

***JJPOC Meeting
December 17th, 2020
Zoom (Online)***

Opening Remarks

- Roll Call
- Meeting facilitation
 - Meeting is being recorded
 - Remain “muted” on Zoom, unless speaking
 - Refrain from interrupting with comments or questions until each presenter is finished speaking
 - Questions and Comments will be limited to JJPOC members
 - Use the “Chat” and “Hand Raising” feature so TYJI can help monitor and facilitate the meeting

Opening Remarks

- Juvenile Justice Policy and Oversight Committee Membership
 - **Thank you:**
 - Abby Anderson, Outgoing Executive Director, CT Juvenile Justice Alliance
 - Francis Carino, Supervisory Assistant State's Attorney, Office of Chief State's Attorney
 - **Welcome:**
 - Christina Quaranta, Incoming Executive Director, CT Juvenile Justice Alliance
 - Brian Casinghino, Assistant State's Attorney, Office of Chief State's Attorney

Agenda

- Acceptance of Minutes of JJPOC
 - November 19th, 2020
- Update by the Department of Corrections
- Presentation on New JJPOC Recommendations

Connecticut Department of Correction Manson Youth Institution



A reflection of current practices and what is to come....

CTDOC Response to Office of Child Advocate Report

- First and foremost, the Connecticut Department of Correction and staff at MYI are thankful for the continued collaboration with the OCA and JJPOC.
- We have reviewed the OCA report and feel that the OCA's perspective has identified great opportunities for our agency to evolve and expand our practices surrounding our justice involved youth.
- With regards to course of action, the MYI administration is actively seeking to implement policies and practices that we believe serve in the best interest of the youth and young adults.
- Specifically, MYI will be moving towards a more therapeutic and community centered facility.
- At the end of the day, despite our different perspectives on appropriate correctional practices for the youth and young adults, we recognize that the goal of all invested parties are finding ways to best serve our population with diverse needs; which will be the catalyst for their positive reintegration into the community.



Infrastructure and Conditions Of Confinement at MYI

- As we are all aware, infrastructure is one of the aspects of a facility that cannot be generally changed; but we are actively seeking ways to modify existing fixtures to perpetuate the best possible solution and opportunity for growth.
- As an agency, we are looking to improve, improvise and initiate cost effective changes that will make this environment more engaging and conducive to a therapeutic approach.
- Some of these improvements to infrastructure and the conditions of confinement include, but are not limited to:
 - Painting of the housing units;
 - Increasing out of cell time; and,
 - Non-Traditional Housing settings.



Use of Chemical Agent

- In recognizing that the use of chemical agent is a controversial tool that is utilized during incidents, as an agency, we are willing to work towards alternative measures to assist youth and young adults during times of violent and extreme circumstances.
- In reviewing the OCA's data and documentation, it is founded that the staff at MYI have decreased the usage of chemical agent during incidents; highlighting that staff are making great strides and demonstrating professionalism and restraint when utilizing chemical agent.
- Ultimately, although the OCA believes the practice of using chemical agent with youth and young adults to be negative, the CTDOC views the use of chemical agent as a tool to initiate life saving measures during times of violence for all parties involved; no matter the age.



Evolved practices due to COVID-19 restrictions

- Expansion of Video visitation at MYI.
- Increased staff mass testing for COVID-19 on a weekly basis.
- Increased population testing for COVID-19 on a biweekly basis.
- Created additional detail employment opportunities and raised pay rate to the members of the population who supported the COVID-19 cleaning efforts.
- Created social distance regulations to ensure proactive protection against COVID-19 exposure and spread within the correctional environment.



Mental Health Services

- Provide developmentally appropriate training to all staff
- Enhance trauma-informed assessment and behavioral health programming
- Empower families and increase family engagement to promote positive outcomes for youth
- Increase capacity for telehealth and identify appropriate behavioral health resources
- Actively seeking to add a board certified, Child and Adolescent Psychiatrist to the Mental Health Staff at MYI



Education Improvements

- Incentive behavior modification program.
- Implementation of Facility-wide WIFI to work towards a virtual learning platform of substance.
- Chromebooks for population.
- Vocational program tool improvements.
- New Barbershop vocational program certified through DPH.
- Collaboration Yale Center for Emotional Intelligence.
- Implementation of School Social Workers and Crisis Intervention.



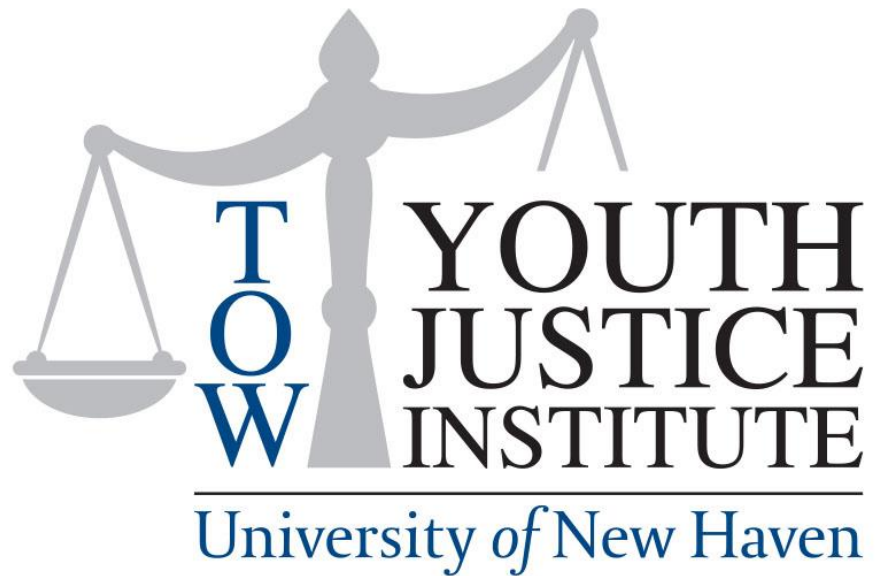
Expansion of Programs and Activities at MYI

- Dedicated Activity Unit on second shift with staffing increases.
- Addiction Services Expansion.
- Implementing documentation that measures meaningful interactions amongst staff and the justice involved youth.
- Restorative Justice modification to current disciplinary measures for youthful offenders.
- Officer initiated programing.
- Creation of close circuit caption system that can broadcast learning opportunities.
- Exploring Ombudsman services for the youthful offenders.



Questions





New RED Recommendations

*by Dr. Derrick Gordon
&
Mr. Hector Glynn*

Pedestrian Stop: Background

- Connecticut needs to start reporting racial profiling during pedestrian stops to achieve a more comprehensive image of law enforcement's interaction with youth.
- The Center for Children's Advocacy, the Center for Children's Law and Policy, IMRP, and the Racial and Ethnic Disparities workgroup of the JJPOC have collaborated on ways to address disproportionate minority contact and improve data collection efforts.

Pedestrian Stop: State Models

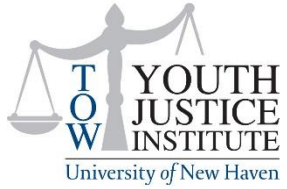
- Boston Police Department- collects data on pedestrian stops through their report program called Field Interrogation and Observation Encounter
- New York City Police Department collects similar data on pedestrian stops through their database, "Stop, Question and Frisk"
- Metropolitan Police Department of the District of Columbia- required to document pedestrian stops, facilitated by their Stop Data program.
- California mandates every law enforcement agency to collect and report pedestrian stops by 2023
- Colorado requires every law enforcement agency to annually report pedestrian stops
- Illinois requires every department to report pedestrian stops through their IDOT data collection system
- Oregon law requires every law enforcement agency to report pedestrian stops by 2021
- Milwaukee Police Department in Wisconsin and the Madison County Sheriff's Department in Mississippi- report pedestrian stop data as a result of lawsuits

Pedestrian Stop: Impact

- The data collection of pedestrian stops can benefit society and provide insight on the effectiveness of policing strategies, group disparities, the degree of group representation and any outliers in officer behavior.
- Data about pedestrian stops of young people can help public officials and community members understand where there may be needs for additional services or supports to reduce unnecessary contact with law enforcement (e.g., diversion programs, crisis intervention services).
- Given the negative consequences associated with law enforcement contact for youth, these data will also help ensure that jurisdictions throughout the state are working to reduce unnecessary law enforcement interactions with youth through training, policies, and actual practices

Racial and Ethnic Disparities Workgroup

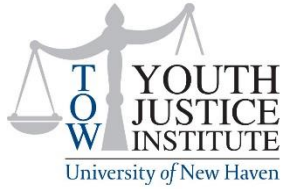
Recommendation #1



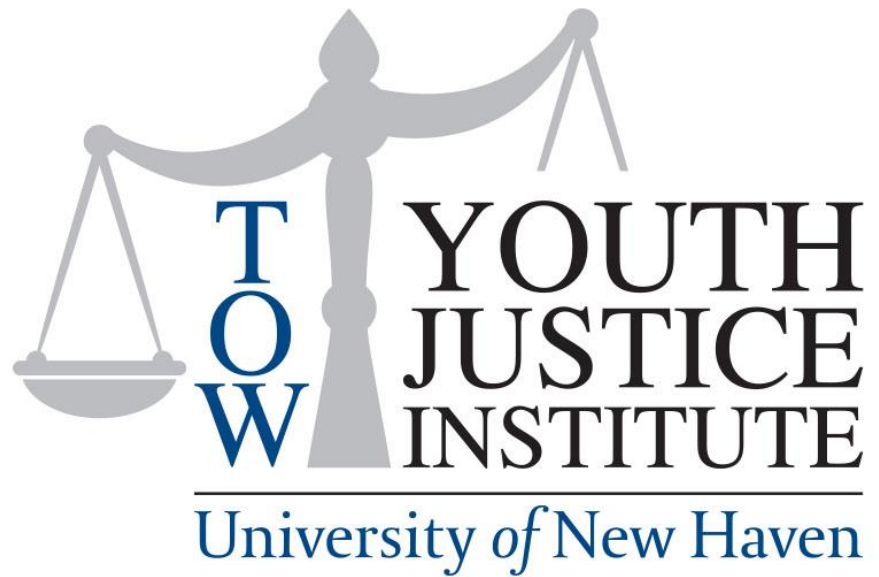
1. The provisions of C.G.S. § 54-1m be extended so that racial profiling data is collected on all police stops, whether traffic or pedestrian, giving a full and complete picture of any racial profiling that takes place in the state

Racial and Ethnic Disparities Workgroup

Recommendation #1 (cont.)

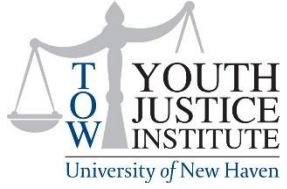


- “Pedestrian stop” means any detention by a law enforcement officer of a person, or any law enforcement officer interaction with a person in which the officer conducts a search, including a consensual search, of the person’s body or property in the person’s possession or control. For the purpose of this definition, “detention” means a seizure of a person by an officer that results from physical restraint, unequivocal verbal commands, or words or conduct by an officer that would result in a reasonable person believing that he or she is not free to leave or otherwise disregard the officer (e.g., asking a person to provide identification; asking an individual to disclose what is in their clothing or property). Whether a reasonable person believes he or she is not free to leave or otherwise disregard the officer must consider the totality of the circumstances, including the general policing presence and enforcement practices that occur in the vicinity of the stop, as well as how the following would affect the person’s belief:
 - Perceived or known age, particularly children and youth; Perceived or known race and ethnicity; Perceived or known status as having limited or no fluency with English; Perceived or known sexual orientation, gender identity, or gender expression; Perceived or known disability; and Perceived or known history of prior contacts with law enforcement.
- The Office of Policy and Management shall promulgate regulations to further define the definition of “pedestrian stop,” including any exclusions from the definition, following notice of proposed regulations and consideration of public comment.



Questions?

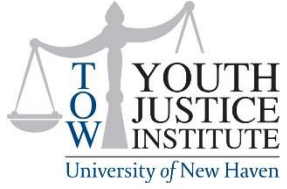
Racial and Ethnic Disparity Workgroup: School Resource Officers



SRO Subgroup Members:

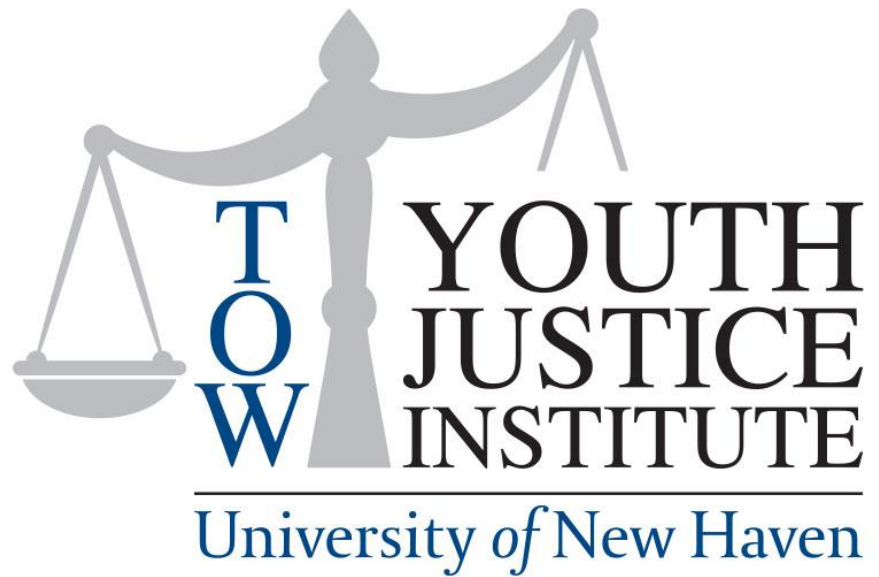
- Center For Children's Advocacy
 - State Attorney Office
 - Connecticut Youth Services Association
 - Judicial Branch Court Support Services
 - Connecticut Juvenile Justice Alliance
 - Connecticut Parent Union
 - Connecticut Voices for Children
 - Department for Children and Families
 - Students for Educational Justice
 - Connecticut Legal Services
 - Westport Police Department
 - JJPOC Community Expertise Workgroup
- *Technical Assistance provided by the Center for Children's Law and Policy

Racial and Ethnic Disparity Workgroup: School Resource Officers

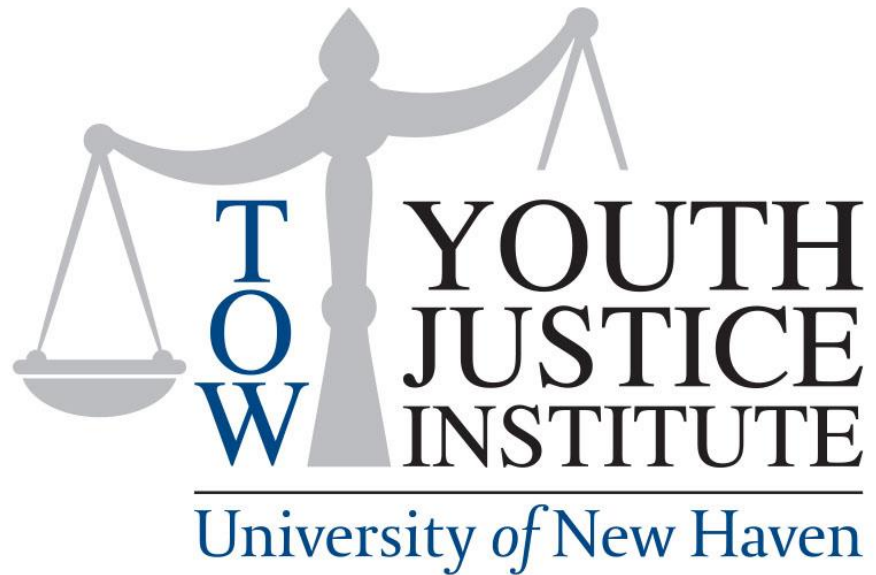


What the subgroup has done so far...

- Reviewed relevant reform efforts in other states (Colorado, Minnesota)
- Reviewed current MOUs, both in Connecticut and Out of State
- Learned about current process and practices from an SRO training supervisor
- Reviewed SRO data from CT Voices for Children and ACLU
- Gathered youth, parent, and community member feedback
- The SRO subgroup needs more time to work through and develop recommendations. Therefore, this subgroup may not be making recommendations to the JJPOC in January 2021.



Questions?



New Education Recommendations

***by Rep. Robyn Porter and
Atty Amy Vatner***

Education Committee Recommendation #1

1. All public schools to document 911 and police calls in an effort to increase transparency and accountability for districts' utilization of police.

- SDE, in conjunction with the JJPOC Education Committee, should develop a data collection template for schools to document 911 calls, including the circumstances leading thereto, less restrictive alternatives considered, and demographics of child, including age, gender, race, and disability classification, similar to the existing documentation for other emergency interventions, such as restraint and seclusion, already codified in statute and regulation.
- School districts should be required to submit this data on a bi-annual basis to SDE and this data should be maintained for timely public review on EDSight or other public database.
- JJPOC should collaborate with CHDI to review similar data collected on 211 calls made by public schools.
- All data should be submitted for review by the JJPOC Education Committee on a bi-annual basis.

911 Calls: Background

- The Office of the Child Advocate (OCA) report on 911 calls made by Waterbury Public Schools
 - Law enforcement's responsibility during these encounters was to address the behavior of young students, specifically young students who had disabilities.
 - The OCA report provides evidence to support the need to report and collect information on 911 calls in public schools
- Early interaction with law enforcement can cause irreversible trauma
- Law enforcement officers are not typically trained in dealing with children who have disabilities and have no direct connection to mental health providers or response teams.
- There is an over-reliance on police to provide security and behavioral management and has been prioritized over a child's mental health, mentorship, ability to develop strong relationships with teachers and access to human services.
- This increased reliance specifically affects children of color and often students with disabilities. This trend needs to stop in order to ensure youth's wellbeing and keep them away from the juvenile justice system.

911: Data

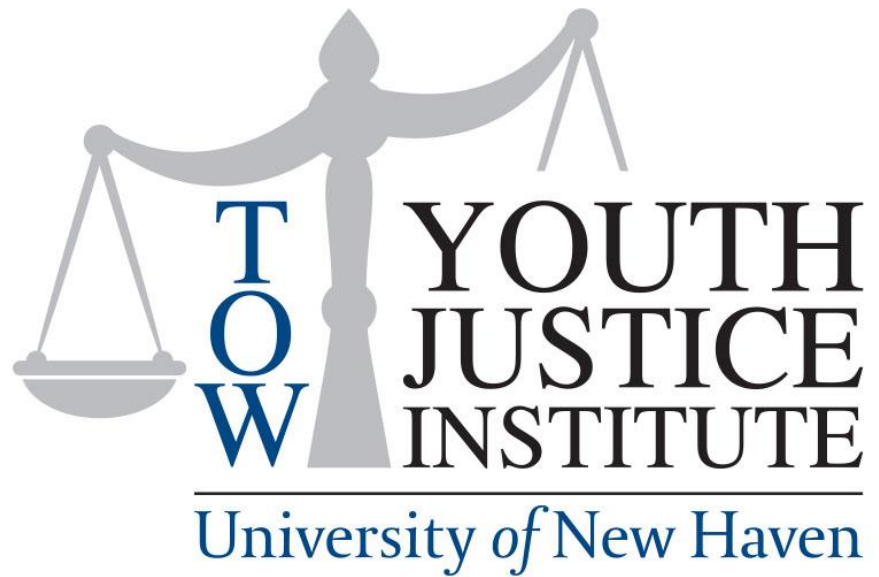
- Office of the Child Advocate (OCA) report on 911 calls made by Waterbury Public Schools
 - 200 911-calls were made
 - More than half of the schools in Waterbury made more calls to police than 211
 - Most of the children were between 8-10 years old
 - 85 students under age 8 were subject of police report
 - 18% of law enforcement interventions led to a student arrest associated with a child's act of aggression or verbal threat
- CHDI currently collects data on all 211 calls and can collaborate with JJPOC to have this data reviewed on an bi-annual basis

911 New Data Report

- Demographics of child
 - including age, gender, race, disability classification (if any)
- Circumstances leading to incident
- Less restrictive alternatives considered

911: Impact

- Data collection of 911 and police calls can provide further insight on interactions between youth and law enforcement in school settings.
- Beginning to collect and analyze this data may also have a deterrent effect and encourage school officials to seek other avenues of help before contacting law enforcement.
- Overall, this recommendation serves as a steppingstone to understanding the relationship between youth and law enforcement as well as the relationship between schools and law enforcement.



Questions?

Education Committee Recommendation #2

2. It is recommended that school suspensions be prohibited in elementary school coupled with legislative ownership of JJPOC for a justice reinvestment model that utilizes school-based preventive services that demonstrate efficacy.

Amendment of Public Act 15-96: Suspension & Expulsion Recommendation



“Outcomes for children who are excluded from school, demonstrating that the suspension of very young children from school had significant social and economic consequences. Studies indicate that young children who receive even one disciplinary sanction are more likely to experience academic failure, eventually become involved in the juvenile justice system, and drop out from school”¹

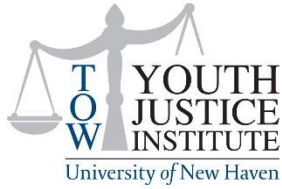
¹ Center for Children’s Advocacy, Child Health and Development Institute of Connecticut, Inc, and Office of the Child Advocate released the following policy brief in 2018 “Setting Young Children Up for Success: Decreasing Suspension by Investing in Social and Emotional Development”

Amendment of Public Act 15-96: Suspension & Expulsion Recommendation



- 2015 CT became the first state to pass legislation, PA 15-96 to ban suspension and expulsion of children in preschool through grade two, with the exception for conduct “of a violent or sexual nature”
- Center for Children’s Advocacy, Child Health and Development Institute of Connecticut, Inc, and Office of the Child Advocate released the following policy brief in 2018 *“Setting Young Children Up for Success: Decreasing Suspension by Investing in Social and Emotional Development”*

Amendment of Public Act 15-96: Suspension & Expulsion Recommendation

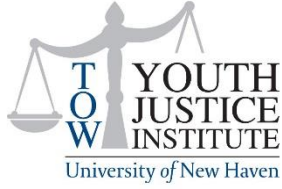


- School year 2018-2019 data¹:

School Year 2018-2019	In-school suspension	Out of school suspension	Expulsion	Bus
Statewide	48,431	32,681	745	1,600
Bridgeport	3,298	2,810	41	10
Hartford	2,971	2,658	80	71
New Haven	609	2,154	22	86
Waterbury	4,593	4,708	21	44
New Britain	1,992	1,667	8	35
New London	413	172	*	10
Norwalk	621	369	38	21

¹ The data are suppressed to ensure confidentiality as a result, the graph is not shown

Amendment of Public Act 15-96: Suspension & Expulsion Recommendation



Draft Recommendation:

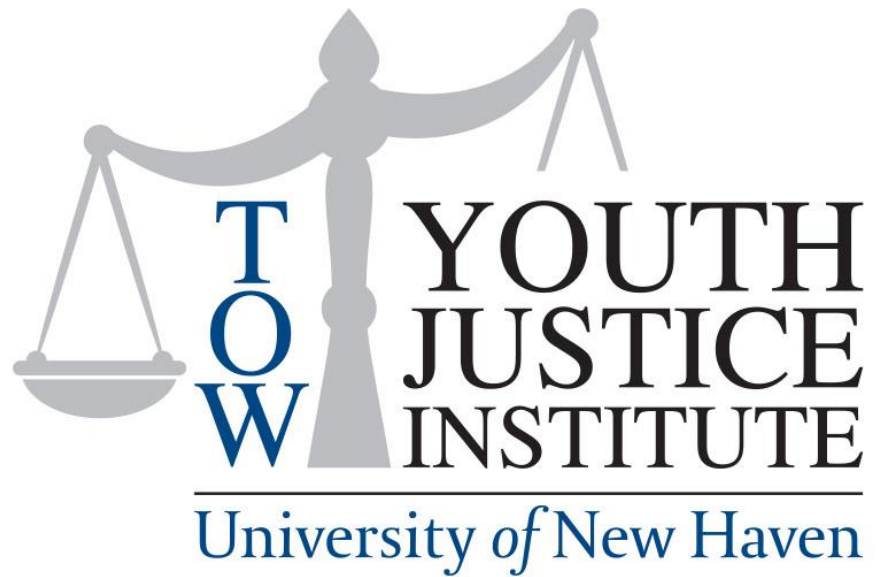
Amend Public Act 15-96 sec. 10-233a-i “ban suspension and expulsion of children in preschool through grade two, except in cases where the child’s conduct is “violent or sexual nature” that endangers the child or others” ***to expand to grade twelfth with a phased in plan which consist of:***

- Preschool through fifth grade
- Sixth grade through eighth grade
- Tenth grade through twelfth grade

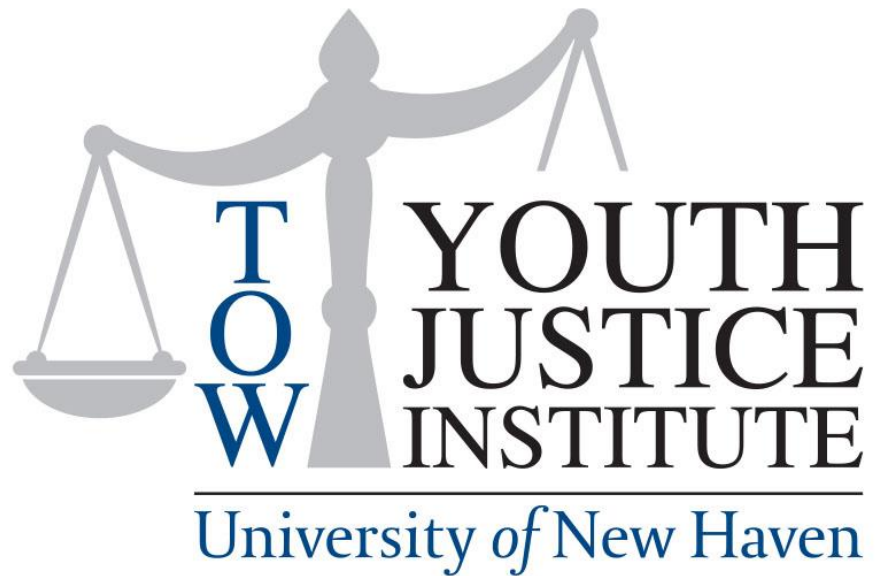
Amendment of Public Act 15-96: Suspension & Expulsion Recommendation



- An implementation plan be developed and led by State Department of Education in partnership with others (to be specified). SDE shall provide a report back to JJPOC. To fully achieve the requirement of PA 15-96 plan should include:
 - a) training for school personnel,
 - b) implementation of alternative in-school disciplinary practice (as noted in the following report “Setting Young Children Up for Success: Decreasing Suspension by Investing in Social Emotional Development, Feb. 13th, 2018)
 - c) family engagement,
 - d) screening for health and mental health concerns, and
 - e) strengthening connections to community-based services and supports including trauma-informed mental health interventions



Questions?



***Next JJPOC Meeting
January 21st, 2021***

Voting Meeting