama on the living unit and she is focused on communicating with her family instead of involving herself in negative activities.

**REINFORCEMENT**

[REDACTED] is highly motivated by the incentive system as she has received 6-7 weekly on average. Most recently, [REDACTED] only received 1-2 stars during the week, which represents a dramatic change from the 6-7 stars she earned the previous 3 out of 4 weeks. She indicated that she is earning stars through positive behavior, treatment and education.

**FAMILY CONTACTS AND REUNIFICATION EFFORTS:**

[REDACTED] has a strong relationship with her grandmother. She is also working on her relationship with her mother who is currently raising [REDACTED] son.

[REDACTED] speaks with her grandmother and mother regularly and has received two visits from her grandmother since her arrival. Her goal is to work on her relationship with her mother and son so when she is released she can have a solid foundation to move forward in their relationship. [REDACTED] also reported that she may want to move to Idaho with her mother once she is released.

[REDACTED] son's father is currently incarcerated for his part in their crime. She has started the process to terminate his parental rights.

**RE-ENTRY**

[REDACTED] would like to go to school for marine biology or something artistic. She would like to continue her college education and earn an income so she can ultimately be independent. When she is released she would like to live with her grandmother until she can support herself and her son.



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Next Case Conference Due By: 11/30/2018

Youth's Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Educators's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parole Agent's Signature \_\_\_\_\_ Date \_\_\_\_\_

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**Field File  
Living Unit File  
Education File  
Youth**

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