

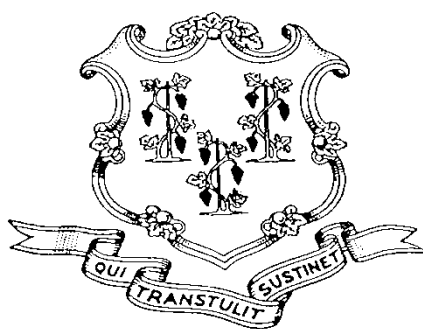


CHILDREN
YOUTH
AND THE
POLICE

Recommended Policies
and Procedures
Revised 2011

CHILDREN, YOUTH AND THE POLICE
RECOMMENDED POLICIES AND PROCEDURES

Revised November 1, 2011



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State of Connecticut

Office of Policy and Management

November 2011

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2011 Revision Committee**

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CHILDREN, YOUTH AND THE POLICE
RECOMMENDED POLICIES AND PROCEDURES

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CHILDREN, YOUTH AND THE POLICE RECOMMENDED POLICIES AND PROCEDURES

INTRODUCTION

Connecticut General Statutes §7-294y required that each police department establish no later than July 1, 1990 a written policy regarding handling and processing of juvenile matters, including procedures concerning the arrest, referral, diversion and detention of juveniles. To assist police departments in developing such a policy, the Juvenile Justice Advisory Committee (JJAC) organized a subcommittee of police officers and representatives of juvenile justice and children's service agencies. The charge to this subcommittee was to develop recommended policies and procedures for Connecticut police departments on handling juveniles.

These recommended policies and procedures are intended to be a framework that each police agency can modify to fit the needs of its organization and community. The procedures include the areas of delinquency, families with service needs, youth in crisis, child abuse and neglect, missing children and working with schools. They encompass relevant Connecticut and federal mandates and are consonant with good police practice, although individual departments may choose to adopt stricter standards.

Children, Youth and the Police: Recommended Policies and Procedures is an outline of police procedures unique to handling children and youth. Procedures that are applicable to both juveniles and adults have been omitted because they are assumed to be covered in other sections of departmental written procedures. Examples of such procedures include search and seizure, and use of force.

Children, Youth and the Police: Recommended Policies and Procedures is written to encourage its adoption by departments. However, it should not be adopted as is because available resources and facilities differ from department to department. For instance, local services should be specifically identified in departmental procedures. Also, the unique layout of each police facility determines appropriate locations for secure and nonsecure holding of juveniles. Suggested modifications to accommodate such locally developed procedures are included.

Police agencies are urged to work with their area governmental and social services agencies, courts, school boards, and legal advisors when developing their procedures on handling juveniles and on a day to day basis in carrying out effective law enforcement, delinquency prevention, and child protection duties.

The previous revision of 2010 was undertaken to update and improve upon the 2006 fourth edition. (The first edition was published in 1991, the second in 1995, the third in 2002, the fourth in 2006 and the fifth in 2010.) This 2011 revision brings the model policies and procedures up to date as of the close of the 2011 legislative session and includes the newest laws pertaining to the handling of 16 year olds who commit crimes after January 1, 2010. To allow more flexibility for department modifications, this edition is available on the Internet by going to www.ct.gov/opm/JJYDprograms and clicking on "Police and Youth."

CHILDREN, YOUTH AND THE POLICE
RECOMMENDED POLICIES AND PROCEDURES

I. POLICY STATEMENT

This department is committed to developing and implementing policies and procedures for handling children and youth. The department recognizes that effective police response to incidents involving children and youth requires an awareness and understanding of the specific needs of those children and youth and an ability to collaborate with other agencies providing services for young persons, as well as a knowledge of the law as it relates to juvenile matters.

II. DEPARTMENT ORGANIZATION

A. Youth Division/Youth Officer

The youth division/youth officer's mission is the coordination of overall department efforts regarding children and youth, including delinquency, families with service needs, youth in crisis, abuse, neglect and missing persons.

B. Duties and Responsibilities

1. Screen some or all reports dealing with police contact with children
2. Make/review some or all department referrals of juveniles to court
3. Make/review decisions to divert juveniles from the court
4. Maintain liaison with the Superior Court, Juvenile Matters; the Department of Children and Families; schools; and other agencies serving children and youth
5. Assist field officers with juvenile matters and juvenile crime information
6. Develop and maintain juvenile offender files
7. Develop and provide specialized education and awareness activities for children and youth
8. Design and implement programs intended to prevent and control delinquent and criminal behavior by children and youth
9. Maintain an updated list of social service agencies and community professionals serving children, youth, and their families, including local juvenile review boards where they exist
10. Annually evaluate the department's juvenile enforcement and delinquency prevention policies, procedures and programs and modify as indicated.

As used in these procedures, "juvenile" means a person less than 17 years of age on the date of the commission of a delinquent act as that term is defined in the statutes and "court" means the Connecticut Superior Court, Juvenile Matters.

III. JUVENILE DELINQUENT OFFENDERS
Children Accused or Convicted of Committing Delinquent Acts
Prior to their 17th Birthdays

- A. Definition of “Delinquent” for offenses committed on or after January 1, 2010.
1. **Under 16:** A person may be convicted as "delinquent" who has, while under 16 years of age,
 - a. violated any federal or state law, except section 53a-172, 53a-173, 53a-222, 53a-222a, 53a-223 or 53a-223a, or
 - b. violated a municipal or local ordinance, except an ordinance regulating behavior of a child in a family with service needs, or
 - c. wilfully failed to appear in response to a summons under section 46b-133 or at any other court hearing in a delinquency proceeding of which the child had notice,
 - d. violated any order of the Superior Court in a delinquency proceeding, except as provided in section 46b-148, or
 - e. violated conditions of probation in a delinquency proceeding as ordered by the court;
 2. **Age 16:** A person may be convicted as "delinquent" who has while 16 years of age, violated any federal or state law, other than:
 - a. an infraction, other than possession of drug paraphernalia for use with under ½ ounce of marijuana,
 - b. a violation, other than the possession of under ½ ounce of marijuana,
 - c. a motor vehicle offense or violation under title 14,
 - d. a violation of a municipal or local ordinance, or
 - e. a violation of section 51-164r, 53a-172, 53a-173, 53a-222, 53a-222a, 53a-223 or 53a-223a;
 3. **Age 16 or older:** A person may be convicted as "delinquent" who has while 16 years of age or older:
 - a. wilfully failed to appear in response to a summons under section 46b-133 or at any other court hearing in a delinquency proceeding of which the child had notice,
 - b. violated any order of the Superior Court in a delinquency proceeding, except as provided in section 46b-148, or

· The age at which a person is considered an adult for criminal purposes varies from state to state. See Appendix A, States and Ages Offenders are Classified as Adults, page 60.

- c. violated conditions of probation in a delinquency proceeding as ordered by the court;

B. Factors to Consider in Handling Juvenile Offenders

1. Use of adult procedures

These policies and procedures include only those unique to handling children and youth. If a subject area is not covered in this document, officers should look to other sections of department written procedures for guidance. In such areas as investigative detentions, pat-downs, searches and use of force, officers should observe their department's procedures pertaining to adult offenders.

2. Guidelines for use of discretion

Officers have a number of legal and appropriate options available when responding to incidents involving juveniles and therefore have considerable discretion in handling juveniles.

a. In choosing which options to employ, officers should consider:

- i. The nature of the alleged offense and the juvenile's role in it;
- ii. The age of the juvenile;
- iii. Past police involvement with the juvenile;
- iv. Possibility of gang affiliation;
- v. The attitude of the juvenile and parents toward the offense and toward referral for treatment or rehabilitation;
- vi. Family, school and community adjustment of the juvenile;
- vii. The availability of community based programs for the juvenile;
- viii. The likelihood that an alternative referral will prevent further delinquent behavior;
- ix. The impact on the victim;

Victims should be asked for their input regarding the amount of the loss and about diverting the case away from the court if the case is eligible for diversion.

- x. Recommendations, if any, of other agencies or professionals involved with the juvenile;
 - xi. Public safety.
- #### b. Factors never to be considered when handling juveniles

Officers should be careful to eliminate any consideration of the following factors in their decision-making:

- i. Race of the juvenile and his/her family;
- ii. Ethnicity of the juvenile and his/her family;
- iii. Sex of the juvenile;
- iv. Economic status of the juvenile and his/her family;
- v. Gender identity or expression of the juvenile and members of his/her family.

C. Options for Handling Juvenile Offenders

Regardless of the option an officer chooses, all incidents involving juveniles must be documented with completion of an incident report including the actions of the officer and the race/ethnicity and other demographic information for the juvenile(s) involved.

1. Handling decision

a. Verbal warning and release

The incident report for a verbal warning and release must include the identification of the person or agency to which the juvenile is released.

b. Conference with child, parents, teachers and/or others

c. Referral to Juvenile Review Board and/or community agencies

This option uses community resources as an early course of action in handling juvenile delinquency by providing alternatives to court for juveniles who have committed minor criminal violations. Officers may refer to a specific agency or, if available, to the Juvenile Review Board (JRB) which coordinates the provision of services with schools and community agencies. See Section IX. JUVENILE REVIEW BOARDS on page 42.

[Insert here your department's specific procedures for handling decisions including warnings, conferences and referrals to services and court. Include Juvenile Review Board procedures or procedures for referral to community agencies with eligibility criteria; procedures for referral, participation, scheduling and parent notification; and a listing of local agencies with locations, telephone numbers and services available from each agency.]

d. Referral to Court

i. Determine proper juvenile court location (venue)

The juvenile court that has jurisdiction over the case is the juvenile court that serves the juvenile's town of residence, which may not be the court serving the location where the crime was committed (see Appendix B, Court Addresses/Numbers & Cities/Towns Served, page 62).

An out-of-state juvenile charged with committing a delinquent act in Connecticut, if not placed in a juvenile detention center, should be referred to the juvenile court serving the city/town where the act occurred.

ii. Prepare Juvenile Summons and Complaint/Promise to Appear

Except for juveniles who are taken to juvenile detention facilities, include a court date from the list of available dates regularly provided by the juvenile court. For courts outside of the district where the offense occurred, either the court, or a police department located within a town served by that court, should be contacted to ascertain what days of the week that court hears delinquency cases. This date should be not less than five or more than ten business days from the date the summons is served.

iii. Serve Juvenile Summons and Complaint/Promise to Appear

- Except for juveniles who are taken to juvenile detention facilities, officers must serve, either upon release or upon a later decision to refer to court, the Juvenile Summons and Complaint/Promise to Appear on the juvenile and parent/guardian or any other suitable person or agency. Since this is the only notice of the court appearance the family will receive, the Notice of Court Appearance portion of the form must be filled out completely and reviewed with the juvenile and family.
- The parent/guardian or other person to whom the juvenile is being released must sign the Promise to Appear portion of the form. If they refuse to sign, the officer should note such refusal on the form and in the police report along with the name of the person to whom the juvenile was released.
- Unless personally known to the officer, the identity of the parent/guardian or other person to whom the juvenile is being released should be verified and the source of that verification should be included in the police report, regardless of whether they sign the Promise to Appear or not. Whenever a juvenile is released to a person other than the juvenile's parent or guardian, the officer should make a follow up call or visit to make certain that the parent or guardian is aware of the incident and the scheduled court date.

- If the person to whom the juvenile is being released is unwilling or unable to provide adequate proof of identity, the juvenile should not be released to that person and DCF should be contacted or the juvenile should be considered for admission to a juvenile detention center.

iv. Forward Juvenile Summons and Complaint/Promise to Appear to court

The Juvenile Summons and Complaint/Promise to Appear, along with the complete police report (prosecutor's report), should be sent to the appropriate court as soon as possible so the case can be prepared for the date when the juvenile and the family will appear as summoned. The police report should be signed and sworn in the event the prosecutor elects to request detention of the juvenile at some point prior to conviction.

v. Notice to superintendent of schools

- Whenever any person age seven to 21 and enrolled in school is arrested for committing a felony, a class A misdemeanor or a violation of C.G.S. 53-206c that prohibits the sale, carrying and brandishing of a facsimile firearm, police must orally notify the superintendent of schools for the school district in which the person resides or attends of the identity of the person and the alleged offense. Such notification must be made by the end of the next weekday following the arrest.
- Written notification to the superintendent must be made within 72 hours of the arrest and include a brief description of the incident (See Appendix D, Sample Written School Notification Letter, page 68).

2. Decision to release from police custody

- a. In making the decision to release from police custody, the least restrictive option should always be considered with detention being the last resort.
- i. Release of a juvenile to a parent, guardian or other suitable person or agency may be appropriate when:
- release would not constitute a serious threat to the juvenile or a member of the public;
 - the juvenile is likely to appear in court;
 - the parent, guardian, or other suitable person or agency appears to be responsible, willing and capable of managing the child.
 - Emergency Mobile Psychiatric Services may be contacted by calling 211 and selecting option 1 in cases involving behavioral or mental health related incidents.
- ii. Detention of a juvenile in a juvenile detention facility may be appropriate when:

- the offense alleged is a serious juvenile offense as described in C.G.S 46b-120 (See Appendix E, Serious Juvenile Offenses, page 70);
 - the offense alleged is a felony and the juvenile has been previously charged with a felony during the preceding 12 months;
 - release to a parent/guardian or other responsible party is not possible;
 - release would constitute a serious threat to the juvenile or a member of the public;
 - there is a strong probability the juvenile will run away prior to court disposition;
 - there is a strong probability that the juvenile will commit or attempt to commit other crimes prior to court disposition;
 - the juvenile must be held for another jurisdiction;
 - there is no less restrictive alternative available.
- iii. Regardless of the seriousness of the charge, the juvenile detention facility will only accept for admission a juvenile who is the subject of:
- an arrest warrant authorizing detention,
 - a Take Into Custody Order or
 - an Order To Detain;
 - an order by the court to be held in detention.
- iv. Officers should be careful to eliminate any consideration of the following factors when making the release decision:
- race of the juvenile and his/her family;
 - ethnicity of the juvenile and his/her family;
 - sex of the juvenile;
 - economic status of the juvenile and his/her family;
 - gender identity or expression of the juvenile and members of his/her family
- b. Options for releasing juvenile offenders
- i. Release to parent, guardian or other suitable person or agency

Officers may release the juvenile to the custody of a parent, guardian or other suitable person or agency. The police officer should notify the parent/legal guardian of the nature of the charges, and the planned course of action by police, particularly when release is to someone other than a parent.

In certain situations, with supervisory approval, it may be appropriate to release a juvenile to his/her own custody. One example of such a situation may be a 16 year old charged with a delinquent act that is being released on other charges that will be handled by the adult criminal court. Another example might be a juvenile charged in a school related incident where the juvenile is permitted to remain at the school and a parent is not available. In such cases, the officer must make a reasonable effort to notify and provide a copy of the Juvenile Summons and Complaint/Promise to Appear to the parent, guardian or some other suitable person or agency prior to the court date.

The notice and copy may be provided by first class mail with return receipt. All efforts to provide such notice and copy should be documented in writing.

When making the decision to release a juvenile to his/her own custody, consideration must be given to the issues of the juvenile's safety and the police department's liability.

ii. Transportation to medical facilities

Officers should transport juveniles who are in need of immediate medical attention or under the influence of drugs or alcohol to appropriate services such as community hospitals, mental health facilities, or alcohol and drug treatment programs. If possible, notify a parent or guardian prior to transport.

Where they exist, mobile psychiatric services should be utilized.

iii. Transportation to juvenile detention facility

[Insert here your department's specific eligibility criteria for release to a parent, guardian or other suitable person, for transportation to a medical facility and for transportation to a juvenile detention facility, if applicable. Include procedures for parent notification and notice to superintendents of schools. Also include here a list of hospitals, mobile emergency psychiatric services and other medical facilities in your department's area to which officers may transport juveniles and any procedures for entry and activity at those facilities.]

c. Procedures for transporting to juvenile detention facilities

i. Meeting criteria for admission to juvenile detention facilities

The juvenile is:

- the subject of an outstanding arrest warrant or other court order to take such child into custody; or

- the subject of an Order to Detain signed by a judge.
- ii. Obtaining an Order to Detain, if necessary
- The police may obtain an Order to Detain (JD-JM-190) from any Superior Court Judge at any time of the day or night (See Appendix F, Order to Detain - Request for Probable Cause Determination, page 72). The form is available on PRAWN or on the Internet at: <http://www.jud2.ct.gov/webforms/forms/jm190.pdf>
 - An Order to Detain will only be signed if the judge reviewing the request finds:
 - a. Probable cause to believe probable cause to believe that the child has committed the acts alleged,
 - b. there is no less restrictive alternative available and
 - c. there is
 - (1) a strong probability that the child will run away prior to the court hearing or disposition,
 - (2) a strong probability that the child will commit or attempt to commit other offenses injurious to the child or to the community prior to the court disposition,
 - (3) probable cause to believe that the child's continued residence in the child's home pending disposition poses a risk to the child or the community because of the serious and dangerous nature of the act or acts the child is alleged to have committed,
 - (4) a need to hold the child for another jurisdiction,
 - (5) a need to hold the child to assure the child's appearance before the court, in view of the child's previous failure to respond to the court process, or
 - (6) a finding by the court that the child has violated one or more of the conditions of a suspended detention order.
 - In the case of a juvenile charged with a crime for whom a request for an Order to Detain is denied but the juvenile cannot be released to a parent or guardian or some other suitable person or agency or a parent or guardian cannot be reached, a suitable person or agency cannot be identified, or the parent or guardian, agency or shelter refuses to take the juvenile, the officer must notify the Department of Children and Families at 1-800-842-2288 and seek their assistance to place the juvenile into a Department of Children and Families facility or other suitable placement.
- iii. Duties prior to transfer to detention
- Officers should ascertain that the juvenile is not in need of immediate medical attention or under the influence of drugs or alcohol. If so, see section b. ii. Transportation to medical facilities above at page 9.

- Officers should contact the detention facility to notify them that a juvenile is being transported to the facility (See Appendix C, Detention Facilities Addresses/Numbers & Cities/Towns Served, page 66).
- The police officer should notify the parent/legal guardian of the whereabouts of the child, the nature of the charges, and the planned course of action by police. The officer's efforts to notify the parent/legal guardian, whether successful or not, should be noted in the officer's report.
- The juvenile should be thoroughly searched for weapons, drugs, contraband or other items that may have evidentiary value or could endanger the staff or residents at the detention facility.
- The officer should attach the Juvenile Summons and Complaint/Promise to Appear to the police report setting out the alleged conduct of the juvenile, and bring it with the juvenile to the juvenile detention facility. The Notice of Court Appearance and Promise to Appear sections of the form should be left blank. The police report must be signed and sworn.

D. Holding Within the Police Station

1. Separation of juveniles from adult offenders

- a. No juveniles shall be placed in circumstances where they could have contact with adult offenders within the police station.
 - i. Contact is defined as sight and sound contact or, in other words, where normal conversation can take place or overheard.
 - ii. Separation must be complete. Haphazard or accidental contact is not permitted.
- b. Separation is best achieved architecturally, however police departments with limited space and facilities may comply through time-phasing, provided that written policies and procedures specifically address methods for ensuring separation at all times.

[Insert here your department's special procedures to ensure sight and sound separation from adult offenders.]

2. Removal of children from police lockups

No children shall be held in police lockups, except accused juvenile criminal type offenders may be held in police lockups for up to six hours to allow for the limited purposes of identification, processing, interrogation, transfer to juvenile detention facilities or release to parents.

- a. Only juveniles alleged to have committed a delinquent offense may be held in a police lockup.
- b. Juveniles may only be held in secure areas within the police facility that are used exclusively for children. Such secure areas may include the following:
 - i. cells;
 - ii. lockable rooms (exit restricted) – whether locked or not;
 - iii. holding cages;
 - iv. cuffing rails or chairs.
- c. Any juvenile held in a secure area that is not used exclusively for children shall be held in an area that is separate and apart from any adult detainee.
- d. Juveniles are to be monitored at all times while being detained.
- e. Juveniles may be held in appropriate secure areas for a maximum of six hours. The six-hour period begins when the juvenile enters the secure area and does not end until the juvenile leaves the police station.
- f. Whenever any person under the age of 17 years is held in a secure area for any length of time, it must be logged either on a special form for juveniles (See Appendix N, Sample Secure Holding Log, page 127) or in the adult booking log. The following information must be included:
 - i. Name of juvenile (in a adult booking log, an identification other than the juvenile's name should be used)
 - ii. Birth date
 - iii. Sex
 - iv. Race/ethnicity
 - v. Most serious offense
 - vi. Secure area held in
 - vii. Date and time into the secure area
 - viii. Date and time out of the police station
 - ix. Person or agency released to
 - x. Processing officer

- g. Whenever any juvenile is brought into the police station, whether held in a secure area or not, the incident report should include the time in and out of the station, where the juvenile was held within the station and to whom he/she was released.

[Insert here your department's special procedures to ensure removal requirements are met and documented.]

E. Investigation of Juvenile Matters

1. Interview and interrogation

a. Notification of rights – for juveniles ***under the age of 16***

- i. A parent or legal guardian must be physically present during any interviews or questioning of the juvenile in custody.
- ii. The parent/legal guardian and juvenile must both be advised of the juvenile's rights.
- iii. A written waiver form should be executed by the juvenile and parent/legal guardian (See Appendix H, Juvenile (under 16) Waiver/Parental Consent – English and Spanish Versions, page 77).
- iv. If any of the above requirements are not met, questioning about the alleged offenses may not occur.

Note: For juveniles under the age of 16, it is a ***requirement for admissibility*** that a parent or guardian be physically present with the juvenile during the interview. It is not a right that may be waived even by agreement of the juvenile and parent/guardian.

b. Notification of rights – for juveniles ***age 16***

- i. The officer must make a reasonable effort to contact a parent or guardian.
- ii. The juvenile must be advised of his/her rights including:
 - 1. The right to contact a parent or guardian and to have them present during any interview;
 - 2. The right to retain counsel or, if unable to afford counsel, to have counsel appointed on their behalf;
 - 3. The right to remain silent and to refuse to make any statement;
 - 4. That any statement made by the juvenile may be used against them in court;
- iii. If the juvenile waives any of these rights, the court will determine the admissibility of any admission, confession or statement by considering the totality of the circumstances at the time of the making of the admission, confession or statement including:
 - 1. The age, experience, education, background and intelligence of the child,

2. The capacity of the child to understand the advice concerning rights and warnings given, the nature of the privilege against self-incrimination, and the consequences of waiving such rights and privilege,
3. The opportunity the child had to speak with a parent, guardian or some other suitable individual prior to or while making such admission, confession or statement, and
4. The circumstances surrounding the making of the admission, confession or statement, including, but not limited to,

(A) When and where the admission, confession or statement was made,

(B) The reasonableness of proceeding, or the need to proceed, without a parent or guardian present, and

(C) the reasonableness of efforts by the police or Juvenile Court official to attempt to contact a parent or guardian.

- iv. A written waiver form should be executed by the juvenile and parent/legal guardian(See Appendix H, Juvenile (16 years old) Waiver/Parental Consent – English and Spanish Versions, page 77).

Note: Unlike juveniles under age 16, the rights of a 16 year old juvenile may be waived by the juvenile but that waiver must be knowingly, intelligently and voluntarily made to be considered a valid waiver. The court will make that determination using the “totality of the circumstances” test. Any information relevant to that determination, as well as any efforts made to contact a parent or guardian, should be noted in the officer’s report.

Note: The above requirements do not apply to interviews with juveniles who are victims and/or witnesses. However, if during the interview the juvenile makes any incriminating remark, that remark will not be admissible in court against the juvenile unless a parent/legal guardian was present and both the juvenile and parent/legal guardian were previously advised of the juvenile’s rights.

- c. If there is a gap of time between the advisement of rights and the taking of a statement, the court will consider various factors when determining if the juvenile and parent need to be advised again before the statement is taken. They include:
 - i. the length of time that has passed between the initial warnings and the subsequent interrogation,
 - ii. whether the warnings and interrogation occurred in the same location,
 - iii. whether the officers who gave the warnings were the same as those who conducted the subsequent interview,
 - iv. whether the subsequent interview concerned the same or new offenses and facts,

- v. the physical settings of the advisement and interviews,
- vi. whether the officer reminded the juvenile of his rights before resuming questioning,
- vii. whether the juvenile confirmed that he or she understood their rights or manifested an awareness of their rights,
- viii. the apparent mental and emotional state of the juvenile,
- ix. the juvenile's age, experience, education, background, and intelligence,
- x. whether the juvenile has the capacity to understand the warnings given, the nature of their right to not incriminate themselves, and the consequences of waiving those rights.

Note: if there is any doubt, the officer should re-advise the child and parent of their rights.

- d. Threats, abusive language, profanity or other vulgarities shall not be employed when questioning a juvenile.
 - e. The duration of the interview shall be as brief as possible to obtain the required information and, unless there are exceptional circumstances, the number of officers shall be limited to two at any one time. Exceptional circumstances shall be reviewed at a supervisory level. Interviewers will take into consideration the juvenile's and parent/guardian's personal needs (bathroom, water, etc.) and be conducted in a manner consistent with the juvenile's age, maturity, level of educational achievement and experience.
3. Photographs, physical descriptions and fingerprints
- a. Any juvenile charged with a crime may be required to submit to the taking of his photograph, physical description and fingerprints. Where feasible, every juvenile referred to court should be so identified.
 - b. All identification materials should be labeled "juvenile" and be kept separate from adult identification materials.

[Insert here your department's specific criteria for taking photographs, physical descriptions and fingerprints.]

4. Cases with personal injury or property damage

In every case where there is personal injury or property damage the police should attempt to determine the identity of the person or entity suffering the injury/damage and the amount of the injury/damage claimed whether the case will be diverted or sent to court.

5. Working with victims

- a. Officers should insure victim information is complete and accurate and includes the victim's full name, address and contact information.
- b. Victims should be advised as to which court location the juvenile summons will be sent (as venue is determined by where a juvenile resides).
- c. Confidentiality statutes preclude officers from sharing juvenile information with the victim. However, if the victim, or a representative of the victim such as a lawyer, investigator, insurance company, etc., requests information about a crime committed by a juvenile, the police should provide the requesting party with the officer's business card with the police case number on it and the telephone number of the juvenile court where the case was sent. They can then contact the court with this information and the court could provide whatever information they may be entitled to receive.
- d. Victims may also be referred to the Office of Victim Services at 800-822-8428.

F. Confidentiality of Juvenile Records

- 1. Records of juvenile matters are confidential and may be inspected or disclosed only upon an order of the court.
 - a. All records of juvenile matters are confidential.
 - b. Records and identification materials on juveniles should be clearly labeled "Juvenile."
 - c. Juvenile records should be kept separate from adult records.
 - d. If a juvenile is apprehended in connection with the arrest of an adult, a separate report should be filed as a juvenile record and identifying information on the juvenile removed from the adult record.

Note: The identity of juveniles under the age of 16 who are involved in motor vehicle accidents should not be disclosed to others involved in the accident. Similarly, the identity of juveniles, age 16, who are involved in motor vehicle accidents and also charged with a delinquent act (an offense that is not a violation, infraction or defined in Title 14 of the General Statutes), should not be disclosed to others involved in the accident. Information on the owners of the vehicles may be disclosed.

- e. Records personnel will receive court notices of erasure and should expunge all records concerning juveniles or youthful offenders.
- 2. Exceptions to general confidentiality
 - a. Disclosure to justice and service delivery personnel
 - i. Records may be disclosed to and between individuals and agencies, and the employees of such agencies, involved in the delinquency proceedings or in providing services directly to the juvenile. Such agencies may include:

- law enforcement officials;
 - state and federal prosecutorial officials;
 - school officials;
 - adult and juvenile court officials;
 - the Department of Children and Families;
 - a court appointed victim’s advocate;
 - the Office of Adult Probation;
 - the Office of the Bail Commission;
 - the Board of Parole;
 - agencies under contract with the Court Support Services Division, Judicial Branch;
 - an attorney for the juvenile and his/her parent/guardian.
- ii. The police should be very careful when releasing information about juveniles and should do so only when satisfied regarding the identity, relationship and authority to receive information provided by the person making a request. When unsure about releasing juvenile information, inquiries should be referred to the juvenile court where the matter is being heard.
- b. Disclosure at school expulsion hearings
- i. Police may testify and provide reports and information on an arrest at an expulsion hearing if requested to do so by the local or regional board of education, the impartial hearing board, the principal of the school, the student or his/her parent/guardian.
- ii. Police officers who do agree to testify or provide information at such expulsion hearings should prepare for such testimony as they would prepare for a trial and answer any questions asked with specificity and accuracy to avoid giving any testimony which later could be used to discredit or impeach them at a subsequent trial in the juvenile or adult criminal court. Officers should also be careful that they do not compromise the integrity or chain of custody of any physical evidence they provide and should mark each page of any documents provided with “Confidential.”

[Insert here your department’s specific local policy. Before adopting a policy regarding officers testifying at such hearings, the local juvenile and adult State’s Attorney should be consulted.]

- c. Special disclosure exceptions for the public

- i. The police may disclose to the public the name, photograph and custody status of any juvenile arrested for the commission of a capital felony or class A felony.
- ii. Information concerning a juvenile who has escaped from a detention facility or from a facility to which he/she has been committed by the court or for whom an arrest warrant has been issued for the commission of a felony may be disclosed by law enforcement officials.

3. Recording-keeping

[Insert here the case reports, booking logs, etc., that your department requires.]

IV. POLICE ACTIVITY AT SCHOOLS

A. Enforcement Procedures

1. Entry and activity

- a. It is strongly recommended that the police and school administrators meet and develop a written Memorandum of Agreement outlining the circumstances, in non-emergency situations, when the police will be called to a school and the expectations of what the police will do when they respond.
- b. Officers entering school grounds should be aware of the potential disruption of the educational process that police presence may cause.
- c. Prior to entering a school to conduct an investigation, arrest or search, officers should consider the necessity of such action based on:
 - i. The potential danger to persons;
 - ii. The likelihood of destruction of evidence or other property;
 - iii. The ability to conduct the investigation, arrest or search elsewhere.
- d. With the exception of emergency circumstances, police should act through school administrators whenever they plan any activity on school grounds.
- e. Officers should exercise independent judgment and discretion and follow department policies and procedures when deciding whether to make an arrest in a school related incident and be guided by their assessment of whether there is probable cause to believe that a crime has been committed and that an arrest or referral to court is necessary.

2. Student interview and interrogation

- a. When questioning student witnesses or victims, officers are encouraged to have a school administrator present.
- b. When the questioned student is a suspect, a parent or legal guardian must be present during any interviews or questioning of the student. The parent/legal guardian and student must both be advised of the student's rights (See Appendix H, Juvenile Waiver/Parental Consent – English and Spanish Versions and Juvenile Waiver/Parental Consent – English and Spanish Versions, page 77).

3. Taking a student into custody

- a. Officers should remove students from school premises only after placing them under arrest or obtaining parent/legal guardian and student consent.
- b. Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.

- c. If it is necessary to take a student into custody on the school premises, care should be taken to minimize any impact the process may have on the student or the school environment.

4. Contact list

[Insert here specific school contact persons and telephone numbers in your department's locality, and your department's specific procedures for law enforcement entry and activity at schools.]

B. School Resource Officer (SRO) Program

1. Program description

a. Purpose

The School Resource Officer program is a nationally recognized program involving the assignment of certified law enforcement officers to a school or set of schools on a permanent basis. Through their daily presence, police officers act both as comprehensive resources to schools and as positive role models for students. SROs participate in school activities and team with faculty and administrators to solve problems in the school environment.

The goals of a School Resource Officer include:

- i. Bridging the gap between police officers and young people and increasing positive attitudes toward law enforcement.
- ii. Teaching the value of the legal system.
- iii. Promoting respect for people and property.
- iv. Reducing juvenile crime through close contact with students and by helping them formulate an awareness of rules, authority and justice.
- v. Taking personal interest in students and their activities.
- vi. Allowing students access to the legal system.
- vii. Giving students a realistic understanding of laws and the legal system so they will have an investment in supporting and improving it.
- viii. Teaching students how to avoid becoming victims through self-awareness and crime prevention.

Source: National Association of School Resource Officers, Basic Course Manual, 1998.

b. SRO roles and responsibilities

School Resource Officers should play three important roles in the school environment: law enforcement officer, law-related counselor, and law-related educator. A survey of over 400 School Resource Officers in North Carolina showed that SROs typically spend 50% of their time on law enforcement activities, 33% of their time on law-related counseling, and 17% of their time on law-related education. See Appendix I, School Resource Officer Program Materials for a detailed list of duties associated with each SRO role and a sample SRO job description, page 84.

i. Law enforcement officer

The primary role of School Resource Officers is to enforce the law and “keep the peace” in their schools so students can learn and teachers can teach. In this role, SROs:

- investigate complaints of criminal activity on school campuses and surrounding communities;
- assist law enforcement, probation, and social services agencies in follow-up investigations where a student was involved;
- provide campus supervision;
- supervise security at school events;
- participate in safe school planning; and
- provide a link between law enforcement and school officials.

ii. Law-related counselor

The role of law-related counselor sets SRO programs apart from other police in the schools programs. Through daily interaction with students, SROs act as positive role models and work to foster in students an understanding of the law and sense of citizenship. They participate in meetings with students, parents, and teachers to provide information and advice on the law. School Resource Officers may also initiate contact with community agencies on behalf of students and families requiring services. The community-policing philosophy requires that SROs open lines of communication with representatives of community agencies and gain a clear understanding of the services they offer.

iii. Law-related educator

School Resource Officers are a resource for schools in the area of law-related education. They teach law-related topics in the classroom and at group gatherings such as assemblies, PTA meetings, and student meetings. In addition to their teaching roles, School Resource Officers become positive role models for students through their involvement in school and community based youth development activities. SROs should be involved with school athletics, student organizations, Police Explorers, etc.

See Appendix I, School Resource Officer Program Materials for a list of topics taught by SROs, page 84.

2. Responsibilities of police, schools, parents and students

School Resource Officer programs benefit from the support and involvement of school administrators and personnel, police personnel, parents, students, and other community members. These groups should accept responsibilities that demonstrate the shared goal among schools, police, and the community of ensuring that students are safe at school and a healthy learning environment exists.

A Memorandum of Agreement should be executed between the police department and the school administration setting forth the agreement of the parties for responding to non-emergency school disruptions in order to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

See Appendix I, School Resource Officer Program Materials for a sample list of responsibilities for the police department, the school administration, parents, and students, page 84.

See a sample Memorandum of Agreement in Appendix M on page 122.

3. School Resource Officer Job Characteristics

a. Job definition

The accepted definition of “School Resource Officer” is a certified law enforcement officer who is permanently assigned to a school or set of schools. The SRO should carry out the three SRO roles and participate fully in school events and activities. School Resource Officers remain employees of their assigned law enforcement agencies. They should not perform tasks that are outside of the normal scope of police duties. The School Resource Officer is not responsible for student discipline or enforcement of school rules.

Because each school and student body is unique, the SRO must determine the best ways to address the needs of a particular school. The emphasis across the three roles, and specific duties of an SRO, will vary depending on the problems that exist in the school and other mechanisms that are in place to solve them. The SRO and the school principal must work collaboratively to determine the goals and priorities for the SRO program in a particular school.

b. Length of assignment

Continuity is an important aspect of a School Resource Officer program. To get full benefit from the program, the same person must be present in a school or schools so he or she can form relationships with students and understand the influences that affect them. This enables SROs to better identify potential problems and intervene to prevent them from occurring. Therefore, officers should not be assigned to SRO responsibilities on a rotating basis.

The recommended minimum length of assignment for SROs is 12 months, although many programs assign SROs for two or more years. SRO assignments should

continue during the summer months so the officers can attend training sessions and conferences that are critical to their professional development. The summer months also enable SROs to complete critical job tasks such as to:

- plan and develop effective school programs including emergency planning, security improvements, truancy prevention, etc.;
- develop linkages to other community agencies;
- develop educational materials for a wide variety of law-related topics;
- continue programs for students during the summer months;
- participate in summer camps and activities.

4. Implementation guidelines

See Appendix I, School Resource Officer Program Materials for a section on planning considerations when starting a new SRO program, page 84 and a sample Memorandum of Agreement that should also be executed in Appendix M, page 122.

a. SRO recruitment and selection

Recruitment and selection of School Resource Officers should focus on officers who demonstrate interest in the program based on their career goals. Those who volunteer for the assignment, rather than being assigned without choice, are more likely to have the kind of motivation necessary to make the program successful.

Job descriptions for School Resource Officers vary by town and school environment (See Appendix I, School Resource Officer Program Materials for a sample list of SRO duties and a sample SRO job description, page 84).

Recommended recruiting criteria for SROs should include the following:

- i. Demonstrated police experience working successfully with children and youth;
- ii. Strong verbal and written communication skills;
- iii. Ability to work effectively with community agencies and other law enforcement agencies;
- iv. Knowledge of criminal justice system operations, criminal law, criminal procedure, rules of evidence, search and seizure, warrants, and police policy;
- v. Ability to relate to a broad range of people with courtesy, tact, objectivity, and discretion;
- vi. Ability to work with a minimum of supervision;
- vii. Previous work history that demonstrates initiative and dependability.

b. SRO training and support

It is critical that School Resource Officers receive adequate training and orientation to ensure that they can effectively handle their SRO responsibilities. SRO training programs and conferences provide new and experienced SROs with basic information

about their roles and responsibilities, as well as the opportunity to network with colleagues and share challenges and successes. When available, a formal course of classroom training on subjects applicable to SRO responsibilities should be undertaken. To learn about the availability of such training, two sources may be contacted: The Connecticut Police Officer Standards and Training Council at <http://www.ct.gov/post> and the Connecticut School Resource Officers Association at <http://ctsro.org/>. Informal training experiences of value to new SROs include pairing them with more experienced SROs for their first year of service.

c. Office space and equipment

To work most effectively in the school environment, School Resource Officers should have office space and logistical support in the school and be included with other administrative personnel in phone lists, voice mail systems, and other communication channels. The recommended space and equipment for each School Resource Officer includes:

- i. Access to an office or meeting room with a door for conducting private conferences with students, parents, teachers, administrators, etc.;
- ii. Filing storage that locks for security;
- iii. Phone, desk, chair, and adequate work space;
- iv. Access to office equipment such a copy machines, fax machines, and printers;
- v. Computer with Internet/e-mail access;
- vi. School Resource Officers should be linked with school administrators and security guards through a radio communication system or similar mechanism to provide instant, reliable communication during emergencies.

d. Work hours

School Resource Officers' work hours should be adjusted to cover the hours of school operation and meet police department needs. SROs typically cover the hours of school operation, adding time before and after school to fill a full-time work schedule. In some cases, SROs work fewer than eight hours during the school day to allow them time to attend school-related events and activities in the afternoons, evenings, and on weekends.

Generally SROs are required to work on days when school is not in session. SROs should use this time for planning, coordination and development activities.

e. Dress code

Police departments should establish dress code policy for SROs. Officers' weapons are generally considered to be part of their uniforms and a requirement for carrying out their law enforcement role on and off campus.

f. Introducing SROs into school environments

An important aspect of the School Resource Officer program is that it exposes community members to police officers who are working in helping and problem-solving capacities. To fully capitalize on this opportunity, school and police officials must take care to create a positive image of the SRO and his or her role on campus when introducing a new SRO into the school environment. (See Appendix I, School Resource Officer Program Materials for a list of suggestions for new School Resource Officers, page 84).

g. Evaluating SRO programs

School and police administrators should put in place a process for monitoring the SRO program and its impact on the school environment. SRO program results should be presented to school, police, and town officials on a periodic basis for use in improving the current program and building a case for continuing or expanding the program in the future.

i. Establishing a baseline

Communities establishing a new School Resource Officer program should consider conducting a baseline evaluation prior to starting the program. The baseline evaluation documents key data such as the number and type of criminal incidents at the school and student/teacher perceptions of safety. (See Appendix I, School Resource Officer Program Materials for a listing of the types of data that can be collected to monitor the SRO program, page 84).

ii. First-year program assessment

A strategic planning and brainstorming session should be conducted at the end of the first year of a new SRO program. This session should involve the school principal, the School Resource Officer(s), the SRO supervisor, and representatives of other groups as appropriate. The purpose of this session is to evaluate the program's impact and effectiveness during the first year, with emphasis placed on identifying positive results and areas for improvement. The output of this session is a list of performance criteria for the SRO to focus on in future years.

iii. Ongoing data collection and monitoring

Once an SRO program is underway, the program should be evaluated on an ongoing basis using the following techniques:

- collect quantitative data and compare with baseline and prior-year data;
- gather feedback from community members, teachers, students, and administrators on program effectiveness;
- identify and implement program improvements;
- document and display results.

See Appendix I, School Resource Officer Program Materials for a listing of the types of data that can be collected to monitor the SRO program, page 84.

C. Other Programs in Schools

Communities that do not have a School Resource Officer program often have other police programs operating in their schools. These programs include truancy prevention, police patrols, security officers, student assistance teams, and teaching programs such as DARE.

While the School Resource Officer Program is recommended for linking police and schools, complete implementation of this program may not be possible in some schools and communities. For situations where budget constraints or local opposition prevent implementation of the SRO program, there are several supplemental programs that can be implemented instead. These programs are running successfully in many schools and have proven effective results.

1. Modified SRO program

In modified SRO programs law enforcement officers work as SROs on a part-time basis or work across schools or towns, e.g. Connecticut State Police SRO Program. This provides many of the benefits of an SRO program but on a smaller, more limited scale. Officers will have limited ability to form relationships with students and school personnel and to participate fully in school activities due to time constraints.

2. Police teaching in schools

Law enforcement officers can teach law-related topics to students at school events and in the classroom, e.g. DARE, GREAT, and Officer Friendly. Police teaching in schools provides a resource to schools and teachers on law-related education and officers are positive role models for students. This type of program does not enable officers to provide services to schools in the areas of law enforcement and law-related counseling, and officers have limited interaction with individual students and school personnel.

3. Security officers

Security officers are law enforcement officers or trained security personnel present in the school to maintain order and help ensure student safety. Security officers provide benefits to schools in the areas of law enforcement, truancy, security, and handling of emergencies. They play strictly a security role with limited focus on prevention and intervention. Security personnel who are not certified cannot execute the full range of law enforcement activities. Note that some school systems and police departments hire retired police officers as school security officers. Although their certifications may not be current, they bring to the job a full understanding of the law and can carry out many law enforcement activities on behalf of the school.

[Insert here your department's specific police programs operating in the schools.]

V. CHILDREN FROM FAMILIES WITH SERVICE NEEDS

Children Under the Age of 17 Who are Accused or Adjudicated as Being from Families With Service Needs or Exhibit Families With Service Needs Behavior

A. Definition of “Family With Service Needs”

A family is a Family With Service Needs if it includes a person under the age of 17 years who:

1. Has without just cause run away from his/her parental home or other residence (includes any nondelinquent juvenile runaway from another state);
2. Is beyond the control of his/her parents or guardian;
3. Has engaged in indecent or immoral conduct;
4. Is a truant or habitual truant or who, while in school, has been continuously and overtly defiant of school rules and regulations;
5. Is 13 years old or older and has engaged in sexual intercourse with another person who is 13 or older and not more than two years older or younger than the other person.

B. Factors to Consider Handling Children from Families With Service Needs

1. Appropriate factors to consider when handling children from Families With Service Needs
 - a. The nature of the alleged behavior;
 - b. The age of the child;
 - c. The safety of the child and other persons involved;
 - d. Past police involvement with the child and family;
 - e. The attitude of the child and parents toward the behavior, and toward referral for treatment or rehabilitation;
 - f. Family, school and community adjustment of the child;
 - g. The availability of community-based programs for the child and/or family;
 - h. The likelihood that an alternative referral will prevent further Families With Service Needs behavior;
 - i. Recommendations, if any, of other agencies or professionals involved with the child.
2. Factors never to be considered when handling children from Families With Service Needs

Officers should be careful to eliminate any consideration of the following factors in their decision-making:

- a. Race of the juvenile and his/her family;
- b. Ethnicity of the juvenile and his/her family;
- c. Sex of the juvenile;
- d. Economic status of the juvenile and his/her family;
- e. Gender identity or expression of the juvenile and members of his/her family.

C. Options for Handling Children from Families With Service Needs

Although they are not criminal in nature, incidents involving children from Families With Service Needs must be documented with completion of an incident report including the actions of the officer and the race/ethnicity and other demographic information for the child involved. Upon locating a child from a Family With Service Needs, the officer should report the location of the child to the parent or guardian and then may do one or more of the following:

1. The child may be brought home. Officers may meet with the child and parents to evaluate whether return home is a viable alternative and to counsel the family. The officer can make transportation arrangements with the parent or guardian.
2. The child and/or family may be referred to any public or private agency serving children. This may include providing information to Connecticut parents/guardians on how to refer the child to court. If a local Juvenile Review Board is available to provide services to the family, the option to refer the matter to the JRB should be considered and discussed with the family.
3. If the parent/legal guardian refuses to allow the child to come home and also refuses permission for the child to enter an alternative housing program, the child should be reported to the Department of Children and Families at 1-800-842-2288 and, for Connecticut residents, a referral to court made (see 6. below).
4. If the child refuses to return home due to allegations of abuse or neglect, or if an out-of-state runaway refuses to return home and refuses DCF services; notify the HOTLINE at 1-800-842-2288 of the child's refusal and location; fax to 860-560-7073 any written documentation, including any teletypes; and, for out-of-state runaways, notify the parents of their right to pursue a requisition process through their state's Interstate Compact Office.
5. If the child refuses all other options, the child may be released. The release of a Families With Service Needs child to his/her own custody should be avoided but may be necessary. Notice to the HOTLINE and referral to court should be made in such a case (see 6. below).
6. The child may be referred to court. A Complaint: Families With Service Needs should be completed and forwarded to the court. This form, JD-JM-120, can be found and completed on the Internet at <http://www.jud2.ct.gov/webforms/forms/jm120.pdf>.

7. If a runaway, who is committed as a delinquent to the state of origin, wishes to return home, and there are no pending criminal charges in Connecticut, the officer should contact the Interstate Compact Office at 860-550-6469 and fax a copy of the teletype to 860-566-6726.

Note: Transportation costs should be obtained through funds from the parent/guardian. Free Greyhound transportation may be available if the child is accompanied to the bus terminal by a police officer with a copy of the teletype report of the child's legal status. Arrangements should be made through the Greyhound National Transportation Office at 800-231-2222.

The National Center for Missing & Exploited Children's (NCMEC) Hotline pioneered a model program to assist families in the reunification process by arranging for transportation and lodging for families who cannot afford these costs when picking up their missing child once found.

Private-sector partners, **American Airlines®**, **Amtrak**, **Continental Airlines®**, and **Greyhound®** provide these services free of charge to the families in need of financial assistance when picking up their child, and the programs are coordinated exclusively through NCMEC. Their website is <http://missingkids.com> and their 24-Hour Hotline is 1-800-THE-LOST (1-800-843-5678).

[Insert here your department's specific criteria for parent meetings, referrals to service agencies and to court, if applicable. Include procedures for referral, participation, and parent notification, and a listing of local agencies with locations, telephone numbers and services available.]

D. Holding Within Police Station – Protective Custody

1. Time limit

The child from a Family With Service Needs may be held in protective custody for a maximum of 12 hours.

2. Nonsecure holding only

At no time may a child from a Family With Service Needs be held in a secure area – cell, lockable room, whether locked or not, holding cage, or be physically secured to a cuffing rail, chair or other stationary object.

[Insert here the nonsecure locations in your department's facility where children from Families With Service Needs may be held.]

3. Visual supervision

A Family With Service Needs child held in protective custody must be under continuous visual supervision.

Note: See Youth In Crisis section below for 17 year old youth.

E. Confidentiality

Police department personnel may have access to department Families With Service Needs records on a need-to-know basis only. Other persons who request information on any matters involving children from Families With Service Needs who have been, or are expected to be, referred to court should be advised to contact the court.

F. Record-keeping

[Insert here the case reports, logs, and records on children from Families With Service Needs that your department requires.]

VI. YOUTH IN CRISIS

Youth Age 17 Who are Accused or Adjudicated as
Youth In Crisis or Exhibit Youth In Crisis Behavior
*(Until July 1, 2012 – after that date, 17 year olds will fall under
the Families With Service Needs Classification)*

A. Definition of “Youth In Crisis”

A Youth In Crisis is a person age 17 who, within the last two years,

1. Has without just cause run away from his/her parental home or other residence (includes a nondelinquent juvenile runaway from another state);
2. Is beyond the control of his/her parents or guardian;
3. Has four unexcused absences from school in any one month or 10 unexcused absences in any school year.

B. Factors to Consider When Handling Youth In Crisis

1. Appropriate factors to consider when handling Youth In Crisis
 - a. The nature of the alleged behavior;
 - b. The safety of the youth and other persons involved;
 - c. Past police involvement with the youth and family;
 - d. The attitude of the youth and parents toward the behavior, and toward referral for treatment or rehabilitation;
 - e. Family, school and community adjustment of the youth;
 - f. The availability of community-based programs for the youth and/or family;
 - g. The likelihood that an alternative referral will prevent further Youth In Crisis behavior;
 - h. Recommendations, if any, of other agencies or professionals involved with the youth.
2. Factors never to be considered when handling Youth In Crisis

Officers should be careful to eliminate any consideration of the following factors in their decision-making:

- a. Race of the youth and his/her family;
- b. Ethnicity of the youth and his/her family;

- c. Sex of the youth;
- d. Economic status of the youth and his/her family;
- e. Gender identity or expression of the youth and members of his/her family.

C. Options for Handling Youth In Crisis

Although they are not criminal in nature, incidents involving a Youth In Crisis must be documented with completion of an incident report including the actions of the officer and the race/ethnicity and other demographic information for the youth involved. Upon locating a Youth In Crisis, the officer should report the location of the youth to the parent or guardian but only if the officer determines that such report does not place the youth in any physical or emotional harm, and then do one or more of the following:

1. The youth may be brought home. Officers may meet with the youth and parents to evaluate whether return home is a viable alternative and to counsel the family. The officer can make transportation arrangements with the parent or guardian. The youth may also be released to anyone determined by the officer to be a suitable and worthy adult.
2. The youth may be transported and the youth/or family may be referred a youth service bureau, provided one exists in the local community, or to any public or private agency serving youth. This may include providing information to Connecticut parents/guardians on how to refer the youth to court. If a local Juvenile Review Board is available to provide services to the family, the option to refer the matter to the JRB should be considered and discussed with the family.
3. If the parent/legal guardian refuses to allow the youth to come home and also refuses permission for the youth to enter an alternative housing program, the youth should be reported to the Department of Children and Families at 800-842-2288 and, for Connecticut residents, a referral to court made (see 6. below).
4. If the youth refuses to return home due to allegations of abuse or neglect, or if an out-of-state runaway refuses to return home and refuses DCF services; notify the HOTLINE at 800-842-2288 of the youth's refusal and location; fax to 860-560-7073 any written documentation, including any teletypes; and, for out-of-state runaways, notify the parents of their right to pursue a requisition process through their state's Interstate Compact Office.
5. If the youth refuses all other options, the youth may be released. The release of a Youth In Crisis to his/her own custody should be avoided but may be necessary. Notice to the HOTLINE and referral to court should be made in such a case (see 6. below).
6. The youth may be referred to the probate court in the district where the Youth In Crisis is located, provided the probate judge for such probate court is willing to accept the referral, or if the officer is unable to transport or refer the Youth In Crisis as provided above, the Youth In Crisis may be referred to the juvenile court. A Complaint: Youth In Crisis should be completed and forwarded to the court. This form, JD-JM-142, can be found and completed on the Internet at <http://www.jud2.ct.gov/webforms/forms/jm142.pdf>.

7. If a runaway, who is committed as a delinquent to the state of origin, wishes to return home, and there are no pending criminal charges in Connecticut, the officer should contact the Interstate Compact Office at 860-550-6469 and fax a copy of the teletype to 860-566-6726.

Note: Transportation costs should be obtained through funds from the parent/guardian. Free Greyhound transportation may be available if the child is accompanied to the bus terminal by a police officer with a copy of the teletype report of the child's legal status. Arrangements should be made through the Greyhound National Transportation Office at 800-231-2222.

The National Center for Missing & Exploited Children's (NCMEC) Hotline pioneered a model program to assist families in the reunification process by arranging for transportation and lodging for families who cannot afford these costs when picking up their missing child once found.

Private-sector partners, **American Airlines®**, **Amtrak**, **Continental Airlines®**, and **Greyhound®** provide these services free of charge to the families in need of financial assistance when picking up their child, and the programs are coordinated exclusively through NCMEC. Their website is <http://missingkids.com> and their 24-Hour Hotline is 1-800-THE-LOST (1-800-843-5678).

[Insert here your department's specific criteria for parent meetings, referrals to service agencies and referrals to court, if applicable. Include procedures for referral, participation, and parent notification, and a listing of local agencies with locations, telephone numbers and services available from each agency.]

D. Holding Within Police Station – Protective Custody

1. Time limit

The Youth In Crisis may be held in protective custody for a maximum of 12 hours.

2. Nonsecure holding only

At no time may a Youth In Crisis be held in a secure area – cell, lockable room, whether locked or not, holding cage, or be physically secured to a cuffing rail, chair or other stationary object.

3. Release to the parent or guardian

A Youth In Crisis may be released to the parent or guardian if the officer determines that returning the youth does not place the youth in any physical or emotional harm.

[Insert here the nonsecure locations in your department's facility where Youth In Crisis may be held.]

4. Visual supervision

A Youth In Crisis held in protective custody must be under continuous visual supervision.

E. Confidentiality

Police department personnel may have access to department Youth In Crisis records on a need-to-know basis only. Other persons who request information on any matters involving Youth In Crisis who have been, or are expected to be, referred to court should be advised to contact the court.

F. Record-keeping

[Insert here the case reports, logs, and records on Youth In Crisis that your department requires.]

VII. CHILD VICTIMS OF ABUSE AND NEGLECT
Children and Youth Under the Age of 18 Who are Suspected
or Alleged to be Victims of Child Abuse or Neglect

Note: Unlike other juvenile laws, the child abuse and neglect statutes pertain to children and youth under the age of 18 years.

A. Duty of Report/Reporting Procedures

1. Oral report

- a. When officers have reasonable cause to suspect or believe that a child or youth under the age of 18 has been abused or neglected or placed in imminent risk of serious harm, a telephone report to the Department of Children and Families Child Abuse and Neglect HOTLINE at 1-800-842-2288 must be made as soon as practicable but not later than twelve hours.

i. Reasonable cause

An officer can have “reasonable cause” to suspect that a child or youth is abused or neglected or placed in imminent risk of serious harm if, considering what physical evidence the officer observes or is told about, and from the officer’s own training and experience, it is possible that the injury or condition was caused by neglect or by non-accidental means. The officer need not be absolutely certain in order to possess the necessary reasonable cause.

ii. Suspicion

Certainty is not required to be suspicious. It is enough for the officer to report based on what the officer personally observed or is told.

Note: In situations where a child or youth is injured by an individual such as a neighbor or stranger who is not a parent, guardian, foster parent, school employee or volunteer, staff personnel or volunteer of a day care setting, staff of a licensed camp, or employee or volunteer in a residential child care setting, officers should proceed with the incident as a criminal assault and a report to DCF is not required.

b. What to include in the report to DCF

- i. Officer’s name, affiliation, address and telephone number
- ii. Names and addresses of the child or youth and his/her parents or other legally responsible person providing care
- iii. Child or youth’s age and gender
- iv. Nature and extent of the child or youth’s injuries, maltreatment or neglect
- v. Approximate date and time when injury, injuries, maltreatment or neglect occurred

- vi. Information concerning any previous injuries, maltreatment or neglect to the child or youth or his/her siblings
 - vii. Circumstances under which the injury or neglect came to be known by the officer
 - viii. Name and relationship of the person or persons responsible for causing the injury, maltreatment or neglect (may include parent, guardian, foster parent, school employee or volunteer, staff personnel or volunteer of day care setting, staff of licensed camp, employee or volunteer of residential child care setting)
 - ix. Actions taken, if any, to treat, provide shelter to, or otherwise assist the child or youth
 - x. Additional information that may be helpful (including directions to the home, present location of the child or youth, and criminal history of adults in the home).
- c. DCF response

At the conclusion of the report, the officer will be advised if the report has been accepted and what DCF office will be investigating the report.

2. Written report

- a. A written report to the Department of Children and Families must follow within 48 hours of the oral report. Mail reports to:

Child Abuse and Neglect Hotline
505 Hudson Street, 5th Floor
Hartford, CT 06106.

- b. The written report should be on form DCF-136 or attach a copy of the incident report. The DCF-136 can be found on the Internet at http://www.ct.gov/dcf/lib/dcf/child_welfare_services/pdf/child_abuse_neglect_dcf_136.pdf. Officers are encouraged to note the date, time and name of the DCF HOTLINE staff person who took the oral report in the written report.

- 3. The Department of Children and Families will notify the appropriate police department within 24 hours of their receipt of an oral report of serious physical abuse, serious neglect, sexual abuse or child death.

B. Definition of Abuse and Neglect

Actual or suspicion of abuse or neglect inflicted upon the child or youth by a person responsible for such child or youth's health, welfare or care or by a person given access to such child or youth by such responsible person.

1. Abuse
 - a. Non-accidental physical injury
 - b. Injuries at variance with the history given
 - c. Condition that is the result of maltreatment such as malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment

2. Neglect
 - a. Abandonment
 - b. Denial of proper care and attention, physically, emotionally or morally

For example, circumstances that constitute emotional neglect include when a child or youth is in a condition of diminished psychological or intellectual functioning such as a result of, but not limited to, failure to thrive, severe aggressive behaviors or suicidal behaviors clearly attributable to the unwillingness or inability of the parent or legal guardian to exercise a minimum degree of care toward the child or youth.

- c. Being permitted to live under conditions, circumstances or associations injurious to well being

Note: A parent may voluntarily give up custody of an infant age 31 days or younger to the nursing staff of an emergency room and not be subject to arrest for abandonment. This does not protect the parent from being arrested if abuse or neglect has occurred.

3. Prostitution
 - a. A person under the age of 16 cannot be charged with the crime of Prostitution (C.G.S. 53a-82, as amended by PA 10-115).
 - b. For a 16 or 17 year old charged with Prostitution, there is a presumption (i. e. , one that must be rebutted by the prosecution) that they were coerced into committing the offense by another person in violation of the law against trafficking in persons (C.G.S. 53a-192a).
 - c. Upon the arrest of a 16 or 17 year old for Prostitution an oral and written report of suspected abuse or neglect must be filed with DCF as outlined above. (See PA 11-180)
 - d. Any child under the age of 16 suspected of engaging in prostitution activity should also be reported to DCF as a case of suspected child abuse or neglect.

C. Assistance to DCF

Police should comply with requests from the Department of Children and Families for assistance in the following circumstances:

1. Child or youth left alone or abandoned and entry to secure the child or youth is necessary.
2. There is concern about the physical safety of the child or youth, parent, or DCF employee based on information contained in the report such as a weapon in the home, serious assaultive behavior, or verbal threats made against the child or youth, a parent or the DCF employee.
3. The removal of a child or youth from his/her home under a 96-hour hold authorized by statute or a court order transferring custody of the child or youth to DCF. Removal of the child or youth should be accomplished in the least coercive manner feasible under the circumstances.

D. Investigation of Child Abuse and Neglect

1. Coordination of investigations

Police must coordinate with the Department of Children and Families to minimize interviews of children and youth where serious physical abuse or sexual abuse has occurred. Such coordination may be with the assigned DCF investigator, physicians, prosecutors, victim advocates and service providers involved with the child or youth and family. Departments should actively participate in regional multidisciplinary teams dealing with child abuse.

2. Sensitivity of child abuse investigations

Officers should be aware that investigation of child abuse is one of the most sensitive areas of law enforcement. Investigating the death of a child or youth can be among the most difficult and frustrating types of cases police officers will encounter. In most cases, officers must carefully balance their investigative needs with sensitivity and sympathy for the grieving family, who may not be responsible for the child or youth's death. This requires skill and tact. The officer must gain adequate information to determine if the death was the result of the actions of the caregivers, without unduly adding to the trauma of the parents who lost the child or youth. The basic steps in these cases are variations of normal investigations of possible homicides and physical abuse investigations.

3. Using the Central Registry

Officers should access the Central Registry maintained by the Department of Children and Families of all reports of child abuse in order to determine whether there have been other reports of abuse/neglect involving the individuals being investigated. Access such information by calling the HOTLINE at 800-842-2288.

4. Confidentiality

Police department personnel may have access to DCF records without the consent of the parent or guardian on a need-to-know basis only. To review a case record, officers should contact either the Program Director or Program Supervisor in the local DCF office. The addresses and telephone numbers of the DCF local offices can be found on the Internet at <http://www.ct.gov/dcf/cwp/view.asp?a=2565&Q=314330#phone>.

5. Testifying as witness in court

The police officer may be asked to testify in a court proceeding based on the need for the child or youth's protection. Prior to testifying, efforts will be made by the Office of the Attorney General and DCF to have the attorney representing DCF in the proceeding meet with the officer to discuss his/her involvement in the incident. It is helpful to have a copy of the report made to DCF about the suspicion of abuse or neglect. Written police incident reports are admissible as evidence in any court proceeding; therefore, accuracy and completeness of the report is vital.

6. Record-keeping

[Insert here your department's specific procedures for the investigation of child abuse, procedures for coordination of investigations and participation on multidisciplinary teams, and the case reports, logs, and records on child abuse and neglect that your department requires.]

E. Office of the Child Advocate

The Office of the Child Advocate is an independent state agency whose mission is to oversee the protection and care of children and youth and to advocate for their well being. Complaints and concerns about the care and treatment of a child or youth by state agencies or state-funded programs should be referred to this office at 860-566-2106 or toll free at 800-994-0939.

As of July 1, 2011, the Office of the Child Advocate is involved in an agency consolidation with the newly-created Office of Governmental Accountability. While the transition is taking place, the agency's website at: <http://www.ct.gov/oca/site/default.asp> should be contacted for up-to-date information before a new, consolidated website is launched in the near future.

VIII. MISSING CHILDREN

Children Under the Age of 18 Who are Reported Missing

A. Definition of a “Missing Child”

“Missing Child” means any person under the age of 18 years, whose temporary or permanent residence is in Connecticut or is believed to be in Connecticut, whose location has not been determined, and who has been reported as missing to a law enforcement agency.

B. Missing Children Clearinghouses

1. Children’s Clearinghouse in Connecticut

Department Of Public Safety, Center for Missing Persons and Child Abuse
1111 Country Club Road, P.O. Box 2794
Middletown, CT 06457
Hotline 800-367-5678
Phone Number 860-685-8190
FAX 860-685-8346
Emergency Messaging: (860) 685-8190

The Children’s Clearinghouse is located at the Department of Public Safety Headquarters within the Division of State Police. There is a clearinghouse in all fifty states housed in either a law enforcement agency or the Attorney General’s Office. These Clearinghouses act as a satellite office and an extension of the National Center for Missing and Exploited Children. The law enforcement clearinghouse was established as a central repository of information regarding missing children and other missing persons to aid in their location. The Connecticut State General Statute for the clearinghouse can be found in section 29-1f. The Center for Missing Persons and Child Abuse is available to assist law enforcement officials with missing persons and abducted child or children investigations. Currently the unit is functioning as a resource center.

Law enforcement clearinghouses can offer publicity initiatives, analytical support, information & referral services, investigative resources, orientation and training, prevention & intervention initiatives. Technical assistance with COLLECT and NCIC, and a network of assistance with other state clearinghouses, private organizations, business associations and groups are also offered. The Clearinghouse can also create and distribute missing child or person flyers.

2. National Center for Missing and Exploited Children

National Center for Missing and Exploited Children
Charles B. Wang International Children’s Building
699 Prince Street
Alexandria, VA 22314-3175
Hotline 1-800-843-5678
Phone Number 703-224-2150
FAX 703-224-2122

The National Center for Missing and Exploited Children, known as NCMEC will contact the clearinghouse regarding Hague Cases. The Hague Convention on the Civil Aspects of International Child Abduction is a treaty governing the return of internationally abducted children. The Hague Convention provides for the prompt return of these children, usually to the country of their habitual residence, subject to very limited exceptions. NCMEC will usually contact clearinghouse personnel to help confirm if an abducted child is in the United States at a particular location. Clearinghouse personnel will then contact the local police department having jurisdiction in the area. The police department will then help with the Hague process. Once confirmation is made that the child is in this country, the legal process is initiated to issue a pick up order for the child. Clearinghouse personnel are familiar with the process and will assist local police departments to ensure the proper return of a child.

C. Report of Missing Child

1. Officers receiving a report of a missing child under the age of 18 years shall immediately notify communications personnel within the department.
2. All missing child reports should be submitted to the Children's Clearinghouse. A National Crime Information Center (NCIC), Missing Persons Packet should be completed by the reporting officer and forwarded to the Department of Public Safety Message Center at 800-367-5678 to be entered into NCIC immediately.

When a report of a missing child is received a "File 6 – Missing Person" report should be entered in the COLLECT system computer. After verifying that the child is found, the report should be cleared from the COLLECT system. Verification should include personal contact.

3. AMBER Alert Plan

The State of Connecticut also has an AMBER ALERT PLAN. The plan is named after 9-year old Amber Hagerman who was abducted near her home in Arlington, Texas. The letters A-M-B-E-R stand for America's Missing Broadcast Emergency Response. The Association of Radio Managers (ARMS), with the assistance of law enforcement, created the Amber Plan to give listeners timely information about child abductions. The plan will quickly alert citizens of a non-family abduction and enlist the public's help in the search efforts.

Upon confirmation of a non-family abduction, law enforcement can immediately notify the Connecticut State Police Message Center via fax 860-685-8346 and COLLECT with all available information surrounding the abduction. The Connecticut State Police Message Center will confirm the accuracy of the information and issue an Amber Alert via the state Emergency Alert System (EAS). The alert will be issued once. Radio and television stations will then broadcast the information at their own independent discretion.

Activation Criteria:

- a. The child must be under 16 years of age. However, older missing children will be given consideration on a case-by-case basis.
- b. The child must be in danger of serious bodily harm or death.

- c. There must be enough descriptive information to believe a broadcast will help.

Law enforcement and broadcasters have agreed that the plan will not be used for runaways and child custody situations.

To initiate the Amber Alert Process complete Section I of the Amber Alert Request entirely and as much of Section II as possible, then fax to DPS Message Center at 860-685-8346 after supervisor reviews and signs off on the report. See Appendix J, Missing Children—Amber Alert Process for the Amber Alert Request form and a flow chart of the Amber Alert process, page 99.

D. Record-keeping

[Insert here the case reports, logs, and records on missing children that your department requires.]

IX. JUVENILE REVIEW BOARDS

A. Purpose

The Juvenile Review Board is a diversionary and preventive program offered to children and families of children who have committed minor delinquent acts or children and youth who are displaying at risk behaviors at home or at school which could result in a referral to the juvenile court.

The purpose of the Juvenile Review Board is to:

1. Provide a diversion from, and meaningful alternative to, the juvenile justice system
2. Assist the police, school system and parents in the handling of such children and youth
3. Offer intervention strategies that are reasonable and community based
4. Provide an early means of identifying and assisting children who are involved in criminal or at risk behavior
5. Teach responsibility, empower families, deter unacceptable behavior and prevent recidivism
6. Use community-based supportive and/or rehabilitative services, activities, resources and programs
7. Promote community awareness of community-based supportive and/or rehabilitative services, activities, resources and programs for children/youth and their families
8. Promote prevention efforts through the support of community-based supportive and/or rehabilitative services, activities, resources and programs designed to meet the needs of children/youth and families and to prevent unlawful behavior
9. Strengthen the coordination and interaction of state, town and community agencies providing services to children/youth and families
10. Identify juvenile problem areas and service gaps in the community and school system.

The Juvenile Review Board will accomplish these goals by reviewing the actions of the child or youth, along with the available school, family and historical information, and assessing the supportive and/or rehabilitative services, activities, resources and programs available to meet the needs of the child/youth, family and community.

B. Board Membership

The Juvenile Review Board consists of carefully selected professionals, including police, social workers, teachers, counselors, court personnel and community members, who share a common interest of helping young people and their families, are familiar with the general behavior patterns of children and youth and have frequent contact and good communication skills with them.

Except as otherwise authorized or waived, all members are required to maintain the confidentiality of the identity of the children, youth and families who appear before the Juvenile Review Board as well as all information, records and dispositions of the cases heard by the Juvenile Review Board.

[Insert here the title of the appointing authority in your town, i.e. police chief, selectman, etc. and the length of term of members.]

C. Eligibility Requirements

Since the Juvenile Review Board does not function as a court to determine guilt or innocence and is not established to mete out punishment or handle the cases of serious or repeat offenders, certain criteria must be met for a case to be eligible for handling by the Juvenile Review Board. Because the sanction for failing to comply with the recommendations of the Juvenile Review Board is a referral to the juvenile court, the offender and the offense must fall within the potential jurisdiction of the juvenile court as provided by statute. Recognizing that the victims of juvenile crime have certain rights in cases handled by the juvenile court, a child, whose victim opposes handling of the case by the Juvenile Review Board, should probably not be considered for the program. The Juvenile Review Board is a voluntary process and does involve the knowing and voluntary waiver of certain rights that would be available in a juvenile court proceeding. Therefore, the child/youth and the family must understand the process and be willing to participate in the program. Finally, the availability of appropriate activities, programs and services to meet the needs of the child/youth and family should also be taken into consideration when deciding to refer a case to the Juvenile Review Board. A case involving a child/youth or family with needs that cannot be met within the community would not be appropriate for handling by the Juvenile Review Board.

The eligibility requirements for Juvenile Review Boards are not set by statute but are determined by each individual Juvenile Review Board when established. Typical eligibility requirements are:

1. Criminal (delinquency) cases:

A child who:

- a. Commits a misdemeanor offense or violates a local or municipal ordinance prior to reaching his/her 17th birthday;
- b. Has not been previously referred to the juvenile court for any criminal or non-criminal offense;
- c. Has not previously appeared before the Juvenile Review Board for any criminal or non-criminal case;
- d. Readily admits responsibility for the offense;
- e. Does not raise any legal (self defense, justification, duress, etc.) or constitutional (illegal search, seizure or arrest; police brutality, etc.) defense to the charge;
- f. Understands the process and is willing to waive any rights that might be afforded had the case been handled by the juvenile court; and

- g. Knowing the possible consequences, desires, with the consent of the child's parent/guardian, to participate in the Juvenile Review Board program.
2. Home and school related, non-criminal (Family With Service Needs) cases committed by a child under age 17:

A child, under the age of 17, who:

- a. Ran away from home;
- b. Was beyond the control of his/her parent/guardian;
- c. Engaged in indecent/immoral conduct;
- d. Had four or more unexcused absences from school in one month or ten or more in one year;
- e. While in school was overtly defiant of school rules; or
- f. Is thirteen or older and engaged in sexual intercourse with another person over thirteen but not more than two years older or younger;

AND

- i. Has not been previously referred to the juvenile court for any criminal or non-criminal offense;
 - ii. Has not previously appeared before the Juvenile Review Board for any criminal or non-criminal case;
 - iii. Readily admits responsibility for the offense;
 - iv. Does not raise any legal or constitutional defense to the charge;
 - v. Understands the process and is willing to waive any rights that might be afforded had the case been handled by the juvenile court; and
 - vi. Knowing the possible consequences, desires, with the consent of the child's parent/guardian, to participate in the Juvenile Review Board program.
3. Home and school related, non-criminal (Youth In Crisis) cases committed by a 17 year old youth:

A youth, aged 17, who within the last two years:

- a. Ran away from home; or
- b. Was beyond the control of his/her parent/guardian; or
- c. Has four or more unexcused absences from school in one month or ten or more in one year;

AND

- i. Has not been previously referred to the court for any criminal or non-criminal offense;
- ii. Has not previously appeared before the Juvenile Review Board for any criminal or non-criminal case;
- iii. Readily admits responsibility for the offense;
- iv. Does not raise any legal or constitutional defense to the charge;
- v. Understands the process and is willing to waive any rights that might be afforded had the case been handled by the juvenile court; and
- vi. Knowing the possible consequences, desires, with the consent of the youth's parent/guardian, to participate in the Juvenile Review Board program.

Note: If the Juvenile Review Board desires to also handle cases of certain youth who do not currently fall within the jurisdiction of the juvenile court, such as a 17 year old who engages in non-criminal indecent/immoral conduct or defiance of school rules, it must be understood that a referral to the juvenile court is not available as a sanction if there is non-compliance with the recommendations of the Juvenile Review Board.

D. Referral Sources

Cases may only be referred to the Juvenile Review Board from specific sources. These sources are limited to ensure consistency and uniformity in the referral process and also to guarantee that the necessary information will be provided to the Juvenile Review Board.

1. Criminal (delinquency) cases

Cases involving the violation of state criminal laws or local or municipal ordinances may only be referred by the police such as a Youth Officer, Juvenile Officer, School Resource Officer, Resident Trooper, Chief of Police, Troop Commander, etc.

[Insert here your Juvenile Review Board's police source for criminal referrals.]

2. Home-related, non-criminal (Family With Service Needs) cases committed by a child under age 17

Cases involving run away from home, beyond control behavior, indecent/immoral conduct or inappropriate sexual intercourse with another person, may be referred by the police such as a Youth Officer, Juvenile Officer, School resource Officer, Resident Trooper, Chief of Police, Troop Commander, etc. or by the parent.

[Insert here your Juvenile Review Board's sources for home-related, non-criminal referrals of a child under age 17.]

3. School-related, non-criminal (Family With Service Needs) cases committed by a child under age 17

Cases involving truancy or defiance of school rules may only be accepted from the Superintendent, Principal or School Administrator, etc.

[Insert here your Juvenile Review Board's school source for school-related, non-criminal referrals for a child under age 17.]

4. Home-related, non-criminal (Youth In Crisis) cases committed by a 17 year old youth

Cases involving run away from home or beyond control behavior may be referred by the police such as a Youth Officer, Juvenile Officer, School Resource Officer, Resident Trooper, Chief of Police, Troop Commander, etc. or by the parent.

[Insert here your Juvenile Review Board's sources for home-related, non-criminal referrals for a 17 year-old youth.]

5. School-related, non-criminal (Youth In Crisis) cases committed by a 17 year old youth

Cases involving truancy may only be accepted from the Superintendent, Principal or School Administrator, etc.

[Insert here your Juvenile Review Board's school source for school-related, non-criminal referrals for a 17 year-old youth.]

E. Intake Procedures

Prior to referral to the Juvenile Review Board, the referring source (police or school) should have discussed the Juvenile Review Board program with the child/youth and family to determine their interest in utilizing the program in lieu of having the case handled by the juvenile court. If the child/youth or family expresses a preference to have the matter handled by the court, to avoid any unnecessary delays, the case should be promptly referred to the appropriate juvenile court.

If the case will be referred to the Juvenile Review Board, the appropriate Juvenile Review Board Referral Form (See Appendix K, Juvenile Review Board Forms, page 102) should be completed and forwarded to the Juvenile Review Board along with the required incident reports and records as specified on the Referral Form. In the case of police referrals, the police, where applicable, should also execute a Victim Consent Form (See Appendix K, Juvenile Review Board Forms, page 102).

Upon receipt of the referral by the Juvenile Review Board, the person designated to receive referrals on behalf of the Juvenile Review Board should promptly make an initial determination regarding the eligibility of the case for handling by the Juvenile Review Board. This process should consist of a review of the Eligibility Requirements listed above to determine that the case is appropriate for Juvenile Review Board handling. If found to be ineligible, the case should be promptly returned to the referral source for referral to the appropriate juvenile court.

If found to be eligible, arrangements to meet with the child/youth and family should be made. At this meeting, the goals and procedures of the Juvenile Review Board should be explained to the

child/youth and family. If the child/youth or family expresses a preference to have the matter handled by the court, the case should be promptly returned to the referral source for referral to the appropriate juvenile court.

If the child/youth and family elect to proceed with the Juvenile Review Board program, then the following Intake Forms (See Appendix K, Juvenile Review Board Forms, page 102) should be completed:

1. Juvenile Review Board Case Summary
2. Juvenile Review Board Contract/Waiver of Rights/Release of Information – Parts I and IIA or IIB.

The Student Questionnaire Form should be given to the child/youth with instructions about how to complete the form and when and to whom it should be returned.

At the conclusion of the meeting with the child/youth and family, and upon the completion of the various Intake Forms, the person who met with the family and who will prepare the case should prepare an information package for presentation to the Juvenile Review Board at the meeting. This package should contain all available, relevant information regarding the incident, the child/youth and the family.

[Insert here the title of the person designated to receive referrals on behalf of the Juvenile Review Board and the title of the person who will meet with the family and prepare the case.]

F. Meeting of the Juvenile Review Board

Note: There are two distinct models to follow for the conduct of this meeting. Model One, which is the preferred model where possible, has the Juvenile Review Board meeting as a group with the child/youth and family. Model Two, which might be necessary where there is a high volume of cases, has the Juvenile Review Board meeting as a group to discuss the case and then representatives of the Juvenile Review Board meet with the child/youth and family to discuss the diversion plan proposed by the Juvenile Review Board.

Model One (Juvenile Review Board meets with the child/youth and family as a group)

At the outset, one person should be designated to be responsible to lead the meeting. Before any case is discussed, the leader should determine that all persons present have a valid Confidentiality Statement and Indemnity Agreement Form (See Appendix K, Juvenile Review Board Forms, page 102) on file.

One person should also be designated to present the case to the Juvenile Review Board. This could be the person who prepared the information package or a representative of the referring police department or school.

The Juvenile Review Board members in attendance should then be presented with the information package, either verbally or in writing. The members should then enter into a preliminary discussion about the incident, the available information about the child/youth and family and possible diversions. Diversions might include:

- ✓ Reprimand and warning;
- ✓ Supervision by the Juvenile Review Board;

- ✓ Counseling;
- ✓ Community service;
- ✓ Participate in positive youth activity;
- ✓ Research/interview and essay;
- ✓ Maintain a journal;
- ✓ Mediation;
- ✓ Restitution
- ✓ Drug assessment and treatment
- ✓ Apology.

Following this discussion, an agreement should be reached regarding the diversion program that will be offered to the child/youth and family. The members may decide at this point not to offer any recommendations for diversion because there is a strong probability that the child/youth or family would not benefit from the diversion program and that a referral to the juvenile court is appropriate and necessary to meet the needs of the child/youth, family or community. At this point, the case should be returned to the referral source with an explanation of the Juvenile Review Board's decision and the child/youth and family should be notified of the Juvenile Review Board's decision not to hear the case.

If the decision is to recommend diversion, the meeting should proceed. The child/youth and family should then be brought into the meeting. After being greeted and introduced to the Board members present, the child/youth should be questioned about the incident that is pending before the Juvenile Review Board. Questions should be open ended to encourage the child/youth to discuss the incident instead of merely answering the questions posed. This provides an opportunity to observe the child/youth's demeanor, perception of the incident, sincerity, remorse, understanding of possible consequences to self and others as well as the interaction between the parent/guardian and the child/youth.

In addition to the facts of the incident, the following should be explored with the child/youth:

- ✓ Who initiated the incident?
- ✓ What role did each participant play in the incident?
- ✓ Was any thought given to not participating in the incident before it started or after?
- ✓ What consequences could have resulted while the incident was occurring?
- ✓ What impact will the incident have on the victim?
- ✓ Who else besides the victim was harmed by the child's conduct?
- ✓ What legal consequences are now possible for the child/youth and family, including the possible outcome if the case was referred to the court?
- ✓ How will the incident impact the child/youth's future?
- ✓ How does the child/youth feel about what happened?

The child/youth and family should then be asked if they have any questions and then excused.

The Juvenile Review Board should further discuss the case and agree upon the recommendations for diversion. The members may decide at this point not to offer any recommendations for diversion because there is a strong probability that the child/youth or family would not benefit from the diversion program and that a referral to the juvenile court is appropriate and necessary to meet the needs of the child/youth, family or community. In that event, the case should be returned to the referral source with an explanation of the Juvenile Review Board's decision.

The child/youth and family should then be brought back into the meeting and told of the Juvenile Review Board's decision. If that decision is to recommend diversion, the specific terms and conditions of diversion should be fully discussed with the child/youth and family.

The Diversion Contract (See Appendix K, Juvenile Review Board Forms, page 102) should then be completed with the specific recommendations of the Juvenile Review Board listed on the form. All parties should then sign the form once it is clear that everyone understands and agrees to the listed terms and conditions of the Diversion Contract. If there will be a follow up visit to the Juvenile Review Board, the date for this visit should be determined at this time. A copy of the signed Diversion Contract should be given to the child/youth and family.

If at any time, the child/youth or family indicates that they do not want to participate in the Juvenile Review Board, the case should be immediately returned to the referring source for referral to the juvenile court.

At the conclusion of the meeting and the execution of the Diversion Contract, the case will be assigned to the person responsible to monitor and follow up with the child/youth and family to determine if the recommendations of the Juvenile Review Board are followed and completed in the time provided.

[Insert here the title of the person who will be responsible to monitor and follow up with the child/youth and family to determine if the recommendations of the Juvenile Review Board are followed and completed in the time provided.]

Model Two (Juvenile Review Board meets as a group to discuss the case and then representatives of the Board meet with the child/youth and family)

At the outset, one person should be designated to be responsible to lead the meeting. Before any case is discussed, the leader should determine that all persons present have a valid Confidentiality Statement and Indemnity Agreement Form (See Appendix K, Juvenile Review Board Forms, page 102) on file.

One person should also be designated to present the case to the Juvenile Review Board. This could be the person who prepared the information package or a representative of the referring police department or school.

The Juvenile Review Board members present should then be presented with the information package, either verbally or in writing. The members should then enter into a preliminary discussion about the incident, the available information about the child/youth and family and possible diversions. Diversions might include:

- ✓ Reprimand and warning;
- ✓ Supervision by the Juvenile Review Board;
- ✓ Counseling;
- ✓ Community service;
- ✓ Participate in positive youth activity;
- ✓ Research/interview and essay;
- ✓ Maintain a journal;
- ✓ Mediation;
- ✓ Restitution
- ✓ Drug assessment and treatment
- ✓ Apology.

Following this discussion, an agreement should be reached regarding the diversion program that will be offered to the child/youth and family. The members may decide at this point not to offer any recommendations for diversion because there is a strong probability that the child/youth or family would not benefit from the diversion program and that a referral to the juvenile court is appropriate and necessary to meet the needs of the child/youth, family or community. At this point, the case should be returned to the

referral source with an explanation of the Juvenile Review Board's decision and the child/youth and family should be notified of the Juvenile Review Board's decision not to hear the case.

If the decision was to recommend diversion, representatives of the Juvenile Review Board should promptly meet with the child/youth and family to discuss the decision of the Juvenile Review Board.

The Diversion Contract (See Appendix K, Juvenile Review Board Forms, page 102) should then be completed with the specific recommendations of the Juvenile Review Board listed on the form. All parties should then sign the form once it is clear that everyone understands and agrees to the listed terms and conditions of the Diversion Contract. If there will be a follow up visit to the Juvenile Review Board, the date for this visit should be determined at this time. A copy of the signed Diversion Contract should be given to the child/youth and family.

If at any time, the child/youth or family indicates that they do not want to participate in the Juvenile Review Board, the case should be immediately returned to the referring source for referral to the juvenile court.

At the conclusion of the meeting and the execution of the Diversion Contract, the case will be given to the person who will be responsible to monitor and follow up with the child/youth and family to determine if the recommendations of the Juvenile Review Board are followed and completed in the time provided.

[Insert here the title of the person or persons who will meet with the child/youth and family to discuss the decision of the Juvenile Review Board and execute the Diversion Contract and the title of the person who will be responsible to monitor and follow up with the child/youth and family to determine if the recommendations of the Juvenile Review Board are followed and completed in the time provided.]

G. Monitoring of the Recommended Diversion Program

The person responsible to monitor and follow up the recommendations of the Juvenile Review Board should periodically speak with the child/youth and family and, if appropriate, with the child's/youth's school, to determine that the recommendations for diversion recommended by the Juvenile Review Board are being followed.

If there are problems or substantial noncompliance, the matter should be promptly brought to the attention of the Juvenile Review Board. Following a meeting of the Juvenile Review Board, a decision should be made to either modify or extend the existing Diversion Contract or terminate the Diversion Contract and return the case to the referring source for referral to the juvenile court.

H. Concluding the Case

Upon successful completion of the Diversion Contract, the child/youth and family should be notified that the child/youth has been successfully discharged from any further accountability to the Juvenile Review Board and the referral source for the incident. They should be advised however that civil liability resulting from the incident might still exist.

If the Juvenile Review Board terminates the Diversion Contract, the case shall immediately be returned to the referring source for referral to the juvenile court.

In either situation, the referring source and the victim should also be notified of the outcome.

I. Miscellaneous Provisions

1. Confidentiality

Confidentiality is absolutely essential to maintain the success and integrity of the Juvenile Review Board process. Therefore, all information and records discussed or used during the process shall be kept confidential and only disclosed to the extent authorized and necessary to accomplish the purposes of the Juvenile Review Board. All members and observers of the Juvenile Review Board will be required to sign a Confidentiality Statement and Indemnity Agreement (See Appendix K, Juvenile Review Board Forms, page 102) before any information can be discussed.

2. Record-keeping

All records of the Juvenile Review Board, including but not limited to identifying information about the children/youth or families who come before the Juvenile Review Board; police reports of incidents; statements of witnesses or victims; school attendance, conduct or performance reports or evaluations; psychological, psychiatric or substance abuse evaluations or reports; or any record, notes or transcripts of the Juvenile Review Board meetings, shall be confidential and available only for use by the Juvenile Review Board in the discharge of its duties. All such records shall be securely maintained in a locked cabinet at the secure location where the records will be kept such as the police station, Youth Service Bureau, etc. and destroyed or returned to their source when deemed no longer necessary for the use of the Juvenile Review Board.

[Insert here the location where Juvenile Review Board records will be kept.]

3. Evaluating Juvenile Review Board programs

The Juvenile Review Board shall maintain appropriate, anonymous statistics of the cases handled for purposes of evaluation of the Juvenile Review Board program. These statistics should include information indicating the number, nature and source of cases heard; the ages of the children/youth involved; the diversions recommended and the time required to process the cases and the outcomes. The police official designated to review and evaluate the operation of the Juvenile Review Board and the school official designated to review and evaluate the operation of the Juvenile Review Board should annually review and evaluate the operation of the Juvenile Review Board and make recommendations to improve its performance. These recommendations should be shared with the members of the Juvenile Review Board and incorporated into the operation of the Juvenile Review Board as quickly as possible.

[Insert here the titles of the police and school officials designated to review and evaluate the operation of the Juvenile Review Board.]

4. Regional reciprocal Juvenile Review Board referrals

Some Juvenile Review Board programs, particularly those with regional schools, shopping malls, or movie theaters, are entering into agreements with other Juvenile Review Boards and their respective police departments to permit the referral of juveniles arrested in one town to be referred to the Juvenile Review Board in their home community. A sample agreement can be viewed at: http://www.ctyouthservices.org/pdfs/JRB/JRB_MOA.pdf.

X. MONITORING UNDERAGE ALCOHOL SALES THROUGH COMPLIANCE CHECKS

A. Introduction

Compliance Checks are enforcement strategies designed to check licensed on and off premises for levels of compliance with existing alcohol statutes. Volunteers under the age of 21 are recruited to attempt to purchase alcoholic beverages from permit premises. Before conducting any Compliance Check Operations, an operations plan must be drafted, a minor(s) located, and a determination made as to whether or not an arrest/summons will be effectuated. Coordination with the local prosecutor and the Division of Liquor Control is strongly encouraged.

B. Planning Compliance Check Operations

1. Merchant Education

Reducing commercial access to alcohol by minors is an essential component of a comprehensive approach to reducing underage drinking. Law enforcement officers are encouraged to first partner with community retailers and alcohol servers in an effort to collectively combat problems associated with underage drinking. Merchant education concerning alcohol laws, identification of false IDs and seller/server/permittee liability should be the first line of defense in stopping the sale of alcohol to minors. After the provision of information and support, retailers and other permit holders should be advised that compliance checks are likely to follow.

2. Collaboration with Liquor Control

Local police should collaborate with staff from the Department of Consumer Protection's Liquor Control Division when planning and implementing a compliance check operation.

**State of Connecticut Department of Consumer Protection
Liquor Control Division
860-713-6217 Director's Office; FAX 860-706-1304**

The Department of Consumer Protection, Liquor Control Division can provide an up-to-date listing of permit holders in the target area and schedules a liquor control agent(s) for the compliance check operation. In addition, rosters of permit premises are now available for review and downloading at www.ct.gov/dcp. It is recommended that police agencies requesting their participation should provide advance notice so that proper planning and resources can be obtained. It is recommended that three weeks' notice be provided to the Division of Liquor Control.

As of July 1, 2011, the Department of Consumer Protection is involved in an agency consolidation with the [Division of Special Revenue](http://www.ct.gov/dsr). While the transition is taking place, the agency's website at: <http://www.ct.gov/dcp/site/default.asp> should be contacted for up-to-date information before a new, consolidated website is launched in the near future.

The liquor control agent serves as a witness and handles all administrative actions. The Division can issue official press releases and prepare an outcome summary report.

Governor's Prevention Partnership
860-523-8042; FAX 860-236-9412

The Governor's Prevention Partnership recruits and trains youth between the ages of 15 and 19 to participate as the "minor" in compliance operations. The Partnership staff contacts and schedules minors for the date of the operation and provide an adult staff person to serve as an additional team participant for most operations.

C. The Minors in Compliance Check Operations

1. All minors who participate do so only after proper training and with the knowledge and signed consent from a parent or guardian.
2. To ensure legitimacy of the investigation/enforcement operation, the youth who are selected should appear to be under the age of 21 and are advised to dress consistent with the style of other youth in the target area.
3. Minors are not assigned to an operation in their own town of residence, to ensure confidentiality and to avoid recognition by a clerk or employee of a retail establishment, restaurant or bar.
4. Youth are recruited from area high schools, police explorer posts, SADD chapters and Connecticut MADD. Children of law enforcement officers are also valuable candidates.

D. Implementing Compliance Check Operations

1. Definition of team members

Team members will consist of law enforcement personnel, liquor control agents and minors.

2. Point person

Each compliance check operation should have a designated police point person who will identify team members and assign various duties to them. This point person is responsible for planning and coordinating the operation from start to finish. They should initiate contact with the Director of the Liquor Control Division in advance of the proposed date of the operation. It is the responsibility of Liquor Control to arrange for the participation of trained minors.

3. Planning target locations

The point person is responsible for determining the route to be traveled, as well as establishing the master list of locations. There should always be a rationale behind how the master list was compiled, in order to avoid permittees feeling as though they are being "singled-out" or "picked on." The route may be planned by:

- a. All permit premises within a specific geographical area;

- b. Permit premises where a compliant has been filed; or
- c. Permit premises of a certain type (grocery stores, restaurants, cafes, or package stores in town).

All involved enforcement personnel should be provided a copy of the master list on the day of the operation in order to avoid confusion and ensure that valuable time is not wasted. Wherever possible, the Division of Liquor Control will prepare an operations order for the proposed compliance checks and disseminate it to the police, the agents assigned to the operation, and to the Governor's Prevention Partnership.

4. Assigning duties

The point person is also responsible for assigning various duties to team members. Each law enforcement team member should receive a copy of the plan of action for the operation and should be clear about their role within the operation. Depending on the type/size of the sting operation, there may be more or less roles than outlined below and, in some cases, one team member could cover multiple roles.

Roles that need to be assigned include:

- a. Undercover officer;
- b. Evidence technician for the operation;
- c. Driver of the minor from location to location;
- d. Cover/backup to monitor the minor and undercover team member from the outside of the permit premises;
- e. Reporting officer.

5. Code word/emergency signal

For safety reasons, everyone involved in the operation should be made aware of a pre-determined code word or emergency signal. This can be any word or signal, which can be utilized if any problems arise, or anyone feels uncomfortable during the sting operation. If the code word is radioed or the emergency signal is utilized, the operation will immediately be halted and everyone working on the operation will enter the location and ensure the safety of those inside.

6. Off-premises locations (e.g. package stores, grocery/drug stores)

- i. If a designated undercover member of the team will be entering the premises, they should enter before the minor.
- ii. The minor should enter shortly thereafter.
- iii. Minors should attempt to purchase the same type of alcohol at each location.

- iv. There should be no contact between the two while inside the store, but the undercover team member should remain close enough to maintain visual contact to ensure the minor's safety and attempt to overhear conversations between the minor and store employee. This will assist the undercover member in documenting the sale.
- v. The undercover team member and the minor should not leave the permit premises together.

7. On-premises locations (e.g. cafes, restaurants, hotels)

Note: Ideally, two minors should be used together in on-premises operations. It is understood, however, that an on-premises operation can be conducted with one minor.

- a. The designated undercover member of the team should enter the premise prior to the minors.
- b. There should be no contact between the minors and the undercover member prior to the sale/delivery being made to the minors.
- c. Minors should attempt to purchase the same type of alcohol at each location.
- d. Minors should not taste the alcoholic beverage.
- e. If it is a bar, the minors should walk away from the bar area carrying the alcoholic beverage to where the member of the undercover team is located.
- f. If it is a full service restaurant without a bar, the undercover team member should go to the table and confirm the alcoholic beverage.
- g. The minors and other team member should exit the premises, either together or with the minors leaving first.

8. Body microphone/filming the operation

A body microphone may be provided to the minor for safety considerations and/or recording of a conversation for evidence.

If video monitoring is used during the operation, the permit premises and trade name should be filmed. The minor may be filmed walking into the permit premises empty handed, and leaving with the alcoholic beverage in hand. The film may later be used as evidence.

9. Follow-up to purchase

The designated team member should maintain a log, recording each location attempted and whether or not a purchase of alcohol was made. The log should list the date, time, trade name, address, permit number, beverage purchased, and description of employee. If a purchase is not made, the location and time of the attempt should be recorded.

After exiting the permit premises, the team proceeds to the next permit premises. At the end of the operation, a team member will return to all the permit premises where a sale occurred in order to complete the investigation at those locations.

10. Documenting the purchase

A police report must be completed and submitted to the Liquor Control Division for each permit premises that sold to the minor, regardless of whether an arrest or referral will be pursued.

E. Evaluating Compliance Check Operations

1. Media coverage

Local media should be informed about the outcomes of compliance check operations, with special attention given to those permittees in violation of the law, and recognition to those who intentionally refused sales. Media exposure raises community awareness among parents and community leaders, while also sending a message to young people that underage drinking is not acceptable and will not be tolerated in the community. It is understood that when the Division of Liquor Control is directly involved in the compliance operation, the Commissioner's Office will issue a press release following the operation.

2. Data collection

Collection of data on compliance check operations helps to document existing problems within the community as well as efforts by enforcement to stop underage alcohol purchases. Data collected can be utilized to generate media coverage, acquire grant funding and demonstrate outcomes. Further assistance on data collection and analysis can be obtained through technical assistance from the Governor's Prevention Partnership at 860-523-8042. See Appendix L, Including Minors in Compliance Checks for a listing of the types of data that can be collected to monitor the compliance check program, page 119.

XI. YOUTHFUL OFFENDERS

Person under the age of 18 at the time of the alleged commission of a crime whose case is being handled in the adult criminal court.

A. Definition of “Youthful Offender”

There is a presumption of Youthful Offender status if a person is:

1. a person who has reached the age of 16 years but has not reached the age of 18 years at the time of the alleged offense, or
2. a juvenile who has been transferred to the regular criminal docket of the Superior Court pursuant to section 46b-127; and
3. the person is charged with the commission of a crime which will be prosecuted in the adult criminal court is not
 - a. a class A felony,
 - b. a violation of §53-21(a)(2),
 - c. §53a-70,
 - d. §53a-70a,
 - e. §53a-70b,
 - f. §53a-71
 - g. §53a-72a
 - h. §53a-72b, except a violation involving consensual sexual intercourse or sexual contact between the youth and another person who is thirteen years of age or older but under 16 years of age; and
4. who has not been previously convicted:
 - a. for a serious juvenile offense;
 - b. as a serious juvenile repeat offender;
 - c. of a felony in the adult criminal court.

B. Benefits of Youthful Offender status resulting from the enactment of PA 05-232

1. Confidentiality from the point of arrest;
2. A sentence of no more than four years incarceration

3. The possibility to have youthful offender status more than once

The new law also provides that the state's attorney may move to have any youthful offender case transferred to the regular criminal docket which is expected to occur when the state's attorney determines that youthful offender status is not appropriate considering the nature of the crime, the youth's prior record, etc., or when the state's attorney seeks a sentence of more than four years.

This law only applies to crimes, not infractions, and only to those crimes which occur after January 1, 2006.

C. Comments

For the police, the most significant impact of PA 05-232 is that confidentiality attaches at the point of arrest in such cases. This means that arrest information, particularly arrest logs or lists, which are available to the public or the media, must not include identifying information about 16 and 17 year old youth unless they are ineligible because of the charge or prior record of the accused. Copies of arrest reports, including motor vehicle accident reports where a 16 or 17 year old youth is charged with a criminal offense (not infraction), must also be kept confidential. While still adult court cases, under the law, eligible 16 and 17 year old defendants will have a right to confidentiality similar to that currently enjoyed by juveniles under age 17, unless and until the case is transferred to the regular criminal docket.

It should also be noted that the recent passage and implementation of the laws increasing the age of juvenile court jurisdiction did not impact the laws applicable to youthful offenders. Therefore, if a 16 year old has a criminal case pending in the adult court, he/she may still be eligible for treatment as a youthful offender.

D. Transfer from the adult criminal court to the juvenile court

Public Act 10 -1 of the June Special Session established a new procedure that would allow a judge in the adult court to transfer the case of a 16 year old from the adult court to the juvenile court.

For a case to be eligible for such a transfer, the following criteria must be met:

1. The case cannot be a case that was transferred from the juvenile court to the adult court;
2. The 16 year old must be charged with an offense or violation for which a term of imprisonment may be imposed; and
3. The case cannot involve a charge of operating under the influence (§14-227a or §14-227g);

The court may transfer the case if it finds after a hearing and considering the facts and circumstances of the case and prior history of the youth that:

1. the offense or violation was committed on or after January 1, 2010; and
2. the programs and services available in the juvenile court would more appropriately address the needs of the youth; and
3. the youth and the community will be better served by treating the youth as a delinquent;

The Legislature also provided that any admission, confession or statement, written or oral, made by a 16 year old to a police officer in connection with a case that was transferred to the juvenile court from the adult court will not be subject to the restrictions on admissibility applicable to admissions, confessions and statements made by children and youths in the juvenile court.

APPENDIX A States And Ages Offenders Are Classified As Adults

STATES AND AGES OFFENDERS ARE CLASSIFIED AS ADULTS

Alabama	18	Nebraska	19
Alaska	18	Nevada	18
Arizona	18	New Hampshire	18
Arkansas	18	New Jersey	18
California	18	New Mexico	18
Colorado	18	New York	16
Connecticut	17*	North Carolina	16
Delaware	18	North Dakota	18
Florida	18	North Dakota	18
Georgia	17	Ohio	18
Hawaii	18	Oklahoma	18
Idaho	18	Oregon	18
Illinois	17**	Pennsylvania	18
Indiana	18	Rhode Island	18
Iowa	18	South Carolina	17
Kansas	18	South Dakota	18
Kentucky	18	Tennessee	18
Louisiana	17	Texas	17
Maine	18	Utah	18
Maryland	18	Vermont	18
Massachusetts	17	Virginia	18
Michigan	17	Washington	18
Minnesota	18	West Virginia	18
Mississippi	18	Wisconsin	18
Missouri	17	Wyoming	18
Montana	18	Washington, D.C.	18

* Connecticut's age is scheduled go to 18 on July 1, 2012.

** Illinois' age is 17 except that for misdemeanor charges after January 1, 2010 the age is 18.

APPENDIX B Court Addresses/Numbers & Cities/Towns Served

SUPERIOR COURT, JUVENILE MATTERS COURT
ADDRESSES AND TELEPHONE NUMBERS, AND
CITIES AND TOWNS SERVED BY EACH COURT
Or See the Internet at: <http://www.jud.ct.gov/directory/JudDir.pdf#page=130>

COURT LOCATIONS	CITIES & TOWNS SERVED
BRIDGEPORT 06604 60 Housatonic Avenue Clerk 203-579-6544 Prosecutor 203-579-6802 FAX 203-579-6373 Probation 203-579-6588	Bridgeport, Easton, Fairfield, Monroe, Norwalk, Shelton, Stratford, Trumbull, Weston, Westport
DANBURY 06810 71 Main Street Clerk 203-797-4407 Prosecutor 203-743-1440 Probation 203-797-4407	Bethel, Bridgewater, Brookfield, Danbury, New Fairfield, New Milford, Newtown Redding, Ridgefield, Roxbury, Sherman
HARTFORD 06106 920 Broad Street Clerk 860-244-7900 Prosecutor 860-244-7950 FAX 860-566-1131 Probation 860-244-7910	Bloomfield, East Hartford, Glastonbury, Hartford, West Hartford, Windsor
MIDDLETOWN 06457 230 Main Street Extension Clerk 860-344-2986 x7182 Prosecutor 860-343-7186 Probation 860-344-2986 FAX 860-344-3038	Chester, Clinton, Cromwell, Deep River, Durham, East Haddam, East Hampton, Essex, Haddam, Killingworth, Meriden, Middlefield, Middletown, Old Saybrook, Portland, Westbrook

NEW BRITAIN 06051
20 Franklin Square
Clerk 860-515-5165
Prosecutor 860-515-5292
Probation 860-515-5093
FAX 860-515-5176

Avon, Berlin, Bristol, Burlington, Canton, East
Granby, Farmington, Granby, Hartland, New
Britain, Newington, Plainville, Rocky Hill,
Simsbury, Southington, Wethersfield

NEW HAVEN 06511
239 Whalley Avenue
Clerk 203-786-0337
Prosecutor 203-786-0335
FAX 203-752-0257
Probation 203-786-0312
FAX 203-786-0327

Bethany, Branford, East Haven, Guilford,
Hamden, Madison, Milford, New Haven,
North Branford, North Haven, Orange,
Wallingford, West Haven, Woodbridge

ROCKVILLE 06066
25 School Street
Clerk 860-872-7143
Prosecutor 860-870-2122
Probation 860-872-2570
FAX 860-871-1802

Bolton, East Windsor, Ellington, Enfield,
Manchester, Somers, South Windsor, Stafford,
Suffield, Tolland , Vernon, Windsor Locks

STAMFORD 06905
125 Hoyt Street, 5th Floor
Clerk 203-965-5708
Prosecutor 203-965-5326
Probation 203-965-5705
FAX 203-965-5785

Darien, Greenwich, New Canaan, Stamford,
Wilton

TORRINGTON 06790
410 Winsted Road
Clerk 860-489-0201
Prosecutor 860-626-1209
Probation 860-489-0202
FAX 860-489-8153

Barkhamsted, Bethlehem, Canaan, Colebrook,
Cornwall, Goshen, Harwinton, Kent,
Litchfield, Morris, New Hartford, Norfolk,
North Canaan, Plymouth, Salisbury, Sharon,
Thomaston, Torrington, Warren, Washington,
Watertown, Winchester, Woodbury

WATERBURY 06702
7 Kendrick Avenue
Clerk 203-596-4202
Prosecutor 203-596-4186
FAX 203-596-4252
Probation 203-591-2332
FAX 203-591-2337

Ansonia, Beacon Falls, Cheshire, Derby,
Middlebury, Naugatuck, Oxford, Prospect,
Seymour, Southbury, Waterbury, Wolcott

WATERFORD 06385
978 Hartford Turnpike
Clerk 860-440-5880
Prosecutor 860-440-5860
FAX 860-440-5855
Probation 860-440-5890
FAX 860-440-5865

Bozrah, Colchester, East Lyme, Franklin,
Griswold, Groton, Lebanon, Ledyard, Lisbon,
Lyme, Montville, New London, North
Stonington, Norwich, Old Lyme, Preston,
Salem, Sprague, Stonington, Voluntown,
Waterford

WILLIMANTIC 06226
81 Columbia Avenue
Clerk 860-456-5700
Prosecutor 860-456-5723
Probation 860-456-5720
FAX 860-456-5702

Andover, Ashford, Brooklyn, Canterbury,
Chaplin, Columbia, Coventry, Eastford,
Hampton, Hebron, Killingly, Mansfield,
Marlborough, Plainfield, Pomfret, Putnam,
Scotland, Sterling, Thompson, Union,
Willington, Windham, Woodstock

APPENDIX C Detention Facilities Addresses/Numbers & Cities/Towns Served

JUVENILE DETENTION FACILITIES
ADDRESSES AND TELEPHONE NUMBERS AND
CITIES AND TOWNS SERVED BY EACH FACILITY

**DETENTION
LOCATIONS**

CITIES & TOWNS SERVED

BRIDGEPORT 06604
60 Housatonic Avenue
203-579-3671
Fax: 203-579-6055

Ansonia, Beacon Falls, Bethany, Bethel, Branford, Bridgeport, Bridgewater, Brookfield, Cheshire, Danbury, Darien, Derby, East Haven, Easton, Fairfield, Greenwich, Guilford, Hamden, Madison, Middlebury, Milford, Monroe, Naugatuck, New Canaan, New Fairfield, New Haven, New Milford, Newtown, North Branford, North Haven, Norwalk, Orange, Oxford, Prospect, Redding, Ridgefield, Roxbury, Seymour, Shelton, Sherman, Southbury, Stamford, Stratford, Trumbull, Wallingford, Waterbury, Weston, West Haven, Westport, Wilton, Wolcott, Woodbridge.

HARTFORD 06106
920 Broad Street
860-244-7965
Fax: 860-566-2642

Andover, Ashford, Avon, Barkhamsted, Berlin, Bethlehem, Bloomfield, Bolton, Bozrah, Bristol, Brooklyn, Burlington, Canaan, Canterbury, Canton, Chaplin, Chester, Clinton, Colchester, Colebrook, Columbia, Cornwall, Coventry, Cromwell, Deep River, Durham, Eastford, East Granby, East Haddam, East Hampton, East Hartford, East Lyme, East Windsor, Ellington, Enfield, Essex, Farmington, Franklin, Glastonbury, Goshen, Granby, Griswold, Groton, Haddam, Hampton, Hartford, Hartland, Harwinton, Hebron, Kent, Killingly, Killingworth, Lebanon, Ledyard, Lisbon, Litchfield, Lyme, Manchester, Mansfield, Marlborough, Meriden, Middletown, Montville, Morris, New Britain, New Hartford, Newington, New London, Norfolk, North Canaan, North Stonington, Norwich, Old Lyme, Old Saybrook, Plainfield, Plainville, Plymouth, Pomfret, Portland, Preston, Putnam, Rocky Hill, Salem, Salisbury, Scotland, Sharon, Simsbury, Somers, Southington, South Windsor, Sprague, Stafford, Sterling, Stonington, Suffield, Thomaston, Thompson, Tolland, Torrington, Union, Vernon, Voluntown, Warren, Washington, West Hartford, Waterford, Watertown, Westbrook, Wethersfield, Willington, Winchester, Windham, Windsor, Windsor Locks, Woodbury, Woodstock.

APPENDIX D Sample Written School Notification Letter

SAMPLE WRITTEN SCHOOL NOTIFICATION LETTER

Department Letterhead

Date: _____

Superintendent of Schools

Dear Sir/Madam:

Pursuant to Section 10-233h of the Connecticut General Statutes, you are hereby advised that
_____, a student residing in or attending a school in your
district was arrested in the Town/City of _____ on _____
for violation(s) of _____

Very truly yours,

Chief of Police

by: _____

APPENDIX E Serious Juvenile Offenses

STATE OF CONNECTICUT SERIOUS JUVENILE OFFENSES

Statute	Statute Description (including attempt or conspiracy)	Type	Class
21a-277	Sale, possession w/intent to sell drugs	Unc	F
21a-278	Sale, possession w/intent to sell drugs (non drug dependent)	Unc	F
29-33	Sale of a handgun	D	F
29-34	False info re sale of handgun/sale of a handgun to minor	Unc/D	F
29-35	Carrying a pistol without a permit	Unc	F
53-21(a)(2) & (3)	Risk of injury to minor (under 16)	B or C	F
53-80a	Manufacture of bombs	B	F
53-202b	Sale of assault weapon	C	F
53-202c	Possession of assault weapon	D	F
53-390	Extortionate extension of credit	B	F
53-391	Advances of money or property used for extortion	B	F
53-392	Participation or conspiracy in use of extortionate means	B	F
53a-54a	Murder	A	F
53a-54b	Capital felony	A	F
53a-54c	Felony murder	A	F
53a-54d	Arson murder	A	F
53a-55	Manslaughter 1 st	B	F
53a-55a	Manslaughter 1 st w/firearm	B	F
53a-56	Manslaughter 2 nd	C	F
53a-56a	Manslaughter 2 nd w/firearm	C	F
53a-56b	Manslaughter 2 nd w/motor vehicle	C	F
53a-57	Misconduct w/motor vehicle	D	F
53a-59	Assault 1 st	B	F
53a-59a	Assault of a victim >60 1 st	B	F
53a-60	Assault 2 nd	D	F
53a-60a	Assault 2 nd w/firearm	D	F
53a-60b	Assault of a victim >60 2 nd	D	F
53a-60c	Assault of a victim >60 2 nd w/firearm	D	F
53a-64aa	Strangulation 1 st	C	F
53a-64bb	Strangulation 2 nd	D	F
53a-70	Sexual assault 1 st	B	F
53a-70a	Aggravated sexual assault 1 st	B	F
53a-70b	Sexual assault in spousal or cohabiting relationship	B	F
53a-71	Sexual assault 2 nd	C	F
53a-72b	Sexual assault 3 rd w/firearm	D	F
53a-86	Promoting prostitution 1 st	B	F
53a-92	Kidnapping 1 st	A	F
53a-92a	Kidnapping 1 st w/firearm	A	F
53a-94	Kidnapping 2 nd	B	F
53a-94a	Kidnapping 2 nd w/firearm	B	F
53a-95	Unlawful restraint 1 st	D	F
53a-100aa	Home Invasion	A	F
53a-101	Burglary 1 st	B	F
53a-102a	Burglary 2 nd w/firearm	C	F
53a-103a	Burglary 3 rd w/firearm	D	F
53a-111	Arson 1 st	A	F
53a-112	Arson 2 nd	B	F
53a-113	Arson 3 rd	C	F
53a-122(a)(1)	Larceny by extortion	B	F
53a-123(a)(3)	Theft from a person	C	F
53a-134	Robbery 1 st	B	F
53a-135	Robbery 2 nd	C	F
53a-136a	Robbery of occupied motor vehicle	Unc	F
53a-167c	Assault on peace officer, fireman, EMT or CO	C	F
53a-174(a)	Unauthorized conveyance into a correctional facility	D	F
53a-196a	Employing a minor in obscene performance	A	F
53a-211	Possession of a sawed off shotgun	D	F
53a-212	Theft of a firearm	D	F
53a-216	Criminal use of a firearm	D	F
53a-217b	Possession of a firearm on school grounds	D	F
46b-120	Runaway from secure placement other than home while committed to DCF as a Serious Juvenile Offender	N/A	N/A

APPENDIX F Order to Detain – Probable Cause Determination

**ORDER TO DETAIN —
PROBABLE CAUSE
DETERMINATION REQUEST**
JD-JM-190 Rev. 10-11
PA 11-154, Sec. 1

STATE OF CONNECTICUT
SUPERIOR COURT
JUVENILE MATTERS
www.jud.ct.gov



Instructions

To Officer

1. Complete the request in triplicate and bring to a judge prior to bringing any child to a juvenile detention center regardless of the seriousness of the alleged delinquency charge.
2. Complete the introductory language in the Finding by identifying the documents submitted in support of the Request.
3. The original or a copy of the completed request should be brought to the juvenile detention center with the child being admitted.

To Judge

1. Verify the accuracy of the description and dates of the documents listed in the Finding.
2. Sign the Finding in triplicate. Return all copies of the Finding and of any documents submitted in support of the Request to the officer.
3. If an order to detain is not warranted but the child is in need of immediate temporary care, the judge should advise the police to call the DCF hotline.

**Request For Probable Cause Determination
To: A Judge of the Superior Court**

Address of Court		Date (Month, day, year)	Time of arrest (A.M. or P.M.)	Police Department
Charges				
Name and address of child (Last, first, middle initial)				Date of birth (Month, day, year)
Parent or legal guardian and relationship				
Offense town			Town code	Department case number
The officer signing below requests that the attached signed and sworn copy of the Police report in this case be reviewed for a determination of probable cause.				
Date and Signature	Date (Month, day, year)	Signed (Officer)		

Finding

Upon review of the following document(s) identified as _____ and dated, _____

in affidavit form as submitted, I find that:

- Probable cause exists to believe that a delinquent act/criminal offense has been committed by the accused child, and there is no less restrictive alternative available, and the circumstance(s) indicated below warrant the detention of the child at this time:
(at least one must be checked)
- A. There is a strong probability that the child will run away prior to the court hearing or disposition.
 - B. There is a strong probability that the child will commit or attempt to commit other offenses injurious to the child or the community before court disposition.
 - C. There is probable cause to believe that the child's continued residence in the home pending disposition poses a risk to the child or the community because of the serious and dangerous nature of the act or acts this child is alleged to have committed.
 - D. There is a need to hold the child for another jurisdiction.
 - E. There is a need to hold the child to assure the child's appearance before the court, in view of the previous failure to respond to the court process.
 - F. The child has violated one or more of the conditions of a suspended detention order.
- Probable cause exists to believe that the accused child has committed a delinquent act but detention is not warranted at this time.
- There is no probable cause.

Order

- It is ordered that effective herewith, and until further review by the Court, the above named child shall be transported by the Police and detained in the juvenile detention center at _____ until further order of the Court.
- The accused child is ordered to be released from custody.

Date, Time and Signature	Date (Month, day, year)	At (Time, A.M. or P.M.)	Signed (A Judge of the Superior Court)	Print name of Judge
--------------------------	-------------------------	-------------------------	--	---------------------

Print Form

Reset Form

16 YEAR OLD JUVENILE NOTICE/WAVIER OF RIGHTS

Case No. _____ Time _____

NOTICE OF RIGHTS

I, _____ HAVE BEEN ADVISED THAT A REASONABLE EFFORT HAS BEEN MADE TO CONTACT MY PARENT/GUARDIAN. I HAVE ALSO BEEN ADVISED AND I UNDERSTAND THAT:

_____ I CAN CONTACT MY PARENT / GUARDIAN AND HAVE THEM WITH ME DURING ANY INTERVIEW

_____ I HAVE THE RIGHT TO REMAIN SILENT

_____ IF I TALK TO ANY POLICE OFFICER, ANYTHING I SAY CAN AND WILL BE USED AGAINST ME IN A COURT OF LAW

_____ I HAVE THE RIGHT TO TALK WITH A LAWYER BEFORE I ANSWER ANY QUESTIONS OR AT ANY TIME WHEN I AM IN POLICE CUSTODY AND I MAY HAVE A LAWYER WITH ME DURING ANY QUESTIONING

_____ IF I CAN'T AFFORD A LAWYER, I HAVE THE RIGHT TO HAVE A LAWYER APPOINTED FOR ME AT NO COST

_____ IF I START TO ANSWER ANY QUESTIONS, I HAVE THE RIGHT TO STOP ANSWERING THEM AT ANY TIME

_____ I MAY STOP ANSWERING QUESTIONS AT ANY TIME IF I WISH TO TALK WITH A LAWYER AND MAY HAVE A LAWYER WITH ME DURING ANY FURTHER QUESTIONING

_____ IF I MAKE A FALSE STATEMENT TO A POLICE OFFICER I CAN BE CHARGED WITH A CRIME AND PUNISHED BY A COMMITMENT FOR UP TO 18 MONTHS

WAIVER

HAVING BEEN ADVISED OF MY RIGHTS AND GIVEN AN OPPORTUNITY TO SPEAK WITH A PARENT OR GUARDIAN, AND WITH FULL UNDERSTANDING OF MY RIGHTS, I KNOWINGLY, VOLUNTARILY AND WILLINGLY WAIVE THE FOLLOWING RIGHTS:

_____ I DO NOT WANT TO CONTACT MY PARENT/GUARDIAN *(If applicable)*

_____ I DO NOT WANT MY PARENT/GUARDIAN PRESENT DURING ANY INTERVIEW *(If applicable)*

_____ I DO NOT WANT A LAWYER AT THIS TIME *(If applicable)*

I WISH TO MAKE THE FOLLOWING STATEMENT WITHOUT FEAR, THREATS OR PROMISES OF FAVOR KNOWING THAT THIS STATEMENT CAN AND WILL BE USED AGAINST ME IN COURT.

DATED AT _____ ON THE _____ DAY OF _____ 20_____

SIGNED _____

PARENT/GUARDIAN _____

WITNESS _____

UNDER 16 YEAR OLD JUVENILE NOTICE/WAVIER OF RIGHTS

Case No. _____ Time _____

NOTICE OF RIGHTS

I, _____ HAVE BEEN ADVISED OF THE FOLLOWING RIGHTS IN THE PRESENCE OF MY PARENT/GUARDIAN.

I HAVE BEEN ADVISED AND I UNDERSTAND THAT:

_____ I HAVE THE RIGHT TO REMAIN SILENT

_____ IF I TALK TO ANY POLICE OFFICER, ANYTHING I SAY CAN AND WILL BE USED AGAINST ME IN A COURT OF LAW

_____ I HAVE THE RIGHT TO TALK WITH A LAWYER BEFORE I ANSWER ANY QUESTIONS OR AT ANY TIME WHEN I AM IN POLICE CUSTODY AND I MAY HAVE A LAWYER WITH ME DURING ANY QUESTIONING

_____ IF I CAN'T AFFORD A LAWYER, I HAVE THE RIGHT TO HAVE A LAWYER APPOINTED FOR ME AT NO COST

_____ IF I START TO ANSWER ANY QUESTIONS, I HAVE THE RIGHT TO STOP ANSWERING THEM AT ANY TIME

_____ I MAY STOP ANSWERING QUESTIONS AT ANY TIME IF I WISH TO TALK WITH A LAWYER AND MAY HAVE A LAWYER WITH ME DURING ANY FURTHER QUESTIONING

_____ IF I MAKE A FALSE STATEMENT TO A POLICE OFFICER I CAN BE CHARGED WITH A CRIME AND PUNISHED BY A COMMITMENT FOR UP TO 18 MONTHS

WAIVER

HAVING BEEN ADVISED OF MY RIGHTS AND GIVEN AN OPPORTUNITY TO SPEAK WITH A PARENT OR GUARDIAN, AND WITH FULL UNDERSTANDING OF MY RIGHTS, I KNOWINGLY, VOLUNTARILY AND WILLINGLY WAIVE THE FOLLOWING RIGHTS:

_____ I DO NOT WANT A LAWYER AT THIS TIME *(If applicable)*

I WISH TO MAKE THE FOLLOWING STATEMENT WITHOUT FEAR, THREATS OR PROMISES OF FAVOR KNOWING THAT THIS STATEMENT CAN AND WILL BE USED AGAINST ME IN COURT.

DATED AT _____ ON THE _____ DAY OF _____ 20_____

SIGNED _____

PARENT/GUARDIAN _____

WITNESS _____

NOTIFICACIÓN/RENUNCIA DE DERECHOS A JÓVENES DE 16 AÑOS

No. del Caso _____ Hora _____

RENUNCIA DE DERECHOS

YO, _____ HE SIDO INFORMADO DEBIDAMENTE QUE SE HAN REALIZADO ESFUERZOS PARA CONTACTAR A MIS PADRES/APODERADOS. TAMBIÉN ME HAN INFORMADO Y ENTIENDO QUE:

_____ TENGO DERECHO A HABLAR CON MIS PADRES/APODERADOS Y ELLOS PUEDEN ACOMPAÑARME DURANTE CUALQUIER ENTREVISTA

_____ TENGO DERECHO A GUARDAR SILENCIO

_____ SI HABLO CON CUALQUIER POLICÍA, TODO LO QUE DIGA PUEDE SER USADO EN MI CONTRA

_____ TENGO DERECHO A HABLAR CON UN ABOGADO ANTES DE QUE YO CONTESTE CUALQUIER PREGUNTA O EN CUALQUIER MOMENTO MIENTRAS PERMANEZCA BAJO CUSTODIA POLICIAL Y PUEDO TENER UN ABOGADO CONMIGO DURANTE CUALQUIER INTERROGATORIO

_____ SI NO PUEDO PAGAR A UN ABOGADO, TENGO DERECHO A QUE EL TRIBUNAL ME ASIGNE UNO SIN COSTO PARA MI.

_____ TENGO DERECHO A INTERUMPIR MI RESPUESTA A CUALQUIER PREGUNTA EN CUALQUIER MOMENTO, AUNQUE HAYA EMPEZADO A CONTESTARLA

_____ TENGO DERECHO A INTERUMPIR MI RESPUESTA A CUALQUIER PREGUNTA SI QUIERO HABLAR CON UN ABOGADO Y QUE EL ABOGADO ME ACOMPAÑE DURANTE CUALQUIER INTERROGATORIO POSTERIOR

_____ SI EMITO UNA DECLARACIÓN FALSA ANTE UN POLICÍA PUEDO SER ACUSADO DE UN DELITO Y RECIBIR UN CASTIGO DE PRISIÓN DE HASTA 18 MESES

RENUNCIA

HE SIDO INFORMADO DE MIS DERECHOS Y SE ME HA OFRECIDO LA OPORTUNIDAD DE HABLAR CON PADRES O TUTORES, Y CON EL ENTENDIMIENTO COMPLETO DE MIS DERECHOS, YO, CONSCIENTE, VOLUNTARIA E INTELIGENTEMENTE RENUNCIO A LOS SIGUIENTES DERECHOS:

_____ NO QUIERO CONTACTAR A MIS PADRES/APODERADOS *(Si corresponde)*

_____ NO QUIERO QUE MIS PADRES/APODERADOS ME ACOMPAÑEN DURANTE CUALQUIER ENTREVISTA *(Si corresponde)*

_____ NO QUIERO UN ABOGADO EN ESTE MOMENTO *(Si corresponde)*

DESEO DECLARAR LO SIGUIENTE SIN TEMOR, AMENAZAS O PROMESAS DE FAVORES SABRIENDO QUE ESTA DECLARACIÓN PUEDE SER USADA EN MI CONTRA EN EL TRIBUNAL.

EL DÍA _____ DEL MES DE _____, DEL AÑO 20 _____

FIRMA _____ PADRE/APODERADO _____

TESTIGO _____

NOTIFICACIÓN/RENUNCIA DE DERECHOS A JÓVENES MENORES DE 16 AÑOS

No. del Caso _____ Hora _____

INFORMACIÓN DE DERECHOS

YO, _____ HE SIDO INFORMADO DE LOS SIGUIENTES DERECHOS EN LA PRESENCIA DE MIS PADRES/APODERADOS.

HE SIDO INFORMADO Y ENTIENDO QUE:

_____ TENGO EL DERECHO A GUARDAR SILENCIO

_____ SI HABLO CON CUALQUIER POLICÍA, CUALQUIER DECLARACIÓN QUE YO REALICE PUEDE SER UTILIZADA EN MI CONTRA EN UN TRIBUNAL

_____ TENGO DERECHO A HABLAR CON UN ABOGADO ANTES DE QUE YO CONTESTE CUALQUIER PREGUNTA O EN CUALQUIER MOMENTO MIENTRAS PERMANEZCA BAJO CUSTODIA POLICIAL Y PUEDO TENER UN ABOGADO CONMIGO DURANTE CUALQUIER INTERROGATORIO

_____ SI NO PUEDO PAGAR A UN ABOGADO, TENGO DERECHO A QUE EL TRIBUNAL ME ASIGNE UNO SIN COSTO PARA MI.

_____ TENGO DERECHO A INTERUMPIR MI RESPUESTA A CUALQUIER PREGUNTA EN CUALQUIER MOMENTO, AUNQUE HAYA EMPEZADO A CONTESTARLA

_____ TENGO DERECHO A INTERUMPIR MI RESPUESTA A CUALQUIER PREGUNTA SI QUIERO HABLAR CON UN ABOGADO Y QUE EL ABOGADO ME ACOMPAÑE DURANTE CUALQUIER INTERROGATORIO POSTERIOR

_____ SI EMITO UNA DECLARACIÓN FALSA ANTE UN POLICÍA PUEDO SER ACUSADO DE UN DELITO Y RECIBIR UN CASTIGO DE PRISIÓN DE HASTA 18 MESES

RENUNCIA

HE SIDO INFORMADO DE MIS DERECHOS Y SE ME HA OFRECIDO LA OPORTUNIDAD DE HABLAR CON PADRES O APODERADOS, Y CON EL ENTENDIMIENTO COMPLETO DE MIS DERECHOS, YO, CONSCIENTE, VOLUNTARIA E INTELIGENTEMENTE RENUNCIO A LOS SIGUIENTES DERECHOS:

_____ NO QUIERO UN ABOGADO EN ESTE MOMENTO *(Si corresponde)*

DESEO DECLARAR LO SIGUIENTE SIN TEMOR, AMENAZAS O PROMESAS DE FAVORES SABRIENDO QUE ESTA DECLARACIÓN PUEDE SER Y SERÁ USADA EN MI CONTRA EN EL TRIBUNAL.

FECHADA A LAS _____ EL _____ D'IA DE _____ 20_____

FIRMA _____ PADRE/APODERADO _____

TESTIGO _____

PARENTAL CONSENT

Case No. _____ Time _____

I, _____ [parent/guardian] DO HEREBY GIVE
_____ [police officer] CONSENT TO INTERVIEW
AND TAKE A STATEMENT FROM _____ WHO IS MY
SON/DAUGHTER/WARD.

I HAVE BEEN ADVISED AND I UNDERSTAND THAT:

_____ HE/SHE HAS THE RIGHT TO REMAIN SILENT

_____ IF HE/SHE DOES TALK TO ANY POLICE OFFICER, ANYTHING HE/SHE SAYS CAN AND
WILL BE USED AGAINST HIM/HER IN A COURT OF LAW

_____ I HAVE THE RIGHT TO TALK WITH A LAWYER BEFORE HE/SHE ANSWERS ANY
QUESTIONS OR AT ANY TIME WHEN HE/SHE IS IN POLICE CUSTODY AND HE/SHE MAY
HAVE A LAWYER WITH HIM/HER DURING ANY QUESTIONING

_____ IF I CAN'T AFFORD A LAWYER, I HAVE THE RIGHT TO HAVE A LAWYER APPOINTED FOR
HIM/HER AT NO COST

_____ IF HE/SHE STARTS TO ANSWER ANY QUESTIONS, WE HAVE THE RIGHT TO STOP THE
QUESTIONING AT ANY TIME

_____ HE/SHE MAY STOP ANSWERING QUESTIONS AT ANY TIME IF WE WISH TO TALK WITH A
LAWYER AND WE MAY HAVE A LAWYER WITH US DURING ANY FURTHER QUESTIONING

_____ IF HE/SHE MAKES A FALSE STATEMENT TO A POLICE OFFICER HE/SHE CAN BE CHARGED
WITH A CRIME AND PUNISHED BY A COMMITMENT FOR UP TO 18 MONTHS

WAIVER

HAVING BEEN ADVISED OF MY RIGHTS AND GIVEN AN OPPORTUNITY TO SPEAK WITH MY
SON/DAUGHTER/WARD, I FULLY UNDERSTAND THESE RIGHTS AND I AM WILLING TO GIVE MY
CONSENT TO ALLOW THE ABOVE NAMED POLICE OFFICER TO SPEAK TO AND TAKE A STATEMENT
FROM MY SON/DAUGHTER/WARD. I DO NOT WANT A LAWYER AT THIS TIME. I GIVE MY CONSENT
WITHOUT FEAR, THREATS OR PROMISES OF FAVOR. I KNOW MY CONSENT DOES NOT WAIVE THE
RIGHTS OF MY SON/DAUGHTER/WARD. I ALSO KNOW THAT ANY STATEMENT GIVEN CAN BE USED
AGAINST HIM/HER IN A COURT OF LAW.

DATED AT _____ ON THE _____ DAY OF _____ 20 _____

SIGNED _____

PARENT/GUARDIAN _____

WITNESS _____

AUTORIZACIÓN DE LOS PADRES

No. del Caso _____ Hora _____

YO, _____ [padre/apoderado] POR ESTE ACTO

OTORGO A _____ [nombre del policía] EL

DERECHO A ENTREVISTAR Y TOMAR DECLARACIÓN A _____ QUIEN ES

MI HIJO/HIJA/PUPILO.

HE SIDO INFORMADO Y ENTIENDO QUE:

_____ EL/ELLA TIENE EL DERECHO A GUARDAR SILENCIO

_____ SI HABLA CON CUALQUIER POLICÍA, CUALQUIER COSA QUE LE DIGA PUEDE SER USADO CONTRA EL/ELLA EN UN TRIBUNAL

_____ TENGO DERECHO A HABLAR CON UN ABOGADO PREVIO A QUE EL/ELLA CONTESTE CUALQUIER PREGUNTA O EN CUALQUIER MOMENTO MIENTRAS EL/ELLA SE ENCUENTRE BAJO CUSTODIA POLICIAL Y QUE EL/ELLA PUEDA CONTAR CON UN ABOGADO CON EL/ELLA DURANTE CUALQUIER INTERROGATORIO

_____ SI NO PUEDO PAGAR UN ABOGADO, TENGO DERECHO A QUE SE LE ASIGNE UN ABOGADO SIN COSTO PARA ÉL/ELLA

_____ NOS ASISTE EL DERECHO A INTERUMPIR CUALQUIER RESPUESTA A CUALQUIER PREGUNTAS EN CUALQUIER MOMENTO, AUNQUE EL/ELLA HAYA EMPEZADO A CONTESTARLA

_____ NOS ASISTE EL DERECHO A INTERUMPIR CUALQUIER RESPUESTA A CUALQUIER PREGUNTA SI OPTAMOS POR HABLAR CON UN ABOGADO Y A QUE EL ABOGADO NOS ACOMPAÑE DURANTE CUALQUIER INTERROGATORIO POSTERIOR

_____ SI ÉL/ELLA EMITE UNA DECLARACIÓN FALSA ANTE UN POLICÍA PUEDE SER - ACUSADO/A DE UN DELITO Y RECIBIR UN CASTIGO DE PRISIÓN DE HASTA 18 MESES

RENUNCIA

HE SIDO INFORMADO DE MIS DERECHOS Y SE ME HA OFRECIDO LA OPORTUNIDAD DE HABLAR CON MI HIJO/HIJA/PUPILO Y ENTIENDO CABALMENTE ESTOS DERECHOS Y OTORGO VOLUNTARIAMENTE AL NOMBRADO POLICÍA EL DERECHO DE HABLAR CON Y TOMAR UNA DECLARACION A MI HIJO/HIJA/MENOR BAJO TUTELA. EN ESTE MOMENTO NO QUIERO UN ABOGADO. OTORGO ESTA AUTORIZACIÓN SIN TEMOR, AMENAZAS O PROMESAS DE FAVORES. ENTIENDO QUE MI AUTORIZACIÓN NO CONSTITUYE UNA RENUNCIA A LOS DERECHOS QUE ASISTEN A MI HIJO/HIJA/PUPILO. TAMBIÉN ENTIENDO QUE CUALQUIER DECLARACIÓN TOMADA PUEDE SER USADA EN SU CONTRA EN UN TRIBUNAL.

FECHADA A LAS _____ EL _____ D'IA DE _____ 20 _____

FIRMA _____ PADRE/APODERADO _____

TESTIGO _____

APPENDIX H School Resource Officer Program Materials

Statistics on School Safety and School Violence
SRO Program Benefits
SRO Program Effectiveness
Duties and Responsibilities
Sample SRO Job Description
Suggestions for New School Resource Officers
Data Types for Monitoring SRO Programs
Topics Taught by SROs
Planning Considerations
Resources

Statistics on School Safety and School Violence

Significant research has been conducted on issues related to school safety and violence. Below is a summary of recent findings from the 2009 Connecticut Youth Risk Behavior Survey. A more detailed report of the results can be found at <http://www.ct.gov/dph/cwp/view.asp?a=3132&q=388104>. The survey asked about the period of twelve months prior to the survey and found that:

- Almost ten percent (9.6%) of students were in a physical fight on school property.(Q19)
- Five percent had at least one drink of alcohol on school property within the past 30 days. (Q44)
- Six percent (6.2%) used marijuana on school property at least once during the past 30 days. (Q48)
- Twenty-eight percent (28.9%) of students were offered, sold or given an illegal drug on school property. (Q57)
- During the past six months, 57 percent (57.4%) have been absent from school on three or more days.(Q90)
- Twenty –six percent (26.6%) of students have had their property, such as cars, clothing or books, stolen or deliberately damaged on school property. (Q91)
- Twenty-five percent (25.5%) of students have been harassed or bullied on school property. (Q93)
- Eight percent (8.8%) of students have been harassed on school property because of their perceived sexual orientation. (Q94)
- Twenty-three percent (23.2%) of students have been harassed on school property because of their weight, size or physical appearance. (Q95)
- Only 1.7% of the students said they would most likely speak to a teacher or other adult at their school if they were feeling sad, empty, hopeless, angry, or anxious.(Q96)

School Resource Officer Program Summary of Program Benefits

- School Resource Officers are positive role models for students.
- SROs are a valuable resource to teachers regarding behavioral issues, law-related curriculum, and legal expertise.
- The SRO program is a positive approach that brings prevention and intervention into the school environment.
- Police better understand the issues and problems facing students and schools.
- Students relate to officers as people, rather than as uniforms or institutions. Some become involved in Police Explorers, Police Athletic Leagues, or other programs for police and youth.
- The program opens lines of communication between police and schools.
- Students and community members see police in a helping role, not just an enforcement role.
- School Resource Officer programs increase the ability of schools to address security issues and react quickly and effectively to problems.
- The daily presence of SROs sends a message to students that crime, violence, and disruptive behavior is not acceptable in the school environment.
- Potential incidents may not occur due to police presence in the school environment.
- Students provide valuable information to officers regarding persons and events that may pose a threat to the school and community.

School Resource Officer Program Program Effectiveness

The Center for the Prevention of School Violence (CPSV) conducts qualitative and quantitative research to assess the effectiveness of School Resource Officer programs. The research data is based on surveys of principals, teachers, and students who have experienced the SRO approach, as well as pre- and post-tests measuring school climate impacts of SRO placement. The CPSV has begun to examine the impact of SROs on reported incidents of crime and violence on school property.

Below is a summary of notable findings from this research. For further information on the Center for Prevention of School Violence and its research projects, visit the CPSV web site at www.cpsv.org.

- High school principals and assistant principals rated SROs as effective or very effective concerning impact on school safety and security.
- Teachers and students felt positively about the SRO approach after only three months of SRO placement.
- Eighty-four percent (84%) of teachers and fifty-three percent (53%) of students said the SRO presence contributed to deterring violence.
- Seventy-eight percent (78%) of teachers and forty-five percent (45%) of students said the SRO presence deterred drug activity.
- Sixty-five percent (65%) of teachers and forty-one percent (41%) of students said the SRO had helped reduce the amount of violence at the school.
- Seventy-one percent (71%) of teachers forty-seven (47%) percent of students said they felt safer because of the SRO presence.
- Seventy percent (70%) of teachers said the SRO presence contributed to a better learning environment.
- A correlation exists between the reduction in the number of firearms reported on school property and increasing numbers of SROs assigned to schools. Note that assignment of SROs occurred in combination with zero tolerance approaches, tougher laws, and statewide school safety efforts. Further analysis of this correlation is underway to determine the extent to which SROs contribute to this reduction.

School Resource Officer Program Sample List of Duties and Responsibilities

Below is a sample list of duties and responsibilities for those involved in SRO programs, including SROs, police departments, school administrators, parents, and students. SRO duties are organized into the three roles of law enforcement, law-related counselor, and law-related educator.

School Resource Officer Duties

General Duties
Maintain a detailed and accurate record of SRO-related activities. Report problems and major activities to the SRO supervisor and school principal.
Abide by school board policies and consult with and coordinate activities through the school principal.
Remain fully responsive to the law enforcement agency chain of command in all matters related to employment and supervision.
Perform duties as determined by the school principal other than those regularly assigned to school personnel such a lunchroom or hall duty.
Refrain from acting as a school disciplinarian. Student discipline is a school responsibility.
Coordinate SRO activities with campus security officers and police-in-schools programs.
Be responsive to the needs of fellow officers, the juvenile courts, juvenile probation officers, and other community agencies in dealing with school community issues and problems.
Work to improve the image of law enforcement officers in the eyes of the students and the community.
Law Enforcement
Enforce Federal, State, and Local criminal laws and ordinances on school property. Take law enforcement action as necessary and notify the school principal of such actions as soon as possible.
Patrol the school campus to maintain order and handle situations involving unauthorized persons.
Serve as a visible law enforcement presence in areas where problems might occur, such as the parking lot before and after school.
Investigate criminal activity on school campus and surrounding community.
Assist law enforcement, probation, and social services agencies in follow-up investigations involving students.
Conduct non-campus investigations of students (e.g., runaways) as assigned.
Provide a link between law enforcement and school officials.
Meet regularly with the school principal regarding safety and security issues.
Assist school administrators in developing plans and strategies designed to prevent and/or minimize dangerous situations at school or during school-sponsored activities.
Work with school administrators to identify strategies for increasing school safety and security. Help develop school emergency plans in collaboration with fire and rescue agencies.
Act as a team leader to coordinate safety drills and training.
Evaluate school visitor policies, status of security cameras, metal detectors, and photo ID programs.
Treat any threat, even veiled threats, as a serious matter.
Supervise security at school events or functions at the request of school administration.

Law-Related Counselor
Be available for conferences with students, parents, and faculty members and assist them with problems of a law enforcement or crime prevention nature.
Provide information and advice to students, parents, and school personnel on law-related topics.
Act as a liaison between the school and other law enforcement and community service agencies.
Understand the services that community agencies offer youth and families. Make referrals, as needed, to such agencies.
Participate in Student Assistance Teams and peer mediation programs in the school.
Participate in truancy prevention and intervention programs.
Attend school functions, athletic events, and extracurricular school events when invited and feasible.
Encourage individual and small group discussions with students to establish rapport.
Interact with students to break down stereotypes of police. Spend time with them and listen to their ideas and concerns.
Law-Related Educator
Develop and deliver classroom presentations on law-related topics such as the role of the SRO, law enforcement careers, the justice system, crime prevention, gun safety, substance abuse, etc.
Act as a “guest speaker” on law-related topics at school functions, student activities, and community events as requested.
Inform students of their rights and responsibilities as lawful citizens.
Attend meetings of the PTA/PTO and other parent and community groups to solicit support and understanding of the SRO program and speak on law-related topics such as school safety and welfare.
Coordinate educational activities with the appropriate educational staff. Seek permission, advice, and guidance prior to enacting a program within the school.

Responsibilities of Police, School, Parents, and Students

Police Department
Retain supervisory responsibility over all School Resource Officers.
Attend meetings of the SRO planning committee and relevant meetings of the school board, town council, etc.
Work with SROs and schools as needed to resolve issues involving SRO duties, work schedules, dress codes, professional development needs, etc.
Work with SROs as needed to coordinate SRO activities with current police-in-schools programs.
Ensure that SROs attend POST and other educational programs specializing in SRO responsibilities or instruction in school environments.
Involve the SRO in police investigations involving students and/or school property as appropriate.
Ensure that nothing in the SROs job description circumvents any contractual rights enjoyed under the terms of collective bargaining agreements.

School Administration
Educate all school personnel, parents, and students about warning signs of violence and aggression and what to do if a student exhibits them.
Teach proactive social behavior by direct and indirect learning.
Establish or reaffirm school Code of Conduct.
Develop school rules directed toward preventing violence.
Consistently enforce school rules in classrooms, school buses, and the cafeteria.
Provide SROs with private offices, including phones, file storage, desks, chairs, office supplies.
Work with SROs to introduce them into the school environment in a positive manner.
Refrain from assigning SROs to duties regularly assigned to school personnel such as lunchroom or hall duty.
Do not expect SROs to handle student discipline.
Conduct building safety and security audits from crime prevention and tactical standpoints.
Know and enforce all laws. Acts that are illegal off campus must also be illegal on campus.
Suspend students who are under the influence of alcohol or drugs.
Develop school emergency plans.
Train staff on school emergency plans.
Place emergency kits in all classrooms.
Establish a Crisis Intervention Team to assess threats and make recommendations. Team members include school administrators, police, campus security, student counselors, SROs, and classroom teachers.
Conduct safety drills.
Parent
Learn the warning signs of aggression and violence.
Work cooperatively with school and police officials in regard to your own child.
Be willing to obtain appropriate intervention and other assistance for your child and family.
Improve parenting skills with open communication.
Set reasonable rules and consequences for violations of those rules. Follow through and enforce the rules.
Do not enable your child's bad behavior. If the child is wrong, permit them to experience consequences.
Student
Participate in efforts to ensure that the school environment is productive and safe.
Learn the warning signs of aggression and violence.
Help identify threats and students who need help.

School Resource Officer Program Sample SRO Job Description

Program Description

The School Resource Officer program is intended to provide a safe environment at school and to foster positive relationships between police and those at the school, particularly the students. It is part of an overall plan to address crime and related problems through community policing.

The primary role of the School Resource Officer is to protect the students and staff of the school from dangerous persons and situations, and to serve as a resource regarding matters of law and public safety. School Resource Officers are specially trained certified law enforcement officers assigned to work full time in a school environment. They perform a broad range of activities in the school, covering the areas of law enforcement, law-related counseling, and law-related education. They help prevent juvenile delinquency through close contact with student and school personnel and by becoming an integral part of the school community.

School Resource Officer Duties and Responsibilities

The School Resource Officer will work on a full time basis at the [*insert school name*] school in [*insert town name*]. The duties and responsibilities of the position include, but are not limited to, the following:

- ❑ Develop and present, on a regular basis, law education materials that can be integrated into the existing curriculum established by the school board.
- ❑ Confer with administrators and faculty to develop response plans and provide appropriate training related to dangerous situations on or near campus. Act as a team leader to coordinate safety drills and training.
- ❑ Act as a resource for teachers, counselors, parents and students for conferences on an individual basis to provide guidance and intervention strategies to students and parents who can benefit from such assistance.
- ❑ Coordinate criminal cases that originate on campus and off campus at school-sponsored events.
- ❑ Maintain a high visibility, through a proactive approach, to establish student and staff contacts to help determine crime and problems on campus. Generate innovative responses to, or referral for, the resolution of these problems.
- ❑ Act as a mentor and role model to students. Serve as a member of school committees and community organizations.
- ❑ Take law enforcement action as necessary and notify the school principal as soon as possible. When possible, advise the principal before requesting additional law enforcement assistance on campus.
- ❑ Document all officer activities and provide the police department and the principal with monthly reports.

Selection Criteria

- Demonstrated police experience working successfully with children and youth
- Strong verbal and written communication skills
- Ability to work effectively with community agencies and other law enforcement agencies
- Knowledge of criminal justice system operations, criminal law, criminal procedure, rules of evidence, search and seizure, warrants, and police policy
- Ability to relate to a broad range of people with courtesy, tact, objectivity, and discretion
- Ability to work with a minimum of supervision
- Previous work history that demonstrates initiative and dependability

Program Guidelines

Officers will be assigned to a school for a period of *[number of years]* years starting in *[insert month and year]*. Beginning the assignment in the summer enables new SROs to attend specialized training sessions prior to the start of the school year.

Officers assigned will work Monday through Friday from *[insert work schedule]* throughout the year regardless of whether school is in session. Officers may, with the school principal's approval, adjust their work schedules to accommodate agreed upon school activities.

School Resource Officers will report to *[insert name of commander]* in the *[insert department name]* Department.

Note: Visit http://www.ncdjdp.org/cpsv/sro/job_description.html for more examples of SRO job descriptions.

School Resource Officer Program Suggestions for New School Resource Officers

- Meet with the school principal to:**
 - ✓ Discuss expectations and guidelines for decision-making
 - ✓ Establish policies, procedures, and methods of communication

- Acquaint yourself with the school's:**
 - ✓ Personnel and organizational structure
 - ✓ Student handbook, rules and procedures
 - ✓ Physical layout of the building(s), including entrances and exits
 - ✓ Internal and external telephone/communication systems

- Develop relationships and lines of communication with:**
 - ✓ School administrative and teaching staff
 - ✓ Other staff, including bus drivers, cafeteria workers, and custodians
 - ✓ Students and parents

- Introduce yourself to the school community**
 - ✓ During the first days of school, introduce yourself to the entire student body using established methods such as opening day assemblies or on school television channels.
 - ✓ During the first weeks of school, introduce yourself to students in a more personal setting, such as through classroom visits.
 - ✓ During the first months of school, offer more formal classroom presentations on the role of the SRO, emphasizing that students should view the SRO as a **resource** for them.
 - ✓ During the school year, look for opportunities to attend faculty and administrative meetings, PTA/PTO meetings, and student activities and events as an attendee or presenter.

- Obtain overnight reports from other police officers regarding:**
 - ✓ Domestic disturbances
 - ✓ Fights or other disturbances involving gangs or rival schools
 - ✓ Unusual complaints that might carry over to the next day

- Consider:**
 - ✓ Issuing student/staff identification cards
 - ✓ Establishing a confidential/anonymous telephone/e-mail hot line

Adapted from Center for Prevention of School Violence, Effective Practices for the School Resource Officer Approach.

School Resource Officer Program Data Types for Monitoring SRO Programs

Law-enforcement role:

- ✓ Number of disciplinary referrals at each school site
- ✓ Number of suspensions
- ✓ Arrests at each school site by type:
 - Violent
 - Drug-related
 - Possession of a weapon
 - Break-ins
 - Trespassers
 - Other non-violent
- ✓ Number of calls for SRO assistance by school site.
- ✓ Number of follow-up investigations the SRO was involved in.
- ✓ School security data as appropriate, e.g., number of hours chaperoning events, number of planning meetings on school security, etc.

Law-related counselor role:

- ✓ Number of student contacts
- ✓ Number of parent/family contacts or conferences
- ✓ Number of students referred for professional help
- ✓ Number of teacher/school staff contacts
- ✓ Number of special events and extra-curricular activities attended by the SRO

Law-related educator role:

- ✓ Number of hours of classroom presentations
- ✓ Number of presentations to PTA/PTO, parent and community groups

*** School climate:**

- ✓ Caring school climate
- ✓ Student/teacher perceptions of safety
- ✓ School engagement
- ✓ Achievement motivation
- ✓ Absenteeism

* For information about positive youth/school connection outcomes, refer to “Assessing Outcomes in Child and Youth Programs: A Practical Handbook, Revised Edition” at <http://4h.uwex.edu/evaluation/documents/ChildYouthOutcomeHandbook2005.pdf>

School Resource Officer Program Topics Taught by SROs

Some sample lesson plans are available for members on the National Association of School Resource Officers web site at www.nasro.org. Topics taught by School Resource Officers include:

- | | | |
|--|--|---|
| ▪ <i>Law Enforcement Careers</i> | ▪ <i>Science and Police Work</i> | ▪ <i>Role of the SRO</i> |
| ▪ <i>DNA and Fingerprinting</i> | ▪ <i>Gun Safety</i> | ▪ <i>Community Policing</i> |
| ▪ <i>Street Gangs</i> | ▪ <i>Juvenile Rights</i> | ▪ <i>Search & Seizures</i> |
| ▪ <i>Drivers Education</i> | ▪ <i>Domestic Violence</i> | ▪ <i>Teen Suicide</i> |
| ▪ <i>Drugs, Alcohol and School</i> | ▪ <i>Driving While Intoxicated</i> | ▪ <i>Alcohol and the Law</i> |
| ▪ <i>How to Deal with a Police Officer</i> | ▪ <i>Sexual Assault: Rape and Date-Rape Prevention</i> | ▪ <i>Emergency Procedures in the School</i> |
| ▪ <i>Police K-9 Units</i> | ▪ <i>Delinquent Behaviors</i> | ▪ <i>Resources for Victims</i> |
| ▪ <i>Safety (Bicycle, Internet, etc.)</i> | ▪ <i>Child Abuse</i> | ▪ <i>Self-Esteem</i> |

School Resource Officer Program Planning Considerations

Police departments are generally involved in building community support to establish or expand a School Resource Officer program. The Chief of Police and other police personnel work with members of town councils, school boards, police commissions, and other groups to build a coalition of supporters who believe in the program's value and can obtain the resources necessary to run the program. In particular, it is critical that a member of the school board be willing and able to champion the cause. The support of the school board and of school administrators is necessary to implement an effective SRO program.

The best approach for "selling" the concept of a School Resource Officer program is to understand and communicate how the program will **benefit** the schools and the community. Each school and community is different and faces a unique array of challenges. Casting the SRO approach in terms of why and how to implement it locally is the key to a convincing sales pitch.

Planning committee

Consider creating a committee of influential people to build support for the SRO program among community leaders and set program goals and strategies. Ideally, this committee includes representatives from each of the following groups:

Police department

Police commission

School administration

School board

Town council.

The planning committee should reach out to other interested parties such as parents, teachers, staff, students, youth services organizations, juvenile probation and court staff, fire and rescue departments, and civic and business leaders. Representatives from these groups can be part of the planning committee or be enlisted to provide ideas, information, and feedback.

Planning activities

Gather information about the effectiveness of school/police programs currently in place, crime and violence statistics, the school and school board's key concerns and priorities, etc. Consider conducting an informal survey of students, teachers, staff and administrators to gather concerns and determine current views on school safety and the impact of disruptive behavior.

Develop a customized SRO program description by assessing each aspect of the School Resource Officer approach and determining how it would work most effectively in the local community and schools.

Invite counterparts from similar towns with successful SRO programs to tell success stories and describe how their schools have benefited.

Key messages

Reinforce the message that School Resource Officers are **resources** to the school in the areas of law enforcement, law-related counseling, and law-related education.

Focus on the **benefits** teachers, students, parents, and school administrators can expect from a School Resource Officer program. Describe how SROs provide an additional avenue for reaching young people and supplement counselors' efforts to help students and teachers' efforts to educate them.

Reinforce the importance of collaboration among police, schools, and community agencies on issues of prevention and intervention, school safety, and emergency planning.

Use caution when approaching teachers or administrators with plans for enhancing curriculum. Commit to teaming with faculty to help the school meet its educational goals and requirements.

School Resource Officer Program Resources

<p>Center for Prevention of School Violence http://www.juvjus.state.nc.us/cpsv/</p> <p>20 Enterprise Street Suite 2 Raleigh, NC 27607 800-299-6054, 919-515-9397</p>	<p>Part of the North Carolina Department of Juvenile Justice and Delinquency Prevention. Provides a wealth of information and materials including:</p> <ul style="list-style-type: none"> ▪ School Resource Officer Web Forum ▪ Reports, articles, and statistics on school violence, school safety, and SRO programs ▪ Technical support and program implementation expertise ▪ Workshops and presentations ▪ Booklet: “Starting a School Outreach Program in your Community: An Effective Practices Outline for the School Resource Officer Approach”
<p>National Association of School Resource Officers www.nasro.org</p> <p>P.O. Box 40 Boynton Beach, FL 33425-0040 888-31NASRO</p>	<p>A non-profit training organization made up of liaison officers currently assigned to a school community. Provides information for members on topics including:</p> <ul style="list-style-type: none"> ▪ Extensive training calendar for SRO courses ▪ Annual conference for SROs ▪ Sample lesson plans for topics SROs could teach in schools ▪ Grant information for community Oriented Policing Services (COPS) ▪ Links to other useful resources
<p>National Crime Prevention Council http://www.ncpc.org/topics</p>	<p>National non-profit educational organization focused on addressing the causes of crime and violence and reducing opportunities for crime to occur. Includes such topics as bullying, cell phone safety, conflict resolution, hate crimes and school safety.</p>
<p>North Carolina Association of School Resource Officers http://www.ncasro.org/</p>	<p>Non-profit organization of school-based law enforcement officers and school administrators. The site contains useful links, information about conferences, and sample lesson plans for SROs.</p>
<p>Security Magazine http://www.securitymagazine.com/education</p>	<p>School Security Solutions, part of the Security Magazine web site, contains information on products and services for schools, a news service, access to experts on security topics, an events database, and links to resources and research.</p>
<p>Safe Learning Magazine www.safe-learning.com</p>	<p>This magazine focuses on how to create a safe learning environment for K-12 students. Contains products for use in school environments and discussions on topics related to school safety.</p>

APPENDIX I Missing Children—Amber Alert Process

Amber Alert Request

Section I - Mandatory Information

Full Name of Child				Nickname (If "Yes" specify) <input type="checkbox"/> Yes <input type="checkbox"/> No			DOB and Age in Years		
Home Address									
Race	Ethnicity	Gender	Height	Weight	Hair Color	Hair Style	Eye Color	Eyeglasses <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe Clothing Worn					Personal Items in Possession of Child				
Date & Time When Last Seen			City/Town/Community Where Last Seen			County Where Last Seen			
Name of Police Agency or Troop Requesting Alert					Police Contact Telephone Number (24-Hour)				
Name of Authorizing Supervisor					Date & Time of this Report			Local or CSP Case No.	

Section II - Optional Information

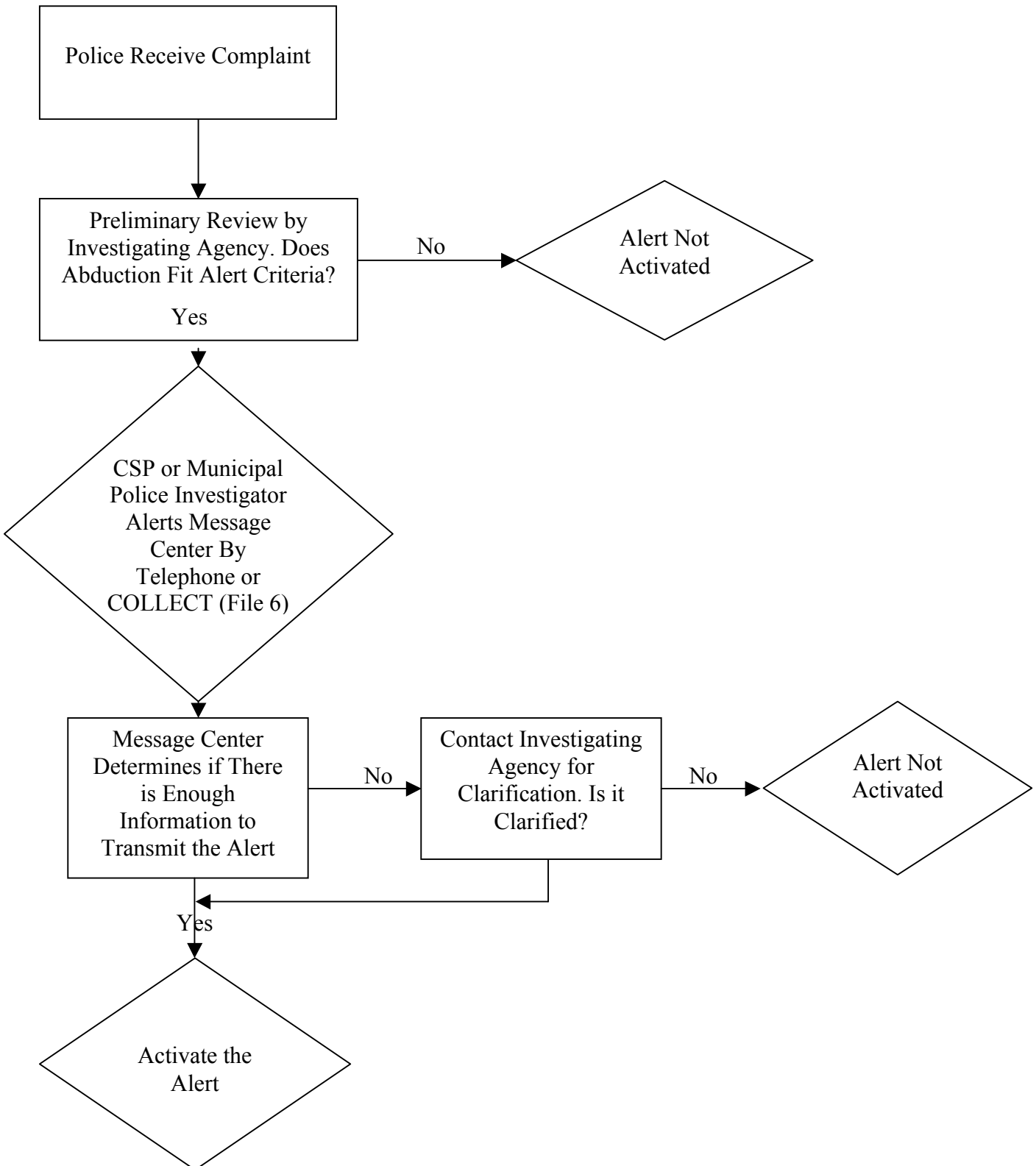
Suspect Name and DOB		Suspect Description	
Suspect Vehicle Description		Suspect Vehicle Registration	
Other Information/Remarks			

Section III - Message Center Information Only

Date/Time Report Received	Date/Time Alert Activated	Date/Time Message Center Supervisor Notified
CT MSG. #	File 6 Message in COLLECT? <input type="checkbox"/> Yes # <input type="checkbox"/> No	Signature of Message Center Supervisor

Complete Section I entirely and as much of section II as possible, then fax to DPS Message Center at (860) 685-8346 after supervisor reviews and signs off on the report.

Amber Alert Process Flow Chart



APPENDIX J Juvenile Review Board Forms

JRB Case Summary
JRB Student Questionnaire
Contract/Waiver of Rights/Release of Information
Confidentiality Statement and Indemnity Agreement
Discipline and Truancy Referral Form
Counselor/Therapist Assessment
JRB Community Service Report
Community Service Report Time Sheet & Log

Date of Referral _____

JUVENILE REVIEW BOARD CASE SUMMARY

Child's/Youth's name: _____ D.O.B. _____

Address: _____ Phone (H) _____ (W) _____

How long at this residence: _____

Previous address: _____

Referred by: _____

Reason for referral: _____

Previous involvement with police/legal system: _____

Family Information

Name	Age	Relation to child/youth	School/Employer
1			
2			
3			
4			
5			
6			

General Family Description (Relationships): _____

Marital Summary: _____

Reaction to incident: _____

External sources of support (friends, relatives, programs, counseling): _____

Child/Youth Information

General description (attitude, etc.): _____

Reaction to incident:

Responsibilities within family:

Activities/interests outside of home:

School Information

Grade: _____

Attendance:

Report card summary:

Disciplinary action noted:

Attitude toward school:

Summary Information

Recommendations

JUVENILE REVIEW BOARD STUDENT QUESTIONNAIRE

Please answer these questions to the best of your ability. Discuss your answers with your parents and have them sign at the bottom. Return this information to _____ on _____. Your answers will be shared with the Juvenile Review Board.

1. What did you do that is causing you to appear before the Juvenile Review Board? Explain in detail.

2. How have you been disciplined for this at home and/or school?

3. Do you think the punishment was fair? Why or why not?

4. Have you been in trouble before, either with the school or the police? Explain.

5. Was it a "spur of the moment" act or had you been planning it for some time? Explain your answer.

6. Name two (2) positive qualities about yourself and explain why you think they are positive.
 - 1.

 - 2.

7. What are three (3) things that you could do to make things better for yourself?
 - 1.

 - 2.

 - 3.

8. What are three (3) things the school could do to make things better for you?

1.

2.

3.

9. What are three (3) things your family could do to make things better for you?

1.

2.

3.

10. Write three (3) goals that will help you stay out of trouble in the future?

1.

2.

3.

11. What job would you like to eventually get?

12. Name someone you consider to be a "hero" and explain why.

I HAVE READ AND DISCUSSED THESE ANSWERS WITH MY CHILD.

Parent/Guardian Signature

Parent/Guardian Signature

JUVENILE REVIEW BOARD

CONTRACT / WAIVER OF RIGHTS / RELEASE OF INFORMATION

Part I: Introduction

You have been referred to the Juvenile Review Board for allegedly _____, which is against the law. "Allegedly" means, "not yet proven in court." You have the right to go before a judge in the Juvenile Court and have the judge decide, based on all of the evidence, whether or not the state can prove that you actually committed this offense. If the judge finds that the state cannot prove the case against you, the case would be dismissed and there would be no record of it. If the judge finds that the state has proven the case against you, you will be convicted, or adjudicated to be a child from a family with service needs or a youth in crisis, and you will have a juvenile court record. If you are convicted, or adjudicated to be a child from a family with service needs or youth in crisis, you will likely be placed on probation or supervision and be required to comply with several conditions set by the court including visit regularly with a probation officer, attend school, participate in special programs and submit to random drug/alcohol testing. If you fail to obey the orders of probation or supervision, you could be removed from your home and community and placed in a residential facility or a state institution for up to eighteen months.

Because this is your first offense and there was no serious injury or damage, you have another option. This option is called "diversion." Diversion means that instead of going to Juvenile Court, your case is "diverted" to the Juvenile Review Board. The Juvenile Review Board is not part of the court. It is a group of people who work professionally with children and youths, such as counselors, principals and social workers. This group helps the police and the schools take care of cases like yours by suggesting ways in which a child or youth can make up for or deal with the unlawful thing that he or she has done. One kind of diversion is doing community service work, like working as a volunteer in a hospital or nursing home for short time. The Juvenile Review Board's recommendation depends upon the particular circumstances of each case such as your age, the act you committed, your attitude and your school and family situation.

What does diversion involve?

Participation in diversion involves two steps:

1. agreeing to have the Juvenile Review Board discuss your case and propose a diversion program; and
2. agreeing to do what the Juvenile Review Board recommends.

In other words, even if you agree to have the Juvenile Review Board discuss your case, you do not have to agree to do what the Juvenile Review Board recommends. In that case, the police or school may refer your case to the Juvenile Court.

What is the advantage to you of using the diversion program?

It is important for you to understand the real difference between actually doing diversion and going to Juvenile Court. If you agree to follow the Juvenile Review Board's recommendations, **and** you actually carry out the recommendations, that will be the end of the case. You will not have to make several appearances in the Juvenile Court and **you will not have a juvenile record.**

If you agree to follow the Juvenile Review Board's recommendations and then fail to do so, such as you do not go to the recommended counseling sessions or you don't finish the recommended community service, the police or school will likely refer your case to the Juvenile Court after all. If this happens, the Juvenile Court will be aware that the diversion program was offered but you failed to comply with it.

A final point: if the act you committed involved damage to property or injury to someone, your parents may still be required to pay the victim for the damages or injury even if you complete the recommended diversion program. Diversion is designed to give you an opportunity to avoid getting a juvenile record.

What do I give up by agreeing to do a diversion program?

First, you have certain rights in connection with the court process that you do not have in a diversion program.

You have the right to say nothing to the police or other officials. You can refuse to answer any of their questions because they can use anything you say against you in the Juvenile Court.

You have the right to talk to a lawyer before you answer any questions from the police or other officials and you have the right to have that lawyer with you if you decide to answer any of their questions.

If your parents cannot afford a lawyer the Juvenile Court may provide one for you.

If you decide to talk to the police or other officials, you have the right to stop answering questions anytime you wish. No one can force you to answer any questions.

You must also have your parent(s) or a guardian with you if you decide to make a written or verbal statement to the police or other officials, about the offense for which you are charged, if you admit to doing anything wrong or if you admit to committing a crime.

You also have the right to require the State to prove the case against you with witnesses, people who say they saw or heard you commit the offense for which you are charged, and evidence presented to a judge. You have the right to confront those witnesses, which means that your attorney can ask them questions to see what they actually saw or heard and to see if they are telling the truth.

If you feel that you are not responsible for the offense for which you are charged, you should not have your case heard by the Juvenile Review Board but instead, you should exercise your right to have your case decided in the Juvenile Court.

On the other hand, if you did commit the offense for which you are charged, you may prefer to give up these rights and agree to have the Juvenile Review Board handle your case.

Second, to give the Juvenile Review Board some basis for making a recommendation, you must give permission for the Juvenile Review Board to look at your school records and get information from school personnel. This will help the Juvenile Review Board determine if what you did is related to other things you have done or problems you may be having in school. The Juvenile Review Board also may want to get information from your counselor, if you are in counseling outside of school. The Juvenile Review Board will keep this information confidential so no one except the people on the Juvenile Review Board will ever see or hear the information.

Third, if your parent(s) brought the charges against you, they cannot decide to just forget about the case and expect that it will go away. Once the Juvenile Review Board hears the case, if you do not agree to the recommended diversion, the case will be returned to the police who may then send it to the Juvenile Court.

Fourth, the law gives the victim, any person harmed by your actions, certain legal rights. In court, they have the right to learn your name and address in the event they decide later to sue you or your parents in a civil court for their losses. They also have the right to appear in court to see what happens with your case and to tell the judge about how they feel about what you did. To preserve the victim's rights in the Juvenile Review Board process, you must agree to allow the Juvenile Review Board to release your identity to the victim, if requested, and allow the Juvenile Review Board to tell the victim how your diversion was handled if they ask for that information.

Finally, if the recommended diversion of the Juvenile Review Board includes counseling or therapy, you and your family are not obligated to use the counseling or therapy services offered by the local Youth Services agency. You may select any qualified agency or counselor/therapist of your choosing. You will need to tell the Juvenile Review Board about your choice of agency, counselor or therapist and you will also be required to allow the agency, counselor or therapist to tell the Juvenile Review Board if you participated in the counseling or therapy recommended as part of your diversion.

Be sure that you understand everything you have just read because now you have to make a choice. You can agree to have the Juvenile Review Board consider your case, or you can leave it up to the police or school who will likely send your case to the Juvenile Court. Once the Juvenile Review Board makes a recommendation, you will have the choice of whether or not to do what the Juvenile Review Board recommends. All of these decisions are up to you and your parent(s) or guardian. You and they may wish to speak with a lawyer before you make any decision. Please feel free to ask questions if you do not understand your choices or the consequences of each choice. If you decide to have the Juvenile Review Board consider your case, please sign the Contract on the next page agreeing to have your case referred to the Juvenile Review Board. After the Juvenile Review Board makes a recommendation for a diversion, you will be asked to sign another Contract, agreeing to participate in the diversion program recommended by the Juvenile Review Board, if you agree to do so. Your parent(s) or guardian will also be asked to sign these contracts if they agree with your decision.

JUVENILE REVIEW BOARD

CONTRACT / WAIVER OF RIGHTS / RELEASE OF INFORMATION

Part IIA: Agreement to refer the case to the Juvenile Review Board and Release of Information (For use in cases referred by the Police)

By signing below, I consent (agree) to have the police refer my case to the Juvenile Review Board. I understand that I do not have to agree to do anything that the Juvenile Review Board recommends and that the Juvenile Review Board does not have to recommend a diversion program. If the Juvenile Review Board does not recommend a diversion program, or if I do not agree to do the recommended diversions, then the case will likely be sent to the Juvenile Court. I also understand that if I agree to do the recommended diversions, but do not complete them as agreed, the case will likely be sent to the Juvenile Court.

I understand that by agreeing to have my case considered by the Juvenile Review Board, I give up certain rights that I would have if my case went to the Juvenile Court.

- < I give up my right to remain silent.
- < I give up my right to have a court appointed lawyer represent me if I qualify.
- < I give up my right to require the State to prove the case against me.
- < I give up my right to confront the witnesses against me.
- < I give up my right not to answer questions about the case asked by the police or other officials.
- < I give up my right to have a lawyer with me when those questions are being asked.
- < I give up my right to stop answering questions or to stop talking with the police or other officials.

I agree to appear, with my parent(s) or guardian, before the Juvenile Review Board, to answer any questions they have before they consider a diversion program for me.

I give consent for the [*Insert the title of the person who will request the information.*], who works on behalf of the Juvenile Review Board, to obtain relevant information from school personnel and records if the information provided would help in the handling of my case.

I give consent for the [*Insert the title of the person who will request the information.*] to speak to and receive information from any counselor, therapist, physician or case worker with whom I am currently working or seeing, have worked with in the past or will work with as part of the Juvenile Review Board program, to discuss with them the nature of my work with those persons, if the information provided would help in the handling of my case.

Child's/Youth's signature

Date

I (We) agree and consent to the terms of the above Contract/Release of Information.

Parent/Guardian's signature

Witness' signature

This release expires on _____

JUVENILE REVIEW BOARD

CONTRACT / WAIVER OF RIGHTS / RELEASE OF INFORMATION

Part IIB: Agreement to refer the case to the Juvenile Review Board and Release of Information (For use in cases referred by the school.)

By signing below, I consent (agree) to have the school authorities refer my case to the Juvenile Review Board. I understand that I do not have to agree to do anything that the Juvenile Review Board suggests. I also understand that the Juvenile Review Board does not have to recommend a diversion program.

I agree to appear, with my parent(s) or legal guardian, before the Juvenile Review Board, to answer any questions they have of me prior to their discussing my assigned diversions.

I give consent for the [*Insert the title of the person who will request the information.*], who works on behalf of the Juvenile Review Board, to obtain relevant information from school personnel and to examine my school records if the information provided will help in the handling of my case.

I give consent for the [*Insert the title of the person who will request the information.*] to speak to and receive information from any counselor, therapist, physician or case worker with whom I am currently working or seeing, have worked with in the past or will work with as part of the Juvenile Review Board program, to discuss with them the nature of my work with those persons, if the information provided would help in the handling of my case.

Child's/Youth's signature

Date

I (We) agree and consent to the terms of the above Contract/Release of Information.

Parent/Guardian's signature

Date

Witness' signature

Date

This release expires on _____

JUVENILE REVIEW BOARD

CONTRACT / WAIVER OF RIGHTS / RELEASE OF INFORMATION

**Part III: Agreement to participate in the diversion program recommended by the
Juvenile Review Board and Release of Information**

By signing below, I agree to participate in the diversion program recommended by the Juvenile Review Board and to perform the following: *(list recommended diversions)*

These things ***must be completed*** by _____ .

I understand that in accepting this diversion, I agree to give up any and all rights I would have if my case was sent to the Juvenile Court.

I understand that by agreeing to this diversion, and the handling of my case outside of the Juvenile Court, I waive any right I might have to demand a speedy trial and to toll the statute of limitations for my case while this Contract is in effect.

By signing below, accepting the recommended diversion program described above, I also give permission for the Juvenile Review Board to release my name and address to the victim(s) harmed by my actions in this case and I permit the Juvenile Review Board to tell the victim(s) about the diversion program I have agreed to accept.

If counseling is part of this diversion, I agree to give the Juvenile Review Board the name of the person I choose to see so the Juvenile Review Board can request a statement documenting the completion of the required counseling. Additionally, I authorize my counselor or therapist to release to [*Insert the name of the person or entity that will receive the information.*] any information relevant to the completion of the Juvenile Review Board Contract.

Furthermore, I understand that it is my responsibility to report back to the Juvenile Review Board when I have completed the conditions set forth above or at any time that I am requested to do so by the Board.

Finally, I understand that if I do not carry out my part of this agreement, that is if I do not do the things written above, the Juvenile Review Board may return my case to the police, or to the school, which will likely result in the case being sent to the Juvenile Court.

Child's/Youth's signature

Date

I (We) agree and consent to the terms of the above Contract/Release of Information.

Parent/Guardian's signature

Witness' signature

CONTRACT ADDENDUM FOR PRIOR COURT REFERRAL

Part IIC: Notice and Release of Information

In some cases, the Juvenile Review Board will consider hearing the case of a child who has previously been referred to the Juvenile Court for an earlier offense if the police officer (in criminal cases) or the school (in school related cases) determines that it is in the best interests of the child, family and community to have the Juvenile Review Board hear the case instead of the Juvenile Court. Even in these cases, the Juvenile Review Board may elect not to hear your case for whatever reason. If this happens, your case will likely be referred to the Juvenile Court.

When considering whether or not to hear the case of a child previously referred to the Juvenile Court, the Juvenile Review Board will speak to the Juvenile Probation Officer that handled your earlier case to obtain information regarding the appropriateness of hearing your case instead of referring it to the Juvenile Court. Because Juvenile Court records are confidential, the Juvenile Probation Officer will not share information about your Juvenile Court history and record with the Juvenile Review Board without your consent and release.

For this reason, if you want the Juvenile Review Board to consider hearing your case, you and your parent/guardian will have to sign the Notice, Waiver of Rights and Release of Information form below.

Notice, Waiver of Rights and Release of Information

I have been advised of my right to confidentiality regarding my Juvenile Court record and history and I hereby waive that right and consent to having the Juvenile Court share this information with the Juvenile Review Board for purposes of determining whether or not to hear my case and to develop appropriate diversions for me in the event they decide to hear my case.

Child's signature

Date

I (We) agree and consent to the terms and conditions of the above Notice, Waiver and Release of Information.

Parent/Guardian's signature

Parent/Guardian's signature

Witness' signature

Date

This release expires on _____

JUVENILE REVIEW BOARD
Confidentiality Statement and Indemnity Agreement

The purpose of the Juvenile Review Board is to offer diversions to children/youths and families who are experiencing crisis or conflict in the community, at school or at home. Our involvement with these children/youths and families provides them with an alternative to the juvenile justice system.

To be effective, the children/youths and families, and the Board members, must be free to discuss matters of a personal and sensitive nature and share otherwise private records and information.

Also, since a case that is not successfully resolved by the Board may be referred to the Juvenile Court, the confidentiality of juvenile matters, which is mandated by Connecticut General Statutes §46b-124, must be respected.

Since each person is individually and personally responsible for maintaining the confidentiality of the conversations, records and information discussed by the Board, each member of the Juvenile Review Board, as well as any other person who is permitted to attend a Board meeting as an observer, must also agree to be personally responsible for any damages caused by the unauthorized release of confidential information.

For these reasons, all members of the Juvenile Review Board, as well as any other person who is permitted to attend a Board meeting as an observer, must read and sign the Confidentiality Statement and Indemnity Agreement.

Any person who refuses to sign this Confidentiality Statement and Indemnity Agreement will not be permitted to be present at any meeting of the Board.

Confidentiality Statement

I understand and agree that all conversations, records and information, reviewed, heard or discussed at any hearing or meeting of the Board, shall be confidential and used solely to enable the Board to carry out its stated purpose. Any further disclosure of any such conversations, records or information is strictly prohibited, except where authorized by statute or a properly executed, written release.

Indemnity Agreement

I further understand and agree that if I cause the unauthorized release of any of the conversations, records or information, which would be otherwise confidential, I will assume personal liability for any claim of damages directly resulting from such unauthorized release and agree further to indemnify the Juvenile Review Board, the members of the Board and associated agencies for any damages, expenses or losses found to be the result of such unauthorized release.

I have read and understood the Confidentiality Statement and Indemnity Agreement and agree to comply and be bound by their terms.

Name of member or observer

Date

**DISCIPLINE AND TRUANCY REFERRAL FORM
FOR JUVENILE REVIEW BOARD**

SCHOOL INFORMATION	
<i>NAME OF SCHOOL:</i>	<i>DATE OF REFERRAL</i>
<i>PRINCIPAL'S NAME:</i>	<i>TELEPHONE</i>

CASE INFORMATION					
<i>CHILD'S/YOUTH'S NAME:</i>	<i>ADDRESS</i>	<i>GRADE</i>	<i>RACE</i>	<i>SEX</i>	<i>DATE OF BIRTH</i>
<i>FATHER'S NAME:</i>	<i>ADDRESS</i>	<i>PHONE (H)</i>		<i>PHONE (W)</i>	
<i>MOTHER'S NAME:</i>	<i>ADDRESS</i>	<i>PHONE (H)</i>		<i>TELEPHONE (W)</i>	
<i>CONTACT PERSON AT SCHOOL</i>	<i>TITLE</i>				<i>TELEPHONE</i>

TYPE OF REFERRAL

PLACE AN "X" IN THE APPROPRIATE SPACES

- _____ TRUANCY (Four [4] unexcused or unauthorized absences in a month or ten [10] in a school year)
- _____ HABITUAL TRUANCY (Twenty [20] unexcused or unauthorized absences in a school year)
- _____ DEFIANCE OF SCHOOL RULES (Juvenile Court sanction available only for students under age seventeen.)

ATTENDANCE

In accordance with C.G.S. §10-184, written notice has been given to the parents of their obligation to assure their child's attendance at school. _____ YES _____ NO

LIST THE SPECIFIC DATES OF UNEXCUSED ABSENCES:

REFERRALS AND INTERVENTIONS

LIST BELOW WHAT EFFORTS HAVE BEEN MADE BY THE SCHOOL TO CORRECT OR CONTRAVENE THIS TRUANCY OR DEFIANCE OF SCHOOL RULES SITUATION BY REFERRALS OR OTHER INTERVENTIONS:

PARENTAL MEETING

LIST DATE(S) OF MEETINGS WITH PARENT(S)/GUARDIAN AND INDICATE IF THE PARENT(S)/GUARDIAN APPEARED AND WHAT EXPLANATION, IF ANY WAS GIVEN FOR THE STUDENT'S TRUANCY OR CONDUCT:

REFERRAL AUTHORIZATION

SIGNATURE OF BUILDING PRINCIPAL: _____

DATE OF REFERRAL TO JUVENILE REVIEW BOARD: _____

SEND THE ORIGINAL OF THIS REFERRAL TO THE JUVENILE REVIEW BOARD.

SEND A COPY TO THE ASSISTANT SUPERINTENDENT AND RETAIN A COPY FOR YOUR FILE.

[Insert name of your Juvenile Review Board]

Counselor/Therapist Assessment

Child's/Youth's Name: _____ Date of Hearing: _____

This family agreed to participate in a minimum of _____ sessions of counseling as recommended by the Juvenile Review Board. At the end of that time, future direction will be suggested based on your recommendation. Please complete this form and return it to [insert the name and address of the person designated to receive this report]. Thank you for your assistance in this matter.

Number of sessions completed: _____

Dates of the sessions, (and who attended): _____

Did participants come as scheduled?

Yes

No

If not, how was rescheduling or timing addressed? _____

In your estimation, is the family utilizing your services to their benefit?

Yes

No

Have the initial goals of counseling been met?

Yes

No

What are your recommendations for this family based upon the present family situation?

Signature/Title: _____

Date: _____

[Insert name of your Juvenile Review Board]

JRB Community Service Report

To: _____ RE: _____

JRB Hearing Date: _____

Hours to be Completed by: _____

Hours Ordered: _____

Hours Completed: _____

COMPLETED SUCCESSFULLY _____ YES _____ NO

Tasks Performed:

Attitude	_____	good	_____	fair	_____	poor
Relation to staff	_____	good	_____	fair	_____	poor
Overall contribution	_____	good	_____	fair	_____	poor
Attendance	_____	good	_____	fair	_____	poor
Completion of task	_____	good	_____	fair	_____	poor

Estimated hourly value of the work performed: _____

Evaluation Comments:

Signature/Title of Agency Supervisor _____ Date _____

Please return this form to: [Insert name and address of person designated to receive this report.]

(rev. 10/01)

APPENDIX K Monitoring Underage Alcohol Sales Through Compliance Checks

MONITORING ALCOHOL SALES THROUGH COMPLIANCE CHECKS
QUESTIONS YOUTH HAVE BEEN TRAINED TO ASK PRIOR TO OPERATIONS

Questions to ask yourself before deciding to participate in sting operations:

- ❑ Am I comfortable participating?
- ❑ Have I discussed it with my parents and are they comfortable?
- ❑ Do I feel as though I can keep my participation completely confidential?
- ❑ Do I appreciate the value of using sting operations in the fight against underage drinking?
- ❑ Do I realize that there is always a possibility that I might have to go to Hartford and testify?

Questions to ask in pre-meetings with police officers:

- ❑ (In this meeting, you need to bring a photo ID or other valid documents – see recommendations)
- ❑ Does everyone involved understand that this is not an attempt to trick or entice establishments to sell?
- ❑ Does everyone understand that the minor should never lie about his/her age?
- ❑ Who is the point person that I should contact if I have further questions?
- ❑ What will the code word/emergency signal be during the operation?
- ❑ Will I show my ID if I am asked for one?
- ❑ What will I be attempting to purchase?
- ❑ What kinds of locations will we be going to (bars, restaurants, package stores, supermarkets)?
- ❑ What should I wear? (Remember, do not dress up. Do not wear a lot of makeup. Do not wear a lot of jewelry. You should look like a “typical teenager” in that area)
- ❑ Will I be wearing a body microphone?
- ❑ Will there always be an officer in the location with me?
- ❑ Will the Liquor Commission be involved?
- ❑ Will the officers go into establishments that have sold after all of the locations have been checked or after each location?
- ❑ Do the police officers respect that I would like my identity to be kept confidential to the degree that this is possible?
- ❑ How will I get from one location to the next? Will I use my own car?
- ❑ Will other minors participate during the same evening?
- ❑ Ask yourself: do I feel comfortable?

Things to keep in mind during the operation:

- ❑ Ask the officers if anything has changed since the pre-meeting.
- ❑ Remember that if you ever feel uncomfortable for any reason, you can exit the establishment.
- ❑ If possible, attempt to purchase the same kind of alcohol at each location.
- ❑ You should feel free to speak up and ask the police officer questions.
- ❑ Don't forget to be observant while you are in the location – remember the details of who sold to you and be ready to report to the officer.

DATA COLLECTION FOR COMPLIANCE CHECK OPERATIONS

Collection of data on compliance check operations helps to document existing problems within the community as well as efforts by enforcement to stop underage alcohol purchases. Data collected can be utilized to generate media coverage, acquire grant funding demonstrate outcomes. Further assistance on data collection and analysis can be obtained through technical assistance from the Connecticut Department of Consumer Protection, Liquor Control Division at 860-713-6217.

Step 1 – Gather baseline data for your community

Number of licensed establishments - _____
Off-premise- _____
On-premise - _____

Number of licensed establishments cited for sales to youth (past year) - _____

Number of underage youth cited for procurement of alcoholic beverages - _____

Number of youth cited for possession or use of false identification - _____

Number of youth arrested for drinking and driving - _____

Number of youth that dies in alcohol-related motor vehicles crashes - _____

Number of establishments checked, dates, and percentage found not in compliance:

Number checked	Dates	% NOT in compliance
_____	_____	_____
_____	_____	_____

Step 2- Compile data for current compliance check operation

Number of establishments checked, dates, and percentage found not in compliance:

Number checked	Dates	% NOT in compliance
_____	_____	_____
_____	_____	_____

APPENDIX L Sample Memorandum of Agreement

Memorandum of Agreement
By and Between
_____ Public Schools
and
_____ Police Department

I. Introduction

Schools and law enforcement share responsibility for school safety and must work together with complimentary policies and procedures to ensure a safe learning environment for students. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

The parties agree to the following principles upon which this agreement is founded.

- A. The vast majority of student misconduct can be best addressed through classroom and in-school strategies and maintaining a positive climate within schools rather than by involvement of the justice community.
- B. The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student and the nature and severity of the incident.
- C. Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior.
- D. Disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of suspension, expulsion, involvement of the police, or referral to court.
- E. Clarifying the responsibilities of school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

II. Purpose of Agreement

The purpose of this agreement is to encourage a more consistent response to school incidents and to reduce the number of referrals of students to court by establishing guidelines for the handling of non-emergency disruptive behavior at school and school-related events by school and police personnel.

III. Terms of the Agreement

A. Summary of Key Points

The parties agree to:

1. Convene a School/Police Collaboration Team;
2. Share this agreement with a copy to all school and police personnel;
3. Provide necessary and regular staff training on implementation of the agreement;
4. Put into practice a graduated response to student misbehavior;
5. Monitor implementation of the agreement;
6. Collect data and assess the effectiveness of the agreement; and
7. Modify the agreement as appropriate.

B. Key Factors in Making Disciplinary Decisions

The parties agree that when determining consequences for students' disruptive behavior the following factors shall be considered, if information on the factors is available.

1. Age, health, and disability or special education status of the student.
2. Prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Student's willingness to repair the harm.
5. Parents' willingness to address any identified issues.
6. Seriousness of the incident and degree of harm caused.

The parties agree that when determining consequences for student's disruptive behavior the following factors shall not be considered:

1. Race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family.
2. Economic status of the student and family.

C. Graduated Response Model

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations, and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention options might include redirection, reteaching, school climate initiatives, moving seats; and the teacher should initiate parental contact.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threatening and behaviors in hallways, bathrooms, courtyards

and school buses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate. This intervention is managed by the school administrator or a student assistance team (SAT). Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any Classroom or School Administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and JRBs.

Law Enforcement Intervention - Only when classroom, school and community options have been found ineffective (or in an emergency) should the school involve the police, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after Classroom, School Administration and Assessment and Service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.

D. Police Activity at Schools

The parties agree that police need to follow certain protocols when on school grounds in non-emergency circumstances as follows.

1. Police will act through school administrators whenever they plan any activity on school grounds.
2. Officers entering school grounds will be aware of the potential disruption of the educational process that police presence may cause.
3. Prior to entering a school to conduct an investigation, arrest or search, officers will consider the necessity of such action based on:
 - a. The potential danger to persons;
 - b. The likelihood of destruction of evidence or other property;
 - c. The ability to conduct the investigation, arrest or search elsewhere.
4. When taking a student into custody:
 - a. Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.
 - b. Whenever possible, students should be taken into custody out of sight and sound of other students.
5. For communities with School Resource Officers, the SRO will not be responsible for student discipline or enforcement of school rules, although the SRO may provide assistance to school personnel. The SRO will work collaboratively with the school administrator to determine the goals and priorities for the SRO program.

IV. Data Collection and Monitoring

APPENDIX M Sample Secure Holding Log