

CONNECTICUT POLICE YOU'VE ORDERED  
LOVE AND VIOLENCE

11/5

CONNECTICUT POLICE YOUTH OFFICER  
COMPENDIUM

by:

Edward F. Lavallee  
Criminal Justice Planner

Ronald C. Petersen  
Director

Eastern Connecticut Criminal Justice Planning Agency

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The success of the conference is a result of the collective efforts of the participants, facilitators and speakers listed below:

### Conference and Workshop Participants

Det. Bill Irwin	Clinton Police Department
Officer Merritt D'Amico	Groton City Police Department
Officer Ellen DeRevere	Old Saybrook Dept. of Police Services
Officer Andy Mancini	Old Saybrook Dept. of Police Services
Officer Robert Armstrong	UCONN Dept. of Public Safety
Officer Alice Carberry	UCONN Dept. of Public Safety
Officer Harold Delisle	Vernon Police Department
Trooper Francis Kelly	Connecticut State Police - Troop D
Officer John Bruce	Wallingford Police Department
Sgt. David Erskine	Stonington Dept. of Police Services
Officer Barbara Richard	Stonington Dept. of Police Services
Trooper Arthur Gagnon	Connecticut State Police - Troop K
Officer Louis Cerreto	Waterford Police Department
Trooper Thomas Clark	Connecticut State Police - Troop F
Officer Odd Krogrud	New London Police Department
Officer William Brown	New London Police Department
Officer Stephen Colonis	New London Police Department
Officer Patricia McCarthy	New London Police Department
Sgt. James Tucker	West Haven Police Department
Officer Vincent Yulo	New Haven Police Department
Officer James Dzialo	Norwich Police Department
Officer Al Fecteau	Norwich Police Department

### Other Participants and Observers

Lt. Wilfred Blanchette	Connecticut State Police Headquarters
Sgt. Murray Pendleton	Waterford Police Department
Trooper Paul Scannel	Connecticut State Police - Troop C
Lt. Frank Breiling	Clinton Police Department
Det. Robert Pratt	Groton Town Police Department
Officer Bud Parodis	Norwich Police Department
Sgt. Michael Chudzik	New Britain Police Department
Chief Robert Manship	Danielson Police Department

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Chief Timothy Giesing  
Chief Hamlin Bell  
Lt. Ed Sylvia  
Tom Quish

Groton City Police Department  
Clinton Police Department  
Stonington Dept. of Police Services  
Connecticut Justice Commission

STAFF

Ronald C. Petersen  
Edward F. Lavalley  
Richard E. Weiss

Eastern Connecticut Criminal Justice  
Planning Agency

Facilitators and Speakers

Dr. Irving Hott  
Norman Gomolak  
Dr. Joseph Duffy

Central Connecticut State College  
Oakland Michigan Police Academy  
Central Conn. State College

## INTRODUCTION

The function of the police youth officer is in varying stages of development and acceptance in Connecticut, and throughout the United States. Formalization of the youth officer role has grown significantly among Connecticut police departments over the past five years.

The contents of this document were produced at the Second Eastern Regional Conference for the Development of Professional Youth Officers. The major objectives of the conference were to develop police youth officer models for police departments of varying sizes in Connecticut. The collective experiences and expertise of the participants were explored and analyzed to create model roles for consideration and adoption by police department administrations.

Eastern Connecticut Youth Officers Association  
Monthly Meeting



Vice Chairman, Sgt. Dave Erskine, Stonington and  
Chairman Sgt. Murray Pendleton, Waterford

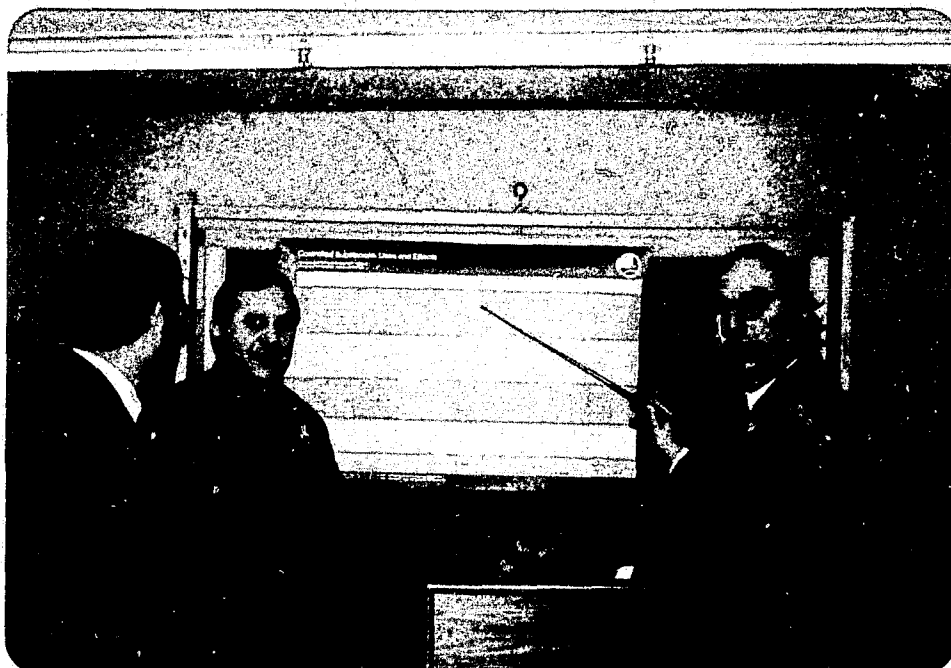


Members of the Regional Youth Officer Resource  
Center Committee, (left to right) Officer Ellen  
DeRevere, Old Saybrook, Officer Barbara Richard,  
Stonington, Trooper Francis Kelly, Troop D,  
Officer Odd Krogrud, New London

Police In-service Training for Youth Officer  
Activities



Old Saybrook P.D. Youth Officers Ellen DeRevere  
and Andy Mancini



Stonington Department of Police Services (left  
to right) Sgt. Dave Erskine, Y.O., Capt. Charles  
LoPresto, Chief Carl Johnson

Youth Officer Dave Erskine counselling a high school student.



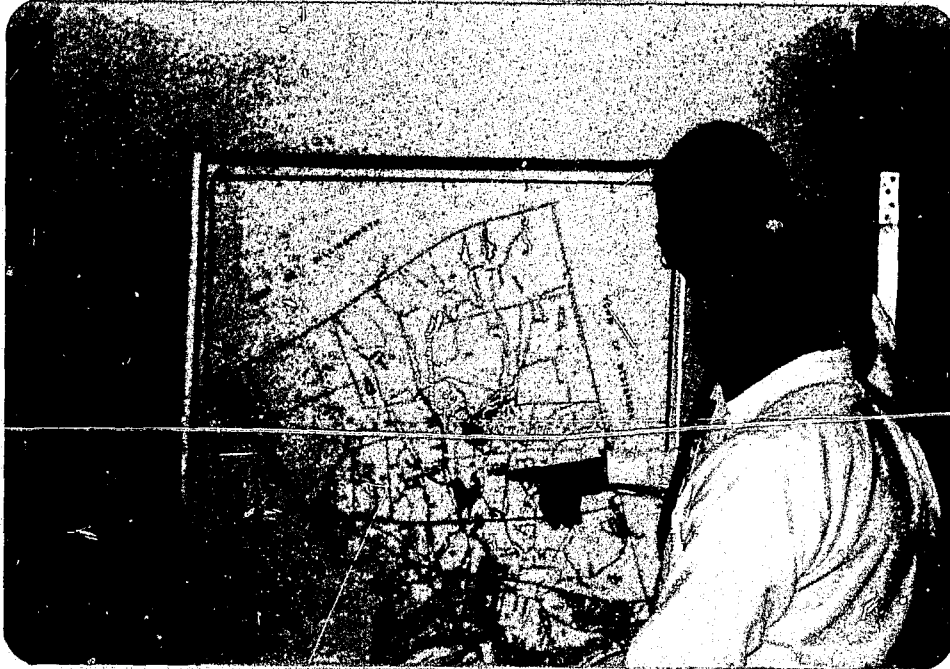
Stonington Department of Police Services



Stonington Law Enforcement School Education Program

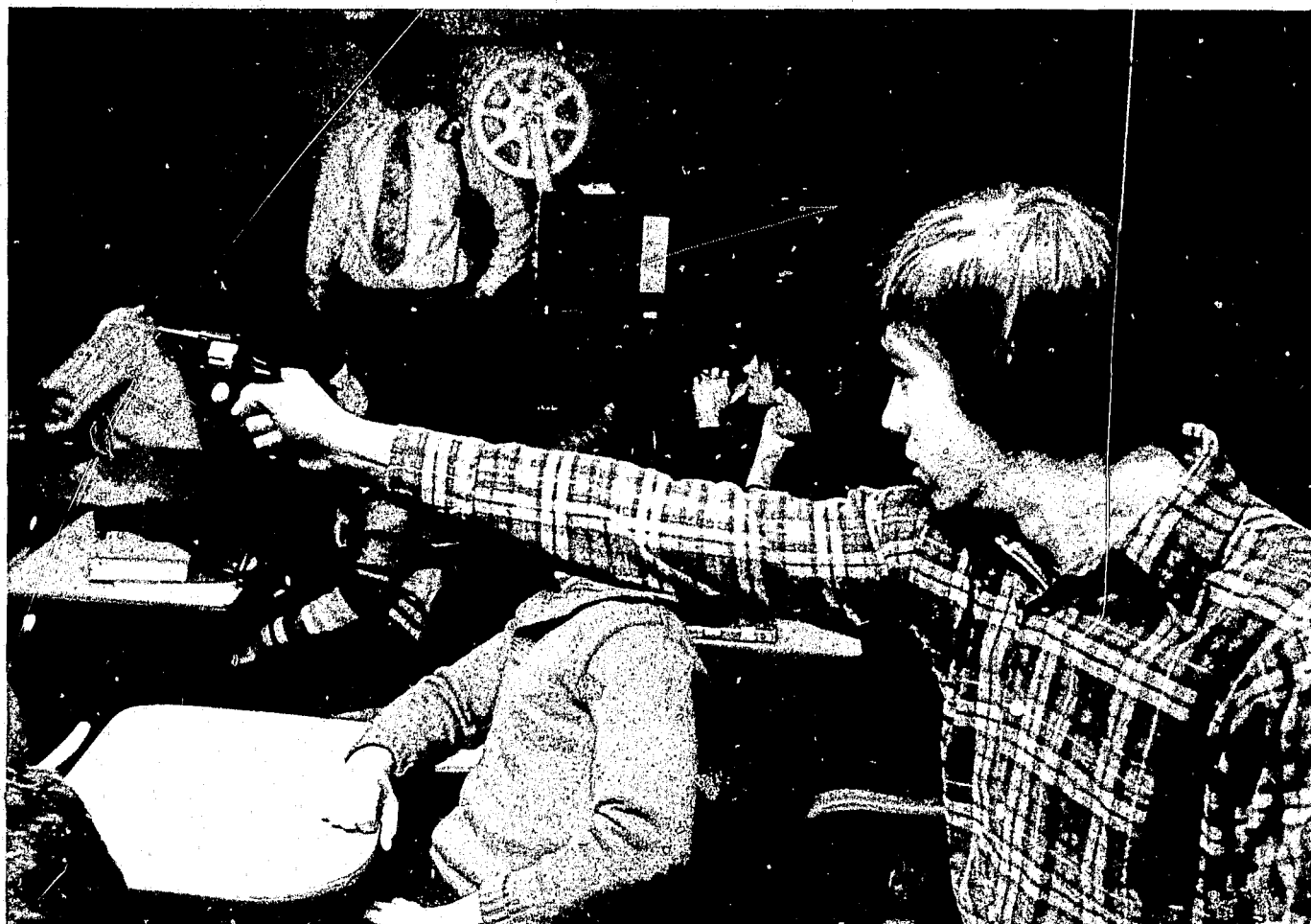


Strategy planning among department administrators  
to deal with youth related crimes.



Clinton Police Department

Left to right: Det. Bill Erwin, Youth Officer,  
Sgt. Joe Alesko, Lt. Frank Breiling (front).



Waterford School Education Program - Sgt. Murray Pendleton demonstrating the critical nature of police officer decision making. (Courtesy of New London Day)

The process of developing a police youth officer model for a Connecticut police agency requires an examination of several internal and external variables. The primary question to address in the development of this model is what purpose should the function serve? What is a conceptual design of the function? To answer this question requires a general statement at the conceptual level of the inclusive responsibilities of the job.

A determination was made by the participants of the Second Eastern Regional Conference for the Development of Professional Youth Officers that regardless of department size, community size, or any internal or external factor, there must be a general description of the youth officer function, which covers all areas of responsibility and service. The degree to which any police agency is able to address some or all of the roles of the youth officer model is a separate consideration. Given this premise, the first product of the Conference was the development of a general statement that fully describes the responsibilities of a police youth officer. To test the hypothesis that department size or other like variables would not influence a conceptual design of the youth officer function, the participants were divided into three groups based on the size of their police agencies. They were given the task of identifying what the general duties of a youth officer should be, and then constructing a general statement incorporating all the areas cited. The groups roughly represented department sizes of up to 25, 25 to 60, and over 60. Each group had seven to nine members. To develop this first product each group operated as an autonomous body.

The three individual group products confirmed the hypothesis. The general duties identified were generally the same for each group. Excepting a few semantic differences, the general duties for the police youth officer were listed as follows:

- Liaison
- Investigation
- Training and Education
- Referral Agent
- Records Keeping

After synthesizing the general statements developed by the three workshop groups, the staff produced the following general statement which reflects the common elements of each group product:

*The police youth officer function is a distinct and special unit of service. The general duties of the function can be categorized in five general areas: (1) the investigation of all offenses committed by juveniles, and complaints of juvenile delinquency; (2) education and training of persons relative to roles, and responsibilities concerning juveniles and the training and education of juveniles themselves; (3) referral and disposition of all juvenile cases to appropriate resources based on screening and analysis; (4) department liaison, internally and externally, for activities and communication concerning juveniles; (5) information and records keeping for juvenile related activities.*

The five functional areas were purposely designed in a general format so that particular designs of the participants' own job descriptions would not limit or distort the development of an inclusive model.

Given the general statement of duties, the next task was to develop a comprehensive list of specific tasks under the heading of each general area. The objective of this exercise was to identify every possible task that could qualify as a youth officer's responsibility. It was with this particular phase of the workshop

in mind that a representative sampling of police agencies in Connecticut, based on department size and geographic location, was sought in soliciting conference participants. The collective efforts of the three workshop groups to identify specific job tasks are listed below:

Liaison Function

Agencies that the police youth officer should have liaison with:

1. juvenile court
2. public, private, alternative schools
3. parents
4. local, regional, state professional associations
5. social service resources
6. appropriate state agencies
7. other police departments
8. regional councils of police chiefs
9. probation departments
10. truant officers
11. community
12. family relations division of adult court
13. regional criminal justice planning agencies
14. clergy
15. business groups, clubs
16. parent, adult organizations
17. youth clubs
18. other members, divisions of own police department
19. youth officer training resources (MPTC, state, federal programs)

## Investigation

Depending on the size of the youth division the following types and degrees of investigations can be undertaken:

1. Initial investigation of all youth related offenses, complaints, and cases.
2. Follow-up and continuing investigation on all youth related offenses, and cases.
3. Joint investigations (with other divisions, personnel when appropriate) on major cases involving youth.
4. Total handling of all phases of all complaints that involve youth as suspects, offenders.

## Training and Education

For a complete and thorough education and training program the following components should be considered:

### Education and Training for Youth Officers

1. Established minimum number of hours of pre-service training (local) by the police department training officer(s) prior to entry into the department.
2. Established minimum number of hours of juvenile training as part of recruit training at recruit training academy.
3. Established minimum number of hours of in-service training each year on juvenile crime, handling, prevention, detention, etc.
4. Regular and on-going regional, state and inter-state youth officer education and training leading towards expertise in specific areas of juvenile crime, detection, prevention, handling.

### Education and Training by Youth Officers

1. In-service training on periodic basis to transfer education and training to other members of department.
2. Education for juvenile population on topics including police and their role in society, juvenile rights and responsibilities, and criminal justice system.

Mechanism: schools, youth clubs, churches,  
community centers

3. Education for adult population on juvenile related subjects.

Mechanism: adult organizations, clubs, school/parent organizations, churches, community organizations, business groups

4. Education for school administrators, teachers, on subjects concerning police and juveniles.

Referral Agent

The types and numbers of local resources available to a youth officer will determine the degree to which he is able to perform some of the following tasks in his capacity as referral agent:

- Diversion
- Counselling
- Referral
- Deterrence
- Prevention

Diversion

As referral agent, the police youth officer has an important role as a diverting mechanism. He can provide a valuable service in diverting from the Juvenile Court those cases which in his professional opinion can be more suitably handled by other means. Careful analysis of circumstances, parental relationships, personal, physical and emotional capabilities and considerations of the juvenile, and other pertinent factors can assist the youth officer in determining a proper means of disposition.

Counselling

As with most tasks and duties that compose the youth officer model, the role of counsellor is limited or defined by the availability of time and resources. It is, however, an important service and can resolve problems that have caused symptomatic delinquency. The establishment of a rapport with the juvenile population, and a willingness to allocate time and energy to resolve juvenile problems

through analysis are necessary to make the counselling role productive.

### Referral

To properly act as a referral mechanism it is necessary that the youth officer have knowledge of the existence and capabilities of local, regional and state resources. This task involves singular or joint analysis of a particular case and subsequent referral to an appropriate resource. Among the resources that a youth officer might be able to utilize are:

- Regional or Local Youth Services Bureaus
- Regional or Local Mental Health Clinics
- Local Juvenile Review Boards
- Alcohol and Drug Counselling and Treatment Center
- Clergy
- School Counselling Service

The youth officer may elect to refer the juvenile to his parents rather than to a social service or criminal justice agency. Additional referral resources are generally available to service a delinquent juvenile if he is referred to a coordinating social service unit, such as a youth services bureau by the police youth officer. The primary role of the youth officer in his capacity as referral agent is to analyze the specific case, determine whether formal processing and referral to the juvenile court is appropriate or whether referral to parents and or an alternative resource is preferable. Proper handling of this function by the youth officer requires familiarity with available referral resources, capability to determine the appropriate referral action based on contributing circumstances of the particular incident, and analysis of the juvenile's environment and history.



## Deterrence and Prevention

The youth officer's role in the deterrence and prevention of delinquency is a function of his ability to intercede and influence delinquent and pre-delinquent juveniles. The positive influence of the community and the individual that he is able to convey through public and private group and individual discussions can be a significant deterrent to delinquency. Proper assessment and disposition of delinquency can redirect a juvenile to positive and corrective action. It is the youth officer's ability to impact juveniles' conception of their respective roles in the community and their understanding of laws and norms that may be the most effective preventative tool in preventing juvenile delinquency and deterring continued delinquent activity by youth.

## Records Keeping

In many respects the youth officer has a quasi-independent function; independent in the sense that he provides a total array of services for a specific service population. In that regard, he must perform some management tasks such as providing some type of records and information collection. Among the types of records that the youth officer may be required to keep are:

Card file - or index file of contacts, offenders; by name, address, nickname, offense, or combinations of the same.

Activity sheet - a police activity report, which documents the specific activities of the youth officer over time.

Automated or computerized information system - some departments have computerized or automated records keeping systems, which are used to catalog police/juvenile activity. Confidentiality is a consideration in establishing a system that provides access to other department personnel or other agencies.

### Juvenile Diversion Board

Some communities utilize a juvenile diversion board as a formal step in analyzing and referring to appropriate resources specific types of juvenile offenses. These boards maintain records of their review processes of the selected juvenile offenses.

The general responsibility to maintain records is an important function. Some of the services that the youth officer provides have positive effects that will be difficult to document because they are prevention oriented and therefore will presumably lead to reduced numbers of required subsequent police intervention. It is necessary therefore that the youth officer document his own activities to facilitate a management cost effective analysis of his use of resources. Such documentation will assist him and his department in emphasizing, expanding and redirecting certain types of police activities.

### Assignment of Priorities

Each workshop group assigned a priority ranking to the general youth officer functions. For purposes of uniformity, the training and education functions were combined. To accomplish the rating task the members of each workshop group independently ranked the functions. The rankings were then statistically analyzed and a group rating was calculated. Therefore, the ranking of a particular group may vary from the ranking of some of its membership. The rankings are presented below in order of priority and with percentages of time assigned to the function by groups.

### Results of Ranking Exercise

<u>Group 1</u>		<u>Group 2</u>		<u>Group 3</u>	
(dept. size 0-25)		(dept. size 26-60)		(dept. size over 60)	
Liaison	31%	Education & Training	36%	Education & Training	36%
Investigation	26%	Investigation	31%	Investigation	31%
Referrals	18%	Referrals	16%	Referrals	16%
Education & Training	13%	Liaison	11%	Liaison	11%
Records	12%	Records	6%	Records	6%

### State of the Art

A secondary task of the workshop groups was to describe the state of the art for the youth officer function in Connecticut. While Connecticut is considered to be somewhat progressive in developing the youth officer role, the workshop groups identified some existing conditions that distinguish the general state of the art in Connecticut from an ideally defined police youth officer model. Below is a list of the commonly identified deficiencies:

1. understaffed
2. undertrained
3. undefined
4. lack of direction
5. communication gaps with other agencies
6. statutory constraints relative to confidentiality
7. crisis, problem oriented, rather than pro-active
8. lack of intra-department coordination on referrals
9. lack of financial support for growth of function
10. lack of goals for function internally

Existing police youth officer programs vary significantly among Connecticut police agencies. Department size is one of several variables that influence the amount of resources that a particular department allocates to the youth officer function. Other variables that may impact the youth officer function are:

1. number of persons assigned to youth division or section
2. administrative priorities relative to youth officer role
3. other police duties and responsibilities assigned to youth officer
4. emphasis placed on school education programs
5. emphasis placed on diversion
6. availability of local diversionary agencies
7. internal control that youth officer has over all youth cases
8. size of department budget
9. size of youth officer function budget
10. degree of independence given to youth officer function
11. participation in regional or state associations
12. availability of training and education for youth officer
13. degree of specialization given to youth officer
14. role as inter-department liaison with courts, other local, state agencies
15. public expectations of the role that police should play in the capacity of youth officer

The decision to expand, formalize, delete, or reduce the youth officer role in a given police department is a complex issue. There will be no attempt here to specify a formula that will prescribe this decision for a specific police agency. Following is a model outline that identifies major considerations surrounding the appointment and existence of a police youth officer. It is not a prescribed final measure, but only a starting point for the analysis of "pros" and "cons" of maintaining a formalized police juvenile specialist.

## Police Juvenile Officer (P.J.O.) Manpower Utilization\*

### Analysis and Justification

#### I. Juvenile Manpower Utilization vis-a-vis the Total Department

A. Must weigh the pros and cons of specialization (e.g., designation of P.J.O.s) against need for such (e.g., unique nature of juvenile procedures, extent to which juveniles are responsible for community crime problem, etc.)

#### B. Pros and cons of specialization for juveniles

##### 1. Pros

- a. specialization permits development of expertise
- b. implicitly creates priority for unit
- c. provides consistency in policy and procedure
- d. fixes authority and responsibility
- e. less "down time" for generalists

##### 2. Cons

- a. workload may not justify full time position or multiple thereof
- b. possible duplication of effort
- c. can become isolated from rest of department and its objectives
- d. generalists deprived of opportunity to learn in specialized area

#### C. Need for Juvenile Specialization

1. problems of juveniles who enter or are exposed to justice system are different from those of many adults
2. complexity of juvenile legal procedures is such that specialized knowledge is required
3. statistically, juveniles account for significant proportions of total crime and very high proportion of certain offenses
4. juveniles are adults of future and to extent that their anti-social behavior can be successfully be diverted or prevented, a long range crime prevention effort is being made
5. extent of need for juvenile specialization also depends on nature of community and particularly nature of juvenile sub-population
6. need must also be considered as relative to other departmental and community needs which also require resources

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- D. Conclusion - in light of all factors considered, juvenile specialization of at least one officer is justified in all but the smallest of departments and in all but the most unique of communities.

## II. Utilization of Manpower Within Juvenile Division

- A. Specialization within Juvenile Division justifiable only in very largest of departments
- B. By virtue of the fact that Juvenile Officers are already specialized, in most departments which can afford only one to four P.J.O.s, their physical allocation is typically subject only to shift assignments.
- C. Thus, the primary thrust of this topic does not focus on geographic, temporal, and functional allocation as would such a topic that addressed the department as a whole, but specifically on how the P.J.O.s use their time.
- D. The determination of this latter factor depends primarily on:
  - 1. need assessment
  - 2. prioritization
  - 3. program development (and analysis, feedback, adjustment)
  - 4. above is true because most departments simply cannot afford sufficient P.J.O.s to meet all possible needs and provide effective programs to address all the problems; thus, proper use of P.J.O. time in prioritized and programmed manner is essential

## III. Need Assessment and Prioritization

- A. Certain responsibilities in juvenile programs must be met.
  - 1. investigation of juvenile offenses
  - 2. juvenile court interaction
  - 3. record keeping
  - 4. interdepartmental communication and coordination
  - 5. other (?)
- B. To the extent that there is "Discretionary Time" available, how can it best be used?
  - 1. department-wide resource in juvenile matters (e.g., in-service training for generalists, program budget input, etc.)
  - 2. interjurisdictional cooperative activities
  - 3. school liaisons
  - 4. community/group liaison
  - 5. other social agency liaison
  - 6. diversion/referral programs
  - 7. other possible agency sponsored programs



- C. What combination of these "discretionary alternatives" should be pursued? Due to the fact that all cannot be pursued because of insufficient resources, choices must be made.
- D. Thus, it is essential that the specific and unique needs of the community, its juvenile population, and the Department be identified and prioritized.

#### IV. Program Development

- A. Once needs have been assessed and prioritized, it becomes necessary to develop tailor-made programs to meet the highest priority items within the time (i.e., resource) constraints that might exist.
- B. The programs must focus on a particular problem of priority, have specific objectives, and activities should be pursued to impact the program objectives.
- C. Obviously, evaluation, feedback, and program adjustment/termination are inherent parts of program development.
- D. In essence, the key to effective P.J.O. manpower utilization is a system of goal directed behavior by which to direct the "discretionary time" of the Juvenile Division.
- E. Thus, an effective Juvenile Unit greatly depends on proper manpower utilization which, in turn, demands sound management practices.

Participants of the youth officers' conference identified education and training as one of the most important aspects of a police youth officer's function. Greater emphasis was placed on police providing education to school and community groups, than on receiving training themselves, although both were listed as important. Initial and on-going training and education for youth officers themselves was cited as an attractive feature of any youth officer program, however, police youth officer capacity building takes time and resources. The participants expressed a more critical need to be service delivery oriented. This underscores the perceived understaffed condition of many youth officer programs.

Following are some models of existing police youth officer programs in Connecticut police agencies.

### Youth Officer School Education Model

Below is a model school education program which is part of the Waterford Police Department's Youth Officer function. The education component of this Youth Officer function occupies 25 percent of the officer's total time.

### Waterford Police Department Youth Officer Function

#### Major Education Training Components

- 1) school education program
- 2) adult education program
- 3) intradepartment training
- 4) interdepartment program development
- 5) liaison with community agencies

This particular youth officer model places the highest degree of emphasis on school education. Curricula have been developed on a topical basis for grades K-12. Different from programs where the Youth Officer visits the school periodically for one session or one day, at the high school level in Waterford, the law related education program is actually a formal component of the social studies curriculum. This program has expanded in size during the past two years. Currently, the Youth Officer teaches in the "Problems of Democracy" class for four weeks each term.

While police agencies and education administrators may recognize and appreciate the value of a law related component in the formal education curriculum, there is no guarantee of overall acceptance of this concept. Careful planning involving

all affected agencies is necessary to ensure successful implementation and maintenance of the program. The Waterford model began with a Task Force composed of police, school administrators, teachers, and a regional criminal justice planning agency representative. The Task Force, called the Waterford Law Related Education Committee, established the program goals, methods of implementation, and evaluated procedures. The following is an outline of the program goals and objectives and planning and implementation procedures established by that task force.

## WATERFORD SCHOOL LAW RELATED EDUCATION

### TASK FORCE

#### Freedom and the Law

In our rapidly changing society, the role of the police in the community has become a matter of controversy and concern. A crime rate which continually rises in startling proportions combined with the dynamic social changes of the 1960's have combined to place an enormous demand on the local police departments. The way that one local police agency - the Waterford Connecticut Police Department, is responding to this demand is the subject of this paper.

The complexity of issues faced by the police on a daily basis makes it impossible for a department to merely react to the law enforcement needs of the community. Traditionally, police agencies strive to maintain public safety and order by the deployment of uniformed patrol officers throughout the community in an effort to deter criminal activity, and by the investigation of crimes in an effort to apprehend the criminal offenders. These activities are, and should continue to be, primary law enforcement functions. However, since the level of crime in the United States is a function of social and economic conditions, and essentially outside the control of the police, these traditional activities alone will prove to be only a stop-gap measure.

Several years ago it became apparent to the Waterford police administration that if the department is to be truly responsive to the needs of the community, it must become a proactive agency, actively involved with all aspects of the town.

A prime example of the activity that resulted from this outlook is a program that was developed in the Waterford school system called "Freedom and the Law".

Both the police department and the school administration viewed with great alarm the increasing tendency of school age youth to mistrust and not respect the Criminal Justice System. This tendency is well demonstrated by the alarming increase in juvenile crime. As an affirmative pro-active response to this undesirable condition, the Board of Education and the Police Department appointed the Waterford Law Enforcement-Education Committee. This committee consisted of a representative from the administrations of each level of the Waterford School System (elementary, jr. high school, and high school), the Director of the Support Services Division of the Police Department, and the Director of the Eastern Connecticut Criminal Justice Planning Agency.

It has been the practice in the Waterford Police Department, as well as most other police departments, for police officers to periodically "drop in" to the schools on an ad hoc basis at the request of individual instructors. The goal of this committee was to develop a formal curriculum for each level of the school system to be taught on a regular basis by a member of the Waterford Police Department. The committee established the following goals:

1. To instruct the students of the Waterford School System in police related topics such as safety, law enforcement, etc.
2. To effect more positive police-juvenile relations and understanding.
3. To develop in students a better understanding of the role of the police in modern society.

4. To assist students in achieving a clear realization of the consequences of delinquent and criminal behavior.
5. To assist students in comprehending the benefits of their future participation in the Criminal Justice System.

The intent of the program, therefore, is to promote the positive preventive responsibility of law enforcement agencies rather than the mere enforcement of the law through the apprehension process.

As a result of the work of the Law Enforcement Education Committee, "Freedom and the Law" is now a formal component of the Waterford School System's curriculum and is administered co-operatively by the Police Department and the Board of Education. The program has three basic components, one designed for each of the three levels of the school system.

On the elementary level, a Waterford police officer covers the following topics with the children of the Town's five elementary schools:

Responsibility of Freedom	No Trespassing
Strangers	Rockets-Fireworks
Walking	Guns and Bullets
Bicycle Safety	Home Safety
Bus Safety	Theft
Water Safety	Juvenile Court
Skating	Intimidation
Hiking	Need for Rules
B.B. Guns	Role of the Policeman

At the Senior High School level, a Waterford police officer is responsible for teaching a complete unit to seniors in the required course called "Problems of Democracy". At this point in the development of the program, the criminal justice unit lasts for three weeks with an examination administered at the end of the period. It is the intent to expand the unit for a longer time at some point in the future. The criminal justice unit is broken down into the following components:

A. INTRODUCTION TO LAW ENFORCEMENT

1. Historical Background of Police
  - a. early ages
  - b. middle ages
  - c. modern policing era
2. Orientation to a Law Enforcement Career
  - a. structure of law enforcement
    - (1) federal
    - (2) state
    - (3) local
  - b. legal and geographical jurisdiction of police
  - c. Waterford Police Department
    - (1) structure
    - (2) policy
    - (3) ethics, recruitment and training

B. CRIMINAL LAW

1. Introduction to Criminal Law
2. Classification of Crimes
  - a. felony and misdemeanor



3. Elements of a Crime

a. corpus delicti

4. Capacity to Commit Crimes

5. Parties to a Crime

a. principle

b. accomplice

c. accessory

6. Attempts

7. Intent

a. general

b. specific

c. transferred

8. The U. S. Constitution and Bill of Rights

a. laws of arrest

(1) without a warrant - probable cause

(2) with a warrant

(3) citizens arrest

b. search and seizure

(1) case decisions

(2) relative to the arrest

(3) warrants

9. Town Ordinances

a. creation

b. purpose

C. JUVENILE LAW

1. History and Development of the Juvenile Court and Law

2. Legal Procedure and Juvenile Court Law
3. Probation Department and Officers
4. Juvenile Arrest and Disposition Procedures
  - a. stopping delinquent behavior in progress
  - b. investigating serious cases of delinquency not in progress
  - c. investigating minor cases of delinquency not in progress
5. Rights and Liabilities of Juveniles
6. Specific Laws Relating to Juveniles

D. ADMINISTRATION OF JUSTICE

1. Officers of the Court
  - a. the police role
  - b. the prosecutor
  - c. defense counsel
  - d. defense counsel
  - e. probation and parole agents
  - f. correctional personnel
  - g. commission on law enforcement and justice
2. Structure of System
  - a. United States
  - b. state
  - c. local
    - (1) municipal
    - (2) superior/juvenile
  - d. grand jury
  - e. coroner
3. The Criminal Process
  - a. detection of the crime

- b. general investigation
- c. arrest
- d. booking and detention
- e. arraignment to appeal
- f. courtroom demeanor

E. SPECIAL ENFORCEMENT

- 1. Narcotics
- 2. Vice
- 3. Traffic

F. THE ROLE OF POLICE IN CONTEMPORARY SOCIETY

- 1. Suppression/Repression
- 2. Police-Community Relations
- 3. Police Technology

Following is a schedule that the Youth Officer uses in the 12th grade program.

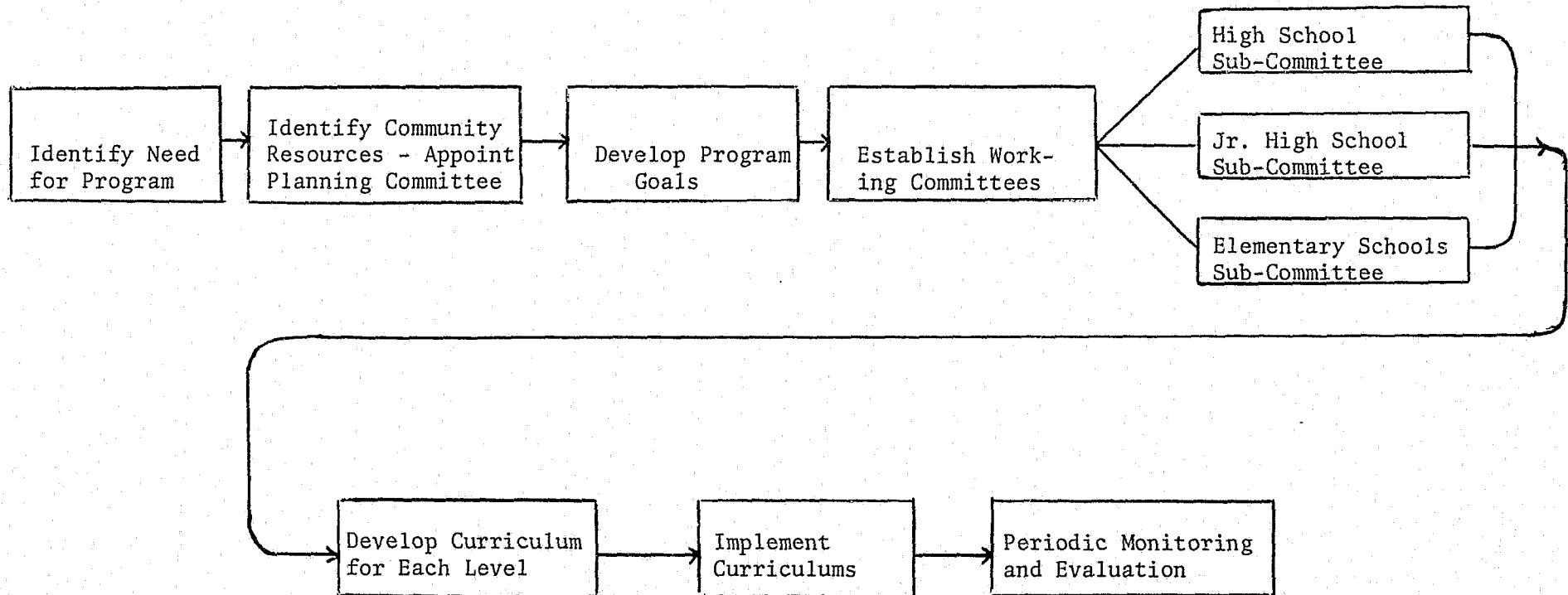
Freedom and the Law

Monday	Tuesday	Wednesday	Thursday	Friday
			(1)	(2)
<u>TEENAGER AND THE LAW</u>			<u>TERMS AND DEFINITIONS</u>	
(3)	(4)	(5)	(6)	(7)
NARCONON Guest Speaker	Rape Crisis Guest Speaker	Freedom and the Law Intro-Survey	Qualifications for Police	Critical Situations for Police
(8)	(9)	(10)	(11)	(12)
Police Use of Discretion	Police Communications	Probable Cause, Field Intelligence, Training	Montville Correctional Center - Guest Speaker	How to Say No to a Rapist
(13)	(14)	(15)	(16)	(17)
Niantic Women's Correctional Center - Guest Speaker	Probable Cause for Arrest	Judicial System, Courts - Guest Speaker	Film - "Shoot, Don't Shoot"	Crime Prevention Written Test

This program makes extensive use of guest speakers from other disciplines. Cooperation and coordination with other criminal justice agencies is obvious. Currently, the youth officer is preparing written lesson plans for printing. Topical outlines have been designed for the entire educational program, and in the near future complete written lesson plans of each topical subject will be printed for personal use and transferal to other agencies.



ESTABLISHING A LAW RELATED EDUCATION PROGRAM



## ESTABLISHING A LAW RELATED EDUCATION PROGRAM

### Step 1 - Identify Need for the Program

The identification of the need is the obvious first step in the development of any program. It is generally necessary for one agency, group, or individual to play a leadership role in the initiation of innovative projects. In establishing the Waterford Law Related Education Project, the Waterford Police Department identified the need for police participation in the positive development of the youth of the community.

### Step 2 - Identify Community Resources -

#### Establish Planning Committee

After a need has been identified, the second step is to determine what resources are available within the community and to mobilize these resources towards developing a program to meet these needs. The Waterford Police Department considered the obvious resource to be the Town's school system. In addition, the regional criminal justice planning agency was asked to provide programmatic assistance. A presentation was made to the Waterford School Administrative Council which consists of the Superintendent of Schools, the Assistant Superintendent of Schools, and all town principals. The Administrative Council unanimously approved the concept of developing an educational program which would involve extensive participation by the Police Department. The concept was then presented by the Administrative Council to the Board of Education who appointed

and gave formal status to the Waterford Law Related Education Committee. This Committee consisted of a principal from each of the three levels of the school system (High School, Junior High School, and Elementary), the Police Department's Training Officer, and the Director of the Eastern Connecticut Criminal Justice Planning Agency.

### Step 3 - Develop Program Goals

The first task of the Law Related Education Committee was to develop the goals and objectives for the program. After numerous meetings and extensive discussion, the Committee agreed upon the following goals:

1. To instruct the students of the Waterford School System in police related topics such as safety and law enforcement.
2. To effect more positive police-juvenile relations and understanding.
3. To develop in students a better understanding of the role of the police in modern society.
4. To assist students in achieving a clear realization of the consequences of delinquent and criminal behavior.
5. To assist students in comprehending the benefits of their future participation in the criminal justice system.

The intent of the program, therefore, would be to promote the positive preventive responsibility of criminal justice agencies rather than the mere enforcement of the law through the apprehension process.

The goals of the program were submitted to the Waterford Administrative Council, the Police Administration, and the Board of Education, and received unanimous approval from all three agencies.



### MODEL IN-SERVICE TRAINING PROGRAM

In-service training is a valuable component of any youth officer training/education program. Some police agencies refer all juvenile cases to the youth division, but in most cases patrol and investigative personnel have at least some exposure to juvenile incidents and, therefore, could benefit from in-service training concerning the handling of juvenile cases. The following program was taken from the Old Saybrook Department of Police Services mandated in-service training program. It provides for a minimum of four hours per year of juvenile training.

## YOUTH OFFICER

### General Statement

The Youth Officer's main objective and responsibilities are: Protection, Diversion, Prevention and Education.

1. The Youth Officer is directly responsible to the Chief and will regularly report to him. This is necessary for the following reasons.
  - a. This is a mid-manage position
  - b. Confidentiality is of utmost importance
  - c. Expediency of individual cases
2. The Youth Officer should be made aware of and follow up on all youth related cases.
3. The Youth Officer should be a part of all department staff meetings. Any department or division cannot be efficient if not part of the whole.

I. Training for the Youth Officer

All aspects of youth related topics.

1. Certification and accreditation
2. Minimum training 80 hours a year 40 hours per youth officer
3. Training should include
  - a. New juvenile laws
  - b. New techniques
  - c. Professional seminars that are juvenile related.

II. In-service training for all members of the police department.

Minimum of 4 hours total for a year.

A. Understanding of the following:

1. Departmental procedures
  - a. Juvenile Incident Card  
Non Criminal, non status offense incident
  - b. Any unusual situation:  
(i.e. any youths found wandering the street at an unreasonable hour - incident card should be filled out and the juvenile should be transported to his home and personal contact should be made with parent or guardian)
  - c. Youth is taken into custody  
Parents are called before any processing is to begin  
Rights form to be signed and read to youth when parent or guardian is present  
Juvenile Diversion Board form is to be signed for residents of Old Saybrook  
Snapshot to be taken of youth  
In felony cases, fingerprints and photo to be taken of juvenile. Fingerprint and photo file to be kept in youth officer file.

2. Referrals

The following must be included:

- a. All blanks must be filled in, plus home phone

- b. Statement of child when applicable
- c. Report of investigation should include
  - date and time of incident
  - all facts relating to incident
  - officer's involvement in incident
  - department case number
  - charges lodged in incident
  - attitude of youth and parent.

### 3. Juvenile Law

Review

### 4. Juvenile Agencies

- a. Dept. of Children and Youth Services (DCYS)
- b. Juvenile Diversion Board (JDB)
- c. Family and Youth Services
- d. Juvenile Court

Diversion of Status Offenders (DSO)

### 5. Records to be kept are:

- a. Juvenile incident card
- b. Juvenile referral
- c. JDB consent form
- d. DCYS report form

## III. Records

All records involving juveniles are confidential and are to be kept in a separate locked file.

- 1. Incident card
- 2. Card file
- 3. Juvenile referrals
- 4. JDB consent form
- 5. JDB records
- 6. DCYS report forms

7. Picture file
8. Monthly Activity report
9. Termatrex

#### IV. Referrals

Referrals for juveniles can be made to the following agencies:

1. Juvenile Court - DSO program
2. Youth and Family Services
3. JDB
4. DCYS
5. Parents

#### V. Liaison

The Youth Officer should be a liaison for the Police Department to the following agencies.

- |                    |                             |
|--------------------|-----------------------------|
| 1. Parents         | 5. Other Police Departments |
| 2. Juvenile Court  | 6. Youth Service Units      |
| 3. JDB             | 7. Schools                  |
| 4. Social Agencies | 8. Community                |

#### VI. Education

A. Develop and maintain educational program in all levels of the school system designed to:

1. Instruct students in police related topics such as law enforcement safety, etc.
2. Effect more positive police/juvenile relations and understanding.
3. Develop in the students a better understanding of the role of police in modern society.
4. Assist students in achieving a clear understanding of the consequences of delinquent and criminal behavior.

## Programming Break Down

### Curriculum Changes with Grade Level

#### Goodwin School

- |                              |           |
|------------------------------|-----------|
| 1. Bus and Pedestrian Safety | September |
| 2. Halloween Safety          | October   |
| 3. Santa                     | December  |
| 4. Winter Safety             | January   |
| 5. Beware of Strangers       | March     |
| 6. Bicycle Safety            | May       |
| 7. Vacation Safety - Review  | June      |

#### Main Street School

- |                              |           |
|------------------------------|-----------|
| 1. Bus and Pedestrian Safety | September |
| 2. Halloween Safety          | October   |
| 3. Shoplifting               | November  |
| 4. Winter Safety             | January   |
| 5. Vandalism                 | February  |
| 6. Beware of Strangers       | March     |
| 7. Bicycle Safety            | May       |
| 8. Vacation Safety - Review  | June      |

#### Junior High School

- |                       |           |
|-----------------------|-----------|
| 1. Bus Safety         | September |
| 2. Shoplifting        | October   |
| 3. Vandalism          | November  |
| 4. Drugs              | January   |
| 5. Capital Punishment | March     |
| 6. Bicycle Safety     | May       |
| 7. Review             | June      |

Senior High School - (Availability on a daily basis)

1. Driver Education
2. History of Law
3. Constitution and Amendments
4. Laws of Arrest

Community Education

1. PTO
2. Civic Organization

VII. Investigation and follow-up

- A. Youth Officer is to be made aware of all minor offenses involving a juvenile (i.e. shoplifting, vandalism, etc.). It is the responsibility of the Youth Officer to become aware of all incidents involving juveniles which have occurred on prior shifts.
- B. Youth Officer is to be involved in all follow-up investigations of all major offenses with juvenile involvement (i.e. felonious acts, child abuse, child molestation, etc.).
- C. For all referrals to juvenile facilities, the Youth Officer is to be contacted by the shift commander and advised.
- D. Shift commander is to contact the Youth Officer on all juvenile offenses serious in nature for background information for immediate referrals.
- E. Any criminal investigation activity where a juvenile is known to be involved or is suspected of being involved, the Youth Officer should be contacted.

Percentage of Time in Each Major Area:

	Hours	% of Whole
Education	832	22%
Training	192	5%
In-Service Training	10	.02%
Records	280	7%
Referrals	260	7%
Liaison	960	25%
Investigation and Follow-up	1274	33%

The major areas of concern in the preliminary stage of a juvenile case are the processes of investigating, discovering a juvenile suspect, and bringing him or her into the justice system. Should the child be arrested? May he or she be interrogated or asked to make a confession? May a search for evidence be made?

The law that governs these procedures relates most clearly to police practices, but also extends to similar actions by other officials who have control of the child. This is not always true of school officials whose actions are subject to specific statutes and rules.

The basis of the law in this preliminary stage is the Bill of Rights of the Constitution (U.S. Constitution Amend. IV, V, and VI; Conn. Constitution Art. 1, Sec. 7,8, and 9). These provisions do not apply automatically in juvenile cases because the juvenile process is not a criminal prosecution. The courts have held that some provisions apply and others do not. The legislature has, by statute, created other protections for children that are similar to the constitutional provisions. By administrative rules, the judges of the Juvenile Court have clarified some of these protections and police departments are able to add their own guidelines and procedures to supply a complete system for processing juvenile suspects.

#### 1. Arrest

Sec. 17-65 provides that police officers may arrest a child with or without a warrant only when the child is caught in the act, on speedy information, or in other cases in which arrest appears to be imperative. This means that in most juvenile cases no arrest



will take place because referral of the case to Juvenile Court is sufficient to bring the child into the system.

If the police or other authority have been investigating a case of criminal or delinquent activity and have gathered sufficient evidence to indicate a juvenile suspect, they must bring the evidence to the Juvenile Court probation officer. They do not go to criminal court for a warrant to arrest the child. But Sec. 17-65 recognizes that in some cases the age of a suspect will not be known. The police or officials may obtain a warrant and arrest a child in that circumstance. Of course, when they learn that the child is under 16 years of age, the adult court process stops and the child's case is referred to Juvenile Court.

Sec. 17-65 specifically authorizes arrest when the child has been caught in the act of crime or delinquency, the police have received speedy information, and imperative circumstances exist.

When a child is caught in the act, he or she may be arrested. This allows the police or official to intervene immediately to interrupt the child's activities and to take the child into custody while his or her parents are found. Arrest on the scene is authorized in all cases of felonies, misdemeanors or other delinquent acts.

Speedy information occurs when the police receive a report of a crime and a description of the suspects at the scene or very shortly after the activity has taken place. This allows quick pursuit and apprehension of the suspect while he or she is still likely to be in the area.

Imperative circumstances has not been defined in the law. Senior Judge Gill has stated a working definition: "Crisis circumstances; if the child has run away or the child's situation seems perilous and one that endangers him". This allows arrest when the child seems to need help, and the only way that help can be given is by taking the child under supervision. The run-away is an example because he or she may need shelter and care, but will not get it if allowed to continue running. Similarly, the serious nature of the alleged activity can supply the imperative circumstances. In the situation of a serious criminal act, arrest of the child will be justified because of the likelihood of danger to the child from community, family, or his or her own personal reactions to the event.

Whichever of these circumstances exist to justify arrest, probable cause to believe that the child is delinquent is also necessary before arrest can take place. The police or other arresting official must have evidence that delinquent activity has taken place and that the particular child being arrested is the person did the act. Of course, when a child is caught in the act, probable cause is automatic. Speedy information that supplies an accurate description of the suspect will also satisfy probable cause. In other circumstances the results of investigation, the suspect's reaction on being approached, and the officer's own ability to observe suspicious behavior can supply the evidence that links the suspect to the criminal activity.

What actions by police and other officials constitute an arrest? It is necessary to consider this question because at

the point at which arrest takes place, several constitutional protections arise for the suspect.

In every case, both adult and juvenile, there is a process in which generalized police inquiry into a situation gradually becomes focused on a single suspect. When the police have contacted the suspect and have reached the point in questioning him or her that they will exercise force to hold suspect, arrest has taken place. Arrest does not mean stopping a person in a public or private place to ask questions, so long as the police do not believe that this person has committed a crime or delinquent act. The law puts no restrictions on the ability of the police to approach a child and question him or her except that in some circumstances statements made by the child may not be admissible in to evidence. Arrest also does not mean a formal process of bringing the suspect to the station for booking, questioning or lock-up. The arrest may have occurred sometime before the trip to the station and all the constitutional protections were necessary at that time.

## 2. Right to Remain Silent

The most important right that arises at the point of arrest is the right of the suspect to remain silent.

In an adult case, when the police have taken custody of a suspect, they must immediately administer to the suspect the Miranda warnings (Miranda v. Arizona, 384 U.S. 436 (1966)). This is a statement to the suspect that he or she has a right to remain silent and a right to have an attorney present at any police questioning. The suspect is also told that any statement he makes can be used in evidence against him.

When a child is arrested, the police are not bound by constitutional law to administer the Miranda warnings. However, the Connecticut legislature has created by statute a right of silence for the child and a procedure to make sure that the right is upheld (Sec. 17-66d as amended by P.A. 75-183).

P.A. 75-183: (a) Any admission, confession or statement, written or oral, by a child shall be inadmissible in any proceeding for delinquency in the juvenile court against the child making such admission, confession or statement unless made by such child in the presence of his parent or parents or guardian and after the parent or parents or guardian and child have been advised (1) of the child's right to retain counsel, or if unable to afford counsel, to have counsel appointed on the child's behalf, (2) of the child's right to refuse to make any statements and (3) that any statements he makes may be introduced into evidence against him.

Rules Sec. 1112: (3) No extrajudicial statement, admission, or confession of a respondent made to any person shall be admitted into evidence unless the person offering the statement demonstrates to the satisfaction of the court that the child, before making the statement and while in the presence of his parent, was informed and comprehended that he had a right to counsel, that he need not make such a statement, and that if he did make such a statement, it could be used against him in future legal proceedings.

Once arrest has taken place, the police cannot continue questioning the child. They must immediately contact the child's parents, notify them that arrest has taken place, and arrange to meet with the parents and child for any further questioning. When the parents and child are together, then the police must administer the Miranda warnings. This is done so that the parents can explain to the child that he or she may remain silent. The parents can decide whether they want an attorney and whether the child should be allowed to make a statement to the police

The parents and child may decide together that they will voluntarily waive the right of silence and the right to be represented by an attorney, and they may go ahead and allow the child to answer questions. They may however, decide that they want an attorney. If so, the questioning must stop until a meeting to which the attorney can attend will be scheduled. The parents must be told that an attorney will be appointed for them if they cannot afford to employ one themselves.

If this procedure has been followed, any statements made by the child may be used in court as evidence of the child's delinquency. During the court hearing, the judge asks whether the procedure was followed before accepting statements as evidence making certain that the parents understood their rights and voluntarily waived them.

### 3. Protection Against Unfair Police Practices

Whenever a child has been taken into custody, the child has a right to fair treatment in all phases of police or official action. The child cannot be beaten, brutalized or humiliated. Every effort must be made to help the child understand what is happening, and he or she must be able to communicate with a lawyer, parents or an adult friend. There must not be unnecessary delay before court referral.

The courts have attempted to control police practices by use of the exclusionary rule, that is, judges will not allow the child to be found delinquent from evidence that was obtained by unlawful police action. The judge will exclude from the evidence at the hearing any confession that has been coerced or statements made by the child while he or she was being held by police beyond a

reasonable time or contrary to Sec. 17-66d as amended by P.A. 75-183. Before the judge will allow any evidence or confession, he or she may question a witness about the "totality of circumstances" in which the evidence was obtained to make sure no unlawful practices took place.

This "totality of the circumstances" test for fairness is not a fixed standard of conduct, but is an assessment of how the police or other officials conducted themselves in the light of the child's age, intelligence and situation at the time of detention or interrogation. In the leading U.S. Supreme Court case, the police held a 15 year old boy for five days before turning him over to the court. During that time they refused to allow his mother or friends to see him, but they let in a news photographer to take his picture. They made no effort to get him a lawyer; they questioned him throughout the night of his arrest in "relay" teams and took his confession at 5 a.m. The Supreme Court ruled that the child could not be held as a delinquent on the basis of the confession taken under such circumstances (Haley v. Ohio, 332 U.S. 596 (1948)).

#### 4. Search and Seizure

The rules governing the authority of the police to search the child include constitutional rules defined in the cases and statutory rules under the Fourth Amendment of the U.S. Const. Art. I Sec. 7, and C.G.S. Sec. 54-33a. The statutes do not provide any standards or guidelines as to when, and in what manner, a child may be searched; there is no difference in rules governing search of a child and search of other persons. Cases have held that the Fourth Amendment protections apply to children (In re Marsh, 237 N.E. 2d 529 (1968)).

The basic rule governing searches is that no search of the person or property of any suspect will take place unless the court has issued a warrant for the search. To get a warrant, the police must go before a judge and present facts that show that certain items used in, or part of, a crime are likely to be found in a particular place. The warrant gives the police the power to search the particular place for the particular items. Search warrants may be issued by judges of the Superior or Common Pleas Courts. When the police are investigating a crime over a period of time during which there is no need for haste, the warrant procedure is proper. In emergency situations, however, the police may search without a warrant.

Emergency situations include those in which the officer has some reason to fear that the person the officer is approaching or arresting may be armed with a weapon. The officer in this case can conduct a quick "pat down" of the person's clothing and take anything that is found for use as evidence. Similarly, the police may conduct a quick search during an arrest if they have good reason to believe that the person is in the process of destroying evidence.

While the police are in the process of arresting someone, they may look around the room, car or area in which the person has been found and may take any objects that give evidence of crime that are lying in plain view. The police may not, however, open drawers, lockers, or other closed compartments, and may not look beyond the immediate area or into other rooms without a warrant.

These protections may be waived by the suspect. If the suspect

has given police permission to conduct a search, the judge at the trial will inquire whether the permission was given voluntarily. The judge's decision will be based on the totality of the circumstances, whether the police force was so overwhelming or intimidating that this suspect could not willingly refuse permission to search. This rule of waiver applies to children.

While the Fourth Amendment applies to protect children against a warrantless search by police, it does not protect the child against a search by his or her parents, and by persons who stand in place of the parents in caring for the child. Therefore, evidence that is found in a search of the child's room, clothing or locker by parents or by a teacher or school principal and turned over by them to authorities, may be brought into evidence against the child.

Similarly, parents may be able to give consent to police or others to enter a child's room or belongings to conduct a search. This rule of law is not the same in all the states, and the Connecticut courts have never decided a case establishing whether the evidence gained from such a search is admissible at a delinquency hearing. The use of the exclusionary rule gives the courts only limited control over police action because its effectiveness is limited to curbing searches and questions directed toward producing evidence for a trial or hearing. If the police have other motives, such as inducing the child to confess to "get the evil out of his system", the exclusionary rules are of no value as a control on such police activity. The scope of the rules is further limited because they were designed to prevent police abuse, not to give guidance for the whole range of police actions and decisions.



### BRINGING THE CHILD BEFORE THE COURT

If the police or other persons with knowledge of a child's activities believe that the child should be brought before the Juvenile Court, they must file a complaint. Sec. 19-61 of the statutes, as amended by Public Act 75-226, delineates the initial court procedure.

P.A. 75-226 Sec. 1: Whenever the juvenile court is in receipt of any written complaint filed by any person, any public or private agency or any federal, state, city or town department maintaining that a child's conduct constitutes delinquency within the meaning of section 17-53, it shall make a preliminary investigation to determine whether the facts, if true, would be sufficient to bring the child within the court's jurisdiction and whether the interest of the public or the child require that further action be taken. If so, the court may authorize the filing of a verified petition of alleged delinquency or it may make without such petition whatever non-judicial disposition is practicable, including the ordering of such child to do work of which he is capable in public buildings or non public property, particularly in cases in which the complaint alleges that the conduct of such child resulted in the willful destruction of property, provided the facts establishing jurisdiction are admitted and that a competent acceptance of such a disposition has been given by the child and his parent or guardian. Nonjudicial supervision shall not be continued beyond three months unless reviewed and extended by the judge or the supervising officer's administrative superior, and then only when there is continuing acceptance of such action by the child and his parent or guardian. Each verified petition of delinquency filed by the court shall set forth plainly (1) the facts which bring the child within the jurisdiction of the court, (2) the name, date of birth, sex and residence of the child, (3) the names and residence of his parent or guardian.

## WHO IS A DELINQUENT CHILD?

Sec. 17-53 of the General Statutes contains the basic definition of the delinquent child.

Sec. 17-53:       .....a child may be found "delinquent" a) who has violated any federal or state law or municipal or local ordinance, or b) who has without just cause run away from his parental home or other properly authorized and lawful place of abode, or c) who is beyond the control of his parent, parents, guardian or other custodian, or d) who has engaged in indecent or immoral conduct, or e) who has been habitually truant or who, while in school has been continuously and overtly defiant of school rules and regulations, or f) who has violated any lawful order of the juvenile court;.....

The definition of delinquency is divisible into two categories, "criminal" delinquent acts and "status offenses". The criminal delinquent acts are those acts which, if committed by adults, would make them liable to arrest and prosecution. In this category are subsections (a), violation of federal, state, or municipal law, and (f), violation of a court order. The status offenses are those actions which, if committed by adults, would not be punishable by arrest and conviction. Sub-sections (b), running away, (c) incorrigibility, and (e) truancy and defiance of school authorities, are in this category. Subsections (d), indecent or immoral activity, may encompass acts in either the category of criminal acts or status offenses.

A child, for purposes of delinquency proceedings, is a person under the age of 16. The category of youth, a minor who has reached 16 years but is not yet 18 years, is not applicable in delinquency proceedings. This distinction is important because youth may be brought to the Juvenile Court for adjudication as neglected, uncared for, or dependent. Youth who have committed crimes outlined

in the penal code must be tried in the criminal courts. Since these courts have no jurisdiction over delinquent activity that is not made criminal, youth cannot be held responsible for status offenses.

The statutory definition of delinquency covers a wide variety of conduct, and it is necessary to turn to case law to interpret its scope. The cases have been few, and therefore, a full written definition of each offense does not exist. This leaves the individual judge, police officer and other official a range of discretion in deciding whether a child merits the status of delinquency.

Despite the breadth of the statutory language and the lack of a full definition of each offense, the statute has withstood a constitutional challenge on the grounds of vagueness. Vagueness is a due process problem. Statutes are sometimes declared to be unconstitutional when courts find that they give too little guidance as to what acts are forbidden, and when judges and police are free to interpret them in many different ways.

#### 1. Criminal Action

Subsection (a) of the definition of delinquency incorporates the whole of the state penal code, the federal criminal statutes and municipal ordinances prohibiting certain activities. This is a precise definition because all the actions included are contained in the criminal statutes and ordinances. Any actions not included in these codes are not delinquent under subsection (a).

Most criminal statutes make acts unlawful only when they are done with voluntary control and intent. This means that if the person committing the act did so because of coercion, accident,

or while insane, no criminal activity took place. Further, if the person did not intend the result of the action and reasonably had no expectation of the result, the action is not criminal. The child accused of delinquency under subsection (a) may raise these two defenses, lack of voluntary control and lack of intent.

## 2. Running Away

Subsection (b) allows a finding of delinquency if the child has run away from his parent's home or other lawful abode. This section is not precise because it appears to encompass any situation in which the child leaves the home without permission, and it appears that various police departments, child-care agencies, and the courts have evolved an informal standard to decide when adjudication is necessary.

The words of the statute (Sec. 17-53) limit the scope of the activity that may be considered delinquent. First, only when the child runs away from the parent's home, or the home provided by his or her legal custodian, is delinquency appropriate. The child who leaves a hospital or a summer camp which he or she entered voluntarily is not a runaway although failure to return home or notify his or her proper custodian in such a circumstance would be running away. Second, the child must have the intent to leave permanently. If the child is carried away from the lawful custodian by a rival claimant to custody, or is enticed away, there is no delinquent act on the part of the child.

The statute adds a third limitation on the definition of delinquency by running away; the action must be "without just cause". Thus if the child has run away to escape abuse or intolerable home

conditions, delinquency may not be found. What constitutes just cause will be interpreted in the eyes of the judge (or other officer) not in the eyes of the child, though this is not clear in the statute or case law. Merely escaping a problem home or escaping parental discipline will not be considered just cause.

The courts have recognized that there is frequently a connection between running away and the quality of home care. In any runaway case, the court will investigate the possibility of neglect and will change the case into a neglect case if sufficient evidence is found.

### 3. Incorrigibility

Subsection (c) defines as delinquent any child "beyond the control of his parents" or other person in lawful authority. The statute seems to allow a subjective test: that is, the behavior of the child must surpass the capability of the actual parent, not that of a normal or average parent exercising reasonable control. The child of a parent who is weak, physically or emotionally, might be found delinquent for activity that would not upset a parent with a stronger personality.

The court remedies this problem by requiring that there be evidence of a pattern of defiant activity. One act of disobedience is not enough. Senior Judge Thomas Gill stated: "It must be a continuing series of acts which spell out an unsuccessful relationship between the child and the parent and the unreadiness, or the unwillingness of the child to accept the reasonable exercise of parental authority by the parents." The relationship between incorrigibility and neglect is close, and officials must give consideration to the possibility that lack of parental guidance and

discipline has led to the child's behavior. Whether the parents have made a reasonable effort to control the child must be part of the inquiry.

#### 4. Immoral and Indecent Acts

The range of activity that may be encompassed by subsection (d) is wide. All deviant sexual behavior prohibited in the criminal statutes (Sec. 53a-65 through 53a-90) is included in the definition of delinquency. It also includes promiscuity and deviant activity not prohibited by statutes. The statute lacks a clear standard dividing promiscuity and deviance from adolescent and pre-adolescent sex games. There is no other Connecticut legal authority defining what is immoral or indecent. The standard by which this section is applied seems to be a community standard as interpreted by the judge.

#### 5. Truancy

Under subsection (e), truancy and defiance of school authorities are made a form of delinquency. Truancy is the habitual failure of the child to attend school. It is not an isolated instance of playing "hookey" or a few days absence, but is a sustained pattern of unjustified absence. The court or official should look to the entire circumstances of the child's conduct. If the child is absent from school because he or she has assumed the responsibility of caring for younger children or because he or she has no shoes or winter coat, delinquency has not taken place though neglect or dependency may be alleged. Inquiry must also be made into the actions and attitudes of the school; has there been adequate diagnosis of learning problems and suitable services provided for the child?

Subsection (e) also authorizes a finding of delinquency if a child has been "continuously and overtly defiant of school rules and regulations". To be delinquent, the child's actions must be defiant, not mere protest, pranks or passive disregard. Defiance implies that there must be evidence that the school officials have made an effort to correct the problem and have done so in a reasonable manner. The child's actions must have been continuous and overt, that is, they must be shown to have had the intent and the result of disrupting normal school processes.

The nature of the school rules and regulations that have been defied has not been clarified by law. Constitutional law has recognized that a school has no authority to ban reasonable political protest by students and reasonable exercise of free speech. Thus, children who take part in orderly protests or print unpopular viewpoints in a school publication cannot be found delinquent. The law does not direct the judge to weigh the importance of the rules that have been defied or the need for these rules to maintain an orderly school. Children who repeatedly smoke cigarettes in the lavatory may be equally liable as delinquent as children who assault other children in the halls although it is unlikely that the court would accept the referral for cigarette smoking.

#### 6. Violation of Court Order

Subsection (f) provides that defiance of any Juvenile Court order by the child shall be grounds for finding the child delinquent.

This subsection compliments Sec. 17-74 of the statutes which

gives the Juvenile Court the power to punish by fine or imprisonment persons violating court orders. That section makes adult witnesses, parents, and other persons responsible for the child legally liable if he or she disobeys a court order.

Court orders directed to the child include any orders made to secure supervision for the child short of commitment to an institution. A child may be ordered to report periodically to a probation officer or guidance counsellor, or to attend a program of treatment or vocational training. Failure to do so will constitute defiance of a court order.



JUVENILE

Connecticut  
Statute #

17-53 Definitions (b Runaway, c Beyond Control of Parents & Truancy)  
17-62 Commitment of Children (Petition child is neglected, uncared for)  
17-65 Arrest without warrant  
17-66d Rights of Juvenile  
17-33a Ill treatment of children Abuse 96 hr. Protective Custody  
10-200 CJS Truant  
53-21 Injury or risk of injury to children under 16 years old  
53-24 Taking or enticing away a child (Detain or conceal from custody)  
53-23 Abandonment of children under 6 years old  
53-25 Unlawful exhibition or employment of child (Child under 15 for services  
or obscene or danger to the life of the child)  
53-21 Abduction of a child by other persons  
53a-185 Loitering in or about school grounds  
53a-182 Disorderly Conduct  
53-20 Sale to minors  
53-20 Cruelty to persons  
53-344 Sale of tobacco to minors under 16

## RUNAWAYS

### Officer and Parents Should do the Following:

1. Check for a note.
2. Look in the youngster's wastebasket or school books for personal notes, timetables or brochures.
3. Make a list of close associates, especially boy/girl friends.
4. Be sure to get a recent photo of the youngster.
5. Make a list of places that the youngster likes to go (eating, recreation, play.)
6. List the addresses of the summer cottage, boat, and where the family usually vacations.
7. Get locations of local "tree houses", barns, forts and other areas where the youngster might go.
8. Check to see if the youngster has been corresponding with anyone lately.
9. Look at the most recent phone bills for any new, perhaps foreign, out-of-town or toll numbers.
10. Find out if any new friends have recently called or been to the house.
11. Check to see if the youngster has a bank account and what bank it is kept at.
12. Attempt to determine if the missing youngster has been talking about any particular area or activity recently.

Once collecting this information, be sure to advise the parents to contact the department should they hear anything from, or about, the missing youngster. (Parents often neglect to contact the department upon the return of the child).

As a general rule, it does not hurt to wait 24 hours before beginning the actual investigation. This is primarily because most runaways return home during this period. However, an immediate broadcast can be put out to local cars and area stations. If, on the other hand, the missing youngster is very young, or if there is a question of foul play, the investigation phase should begin immediately.

### Police Youth Officer Capacity Building and Training

The final component of the training and education function is police youth officer capacity building. It is considered very important to the Youth Officer, yet to date, it has not received commensurate attention. There exists a broad range of alternatives in the United States for the qualifying and certifying of police youth officers as juvenile specialists. In Connecticut, some police agencies have no designation of Youth Officer or Youth Division. Some departments have expansive sworn and non-sworn professionals to handle all youth related incidents. Some departments mandate in-service training on the handling of juvenile incidents. Most departments, however, have no required special education on this subject.

The National Advisory Committee on Criminal Justice Standards and Goals states that "The Chief Executive of every police agency immediately should develop written policy governing his agency's involvement in the detection, deterrence, and prevention of delinquent behavior and juvenile crime. 1) Every police agency should provide all its police officers with specific training in preventing delinquent behavior and juvenile crime. 2) Every police agency should cooperate actively with other agencies and organizations, public and private, in order to employ all available resources to detect and deter delinquent behavior and combat juvenile crime. 3) Every police agency should establish in cooperation with courts, written policies and procedures governing agency actions in juvenile matters."

In some states more formalized training programs are employed. For example, the State of Missouri has established a statewide formal certification program required of all police youth officers. In Connecticut, no such specialized program exists, although in the past three years regional and state agencies have begun to recognize and focus on the need for specialized training and education of police youth officers.

The Eastern Regional Youth Officers Association in cooperation with the Eastern Connecticut Criminal Justice Planning Agency and the Eastern Connecticut Council of Police Chiefs, conducted two conferences in 1977-78 addressing selected educational and training needs for police youth officers such as the use of visual aids in school and community presentations, and the use of interviewing techniques. The Youth Officers Association has conducted over 60 hours of formalized training to date, and intends to perpetuate periodic youth officer training and education. This on-going program may lead to formal regional certification.

### Referral and Liaison

The referral mechanism and the liaison function are interrelated. Written policies governing liaison activities are limited due to the informal and varying structure of that function and to the small number of police agencies which have formal written functional responsibilities for the police youth officer.

Referral of youth cases, internally and externally, vary with each police agency. Internally, one division may handle all youth related incidents, or, patrol officers may work with youth officers on youth investigations to bring a youth case to disposition.

Variables effecting this function are:

1. existence of a designated police youth officer
2. size of youth division
3. existence of specialists in youth division
4. existence of civilian case screeners
5. size of case load
6. departmental policies governing inter-division relationships

Following is a section of the New Haven Police Department's policies governing youth referrals and investigations.

New Haven Department of Police Services

Youth Services Unit

At the New Haven Department of Police Services, all juvenile referrals and all decisions about whether juveniles should be referred are centralized in the Youth Services Unit.

Responsibility of Uniformed Services Division and Investigative Services Division personnel are as follows:

1. WRITTEN REPORTS: Upon making contact with any juvenile connected to a crime or upon answering a complaint that deals with juvenile crime, the Officer shall investigate the situation completely and prepare a complete report for the Youth Services Unit.
2. REFERRALS: Officers will refer a youth to Juvenile Court under circumstances described below.
  - a. Non-Felony Offenses: Non-felony cases should be investigated as completely as possible, and the written report forwarded to the Youth Services Unit for a decision regarding police action.

In cases where a youth is in custody or the officer thinks there is a strong possibility a youth will commit other offenses injurious to himself or the community, before the officer's written report can be reviewed by the Youth Services Unit, the officer should call the Youth Services Unit and discuss the case with the Youth Services Investigator.

If, on the basis of the officer's verbal report, the investigator thinks immediate action is necessary, the investigator will authorize the patrol officer to refer the youth to Juvenile Court, refer the youth to a local social agency, or bring the youth home and report the offense to the parents. If no action is necessary, the officer should handle the situation as described in the first paragraph of this section.

If an officer is advised to bring a juvenile home, under no circumstances should the juvenile be turned over to anyone other than a parent, guardian or relative. If none is available, the officer should bring the juvenile to the Youth Services Unit.

If an investigator for the Youth Services Unit or the Investigative Services Unit is not available, the officer should contact the sector supervisor for authorization to make a referral.

- b. **Felony Offenses:** Officers will automatically refer any youth involved in a felony.

In addition, the officer should immediately notify the Youth Services Unit about what has happened, should notify the youth's parents that a referral has been made and should file a complete written report of the investigation for the Youth Services Unit.

The initial contact, investigation and report are the responsibility of the Uniformed Services Division officer. It is expected that other than calls relating to juvenile referrals, the Patrol Officer will handle the initial contact and investigation without help from the Youth Services Unit. However, if an officer needs help in relation to procedural questions, such as constitutional rights of the juvenile, or if the officer is meeting resistance in the investigation, it is expected that the officer will call the Youth Services Unit to request assistance.

Responsibilities of Youth Services are as follows:

1. Review Reports: Youth Services Unit personnel will review all reports to determine whether there should be a referral made to Juvenile Court, a referral made to a local social agency, a referral made to the parents, or whether there is need for a follow-up investigation.
2. Aid to Other Units: Youth Services Unit personnel will aid other units in line with the guidelines stated above.
3. Statistics: Youth Services Unit will be responsible for maintaining active files and records and other statistics necessary for the investigation, prevention and reduction of juvenile crime.
4. Hours of Operation: The Youth Services Unit will normally be open Monday to Saturday during "A" and "B" squad hours. If a Youth Services investigator is not available, officers should contact the Investigative Services Unit.

The Youth Services Unit is commanded by a sergeant and staffed by 12 civilian case screeners. The Unit aids in the reduction of referrals to Juvenile Court. The juvenile screening program offers counselling and referral services.

In the external environment, there exists certain common and particular referral resources. The Department of Children and Youth Services, Juvenile Court, and other state agencies, are resources available to all police agencies. Additionally, local referral resources add to the options available to police in the disposition of delinquent youth. Referrals to the police youth officer are also effected by the existence, numbers, and variety of local social service resources.

Following is a chart of a referral network for target population of youth-family related delinquent cases, currently in existence in a local community. The police agency is prominent both as an identifying agent and as a referral resource. The existence of certain social service agencies provide police with referral alternatives and also divert cases from other agents that otherwise might be referred to police. Likewise, the absence of such agencies increases the likelihood of an increased number of cases being referred to the police youth officer.



# CITY REFERRAL CHART OF DELINQUENT YOUTH

## Target Population

Siblings of chronically delinquent or criminal older brothers and sisters. 200 est.

Police,  
Courts,  
DCYS

Chronic truants with school histories of acting out. 250 est.

Schools

Gang Leaders and Consorts.

None Identified

Schools,  
Police

Children in multi-problem families for whom appropriate services have not been available. 500 est.

Schools,  
Police,  
Courts,  
Parents,  
DCYS

Children in families with records of many police contacts for domestic disturbances, drunkenness, etc. 345 est.

Police

Self-Referrals 25 est.

Self

E  
V  
A  
L  
U  
A  
T  
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O  
N

## Referral Resources

Psychological  
Testing Services

Social Service  
Counselling

State Agencies

Juvenile  
Court

Local  
Recreational  
Centers

Local  
Family Clinic

Local CNIC  
Organizations

Police

The liaison function is restricted and expanded by the existence of the following types and numbers of agencies:

- local social service agencies
- other proximate police agencies
- regional social service agencies
- regional professional associations (Youth Officer Assn.)
- state professional associations
- numbers and proximity of schools

The attention and priority given to this function through formal and informal internal control, full or part time nature of youth officer role, and other youth officer responsibilities have a significant impact on the total success of the youth officer function. Regional and state professional associations can be a valuable resource for exchange of progressive concepts, intelligence, and planning of new and innovative programs. While these relationships may appear to be social clubs, if properly managed and motivated, they can be extremely beneficial.

The liaison and referral functions can effectively identify, segregate, and direct from traditional formal processing those cases which do not merit that process and would only add to an overcrowded system. The effective use of the liaison and referral resources can increase system integrity and improve the efficiency of the police department and its liaison agencies.

### Records System

The quasi-independent, and in some cases total independent, nature of the youth officer or youth division and related administrative responsibilities, requires that records be maintained describing activities, use of resources, and services provided. Each department establishes its own reporting requirements on its sub-units and divisions. Also, a function like the youth officer, which has significant public exposure may also choose to document and report activities and services to the community. A police youth officer unit annual report is one means of communicating to the public the specific youth services that are available and the types and volume of activities during the previous year.

Following is a model format and explanation for such a document.

## Annual Police Juvenile Report\*

### I. Objectives

- A. Determine whether the number of children having contact with the police in your city is increasing out of proportion to their growth in the total population of your community.
- B. Determine whether the incidence of juvenile crime is increasing in a more wide-spread geographic area and becoming a problem to some section of the city where it was not a problem the year before.
- C. Determine if the offenses being committed by juveniles are more serious violations than those recorded in the past.
- D. Determine whether delinquency is increasing significantly among certain age, sex, racial, ethnic, geographic or social class segments of your population.
- E. Determine if the average age of the juvenile being contacted by the police is becoming lower.
- F. Determine whether there is an increase in the number of juvenile contact repeaters year after year.
  - 1. Finding answers to any of these questions require, on the part of the police department, a records system which can collect and produce the information desired for such analysis.

### II. Purposes of Annual Report

- A. To preserve knowledge for department members.
- B. To provide accurate details on services and case loads.
- C. To aid other persons and agencies.
- D. To assist coordination of activities of the department.
- E. To interpret to the public an accurate assessment of the nature and scope of juvenile problems from the police perspective.

### III. Preparation of an Annual Report on Police-Juvenile Contacts

- A. Following is a general outline of the kind of information generally presented in an annual report of police-juvenile contacts designed for external public information purposes:

\*Model Annual Report provided by Mr. Norman Gomolak, Oakland Police Academy, Oakland, Michigan

1. Explanation of the purpose of the report and a definition of any terms used in the report which the public might not understand in their proper context.
  - a) This will also include a disclaimer intended to alert the public to the limitations of the data reported for drawing broad general conclusions about the patterns of youth behavior.
2. Present a Delinquency Clock:
  - a) Total number of children taken into custody for an offense
    - number of males
    - number of females
  - b) Time of day when child was taken into custody for an offense
    - divide day into two-hour periods over 24 hours and indicate total number taken into custody during each two-hour period
    - combine totals for each six-hour period over 24 hours, from 12:00 noon to 6:00 p.m.; from 6:00 p.m. to 12:00 midnight; from 12:00 midnight to 6:00 a.m.; and from 6:00 a.m. to 12:00 noon
    - finally present the total number of children taken into custody for an alleged violation and the percentage of the total occurring during the three, eight-hour, patrol shifts in your department.
3. Show percentage distribution of total taken into custody by sex using a pie diagram indicating percentage of pie for boys and percentage for girls.
  - a) Give percentage distribution according to age for each year under 17.
  - b) Of the total children having contact with the police for any reason, indicate the percentage taken into custody and "taken immediately and directly" to the juvenile court for an offense.
  - c) This will show the total amount of police contact with juveniles for all other activities, including those for offenses.
  - d) It will also establish the extent of police activity devoted to juvenile complaints and other juvenile matter.
4. On the basis of the known youth population under 17 years of age in your city, which can be obtained from census

data, figure the percentage of children of that total youth population taken into custody by the police for an offense. Then you can figure your delinquency rate per 1000 youth under 17.

5. Show the distribution of juvenile offenses for each month of the year, highlighting the month with the greatest number of offenses; the highest number during a calendar quarter; the lowest calendar quarter number; and finally, the highest number for a day in the week.
6. Using percentages of the total number of offenses, list in priority order the type of offense and the percentage involved during the year.
  - a) List in priority order, numerically, the offenses committed by boys and the total involved in each.
  - b) List in priority order, numerically, the offenses committed by girls and the total involved in each.

-this will enable you to then show the ratio of boys to girls as far as offenses recorded during the year
7. Prepare a Delinquency Spot Map of the geographical distribution based on the residence of alleged offenders, targeting the general neighborhoods in which they live.
  - a) This map will serve a useful purpose in enabling your citizens to focus on the needs of children from these neighborhoods and to evaluate the quality of existing services available to these children.
8. Finally, in short narrative form, make a brief analysis of the trends of police contact with youth for the year covered by the annual report, and if possible, contrast these figures to previous years when similar data was collected.
  - a) Total Police Juvenile Contacts =
  - b) Total Contacts for an Offense =
  - c) Total percentage of your child population having contact with the police during the year =
9. You can also include in your annual report a breakdown of those contacts with the police which were for reasons other than for an offense.
10. The annual report can also include data on adults the police have prosecuted for offenses against children, and other miscellaneous activity of the department that relates to the welfare of children.

11. Use illustrations and graphs to translate your hard data into a visual presentation as this will more quickly draw the reader's attention and avoid the pitfall of smothering the reader in the quagmire of statistics.

- a) Give your annual report wide community distribution and be sure you take time to thoroughly familiarize all departmental officers, particularly the patrol division, with its contents.
- b) Give credit to other divisions or bureaus in the department for their contribution to the professional police attitude exhibited toward police responsibility for children in the community.

(SAMPLE)

ANYWHERE POLICE DEPARTMENT

YOUTH SERVICES DIVISION (YSD)

ANNUAL REPORT

1974

- I. The Youth Service Division has the responsibility of investigating all complaints coming to the attention of the police department when juveniles have either violated or are alleged to have violated federal, state, or local laws and ordinances. This includes status offenses. A juvenile is any person under the age of seventeen. A status offense is an offense that would not be a violation of the law if the offender were seventeen years of age or older, e.g., curfew violation, runaway, truancy, etc. This report will list and graphically illustrate the number of police-juvenile contacts during 1974, as well as indicate the many other activities to which YSD officers have been assigned. This report has been prepared to reflect the extent of police-juvenile contacts by age and sex. The intent has not been to show any one segment of our juvenile population being involved in violative behavior more than another. The intent is to reveal to YSD officers, other officers of the police department, and the community, where a concentration of efforts need be directed in 1975.

<u>Population</u>	<u>Boys Under 17</u>	<u>Girls Under 17</u>	<u>Total Under 17</u>	<u>Total 10-17</u>	<u>Percentage of Juveniles</u>
20,000	2,565	3,135	5,700*	3,000	28 1/2%

\*1973 school census

Youth Services Division Strength.....3

Sworn Officers.....45

2.25 Sworn Officers/1000 Population

.05/1000 Juveniles

1./1000 Juveniles 10-17 Years

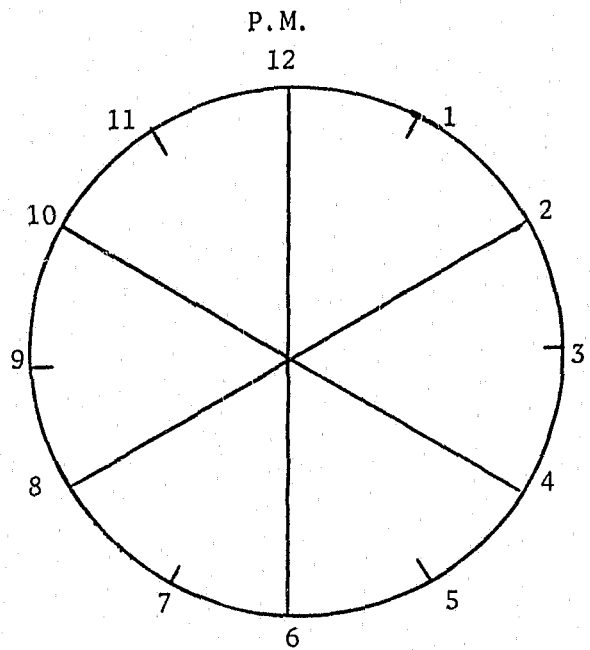
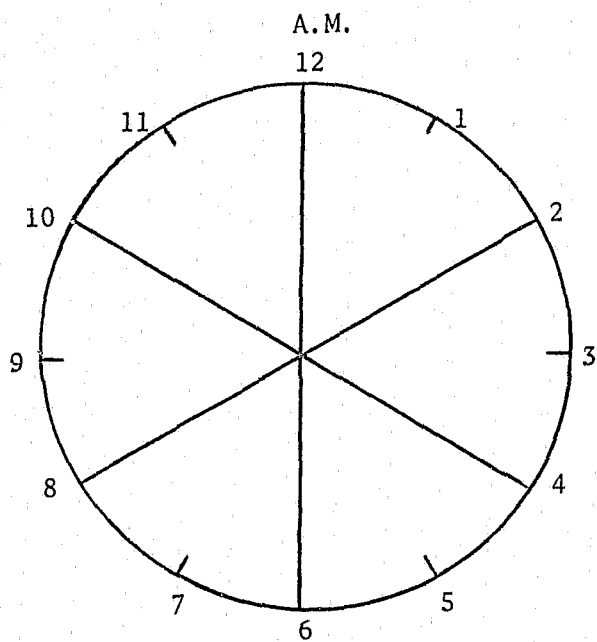
- A. Total number of juveniles taken into custody for an alleged violation in 1974.

<u>Males</u>	<u>Females</u>	<u>Total</u>
76	54	130

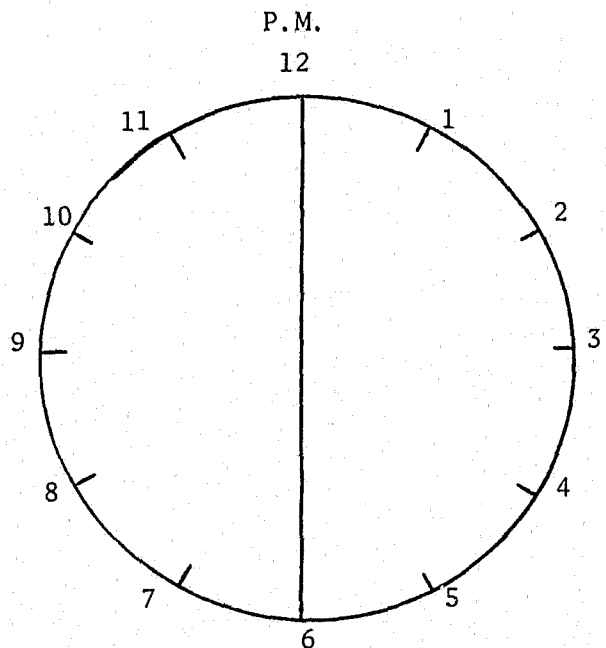
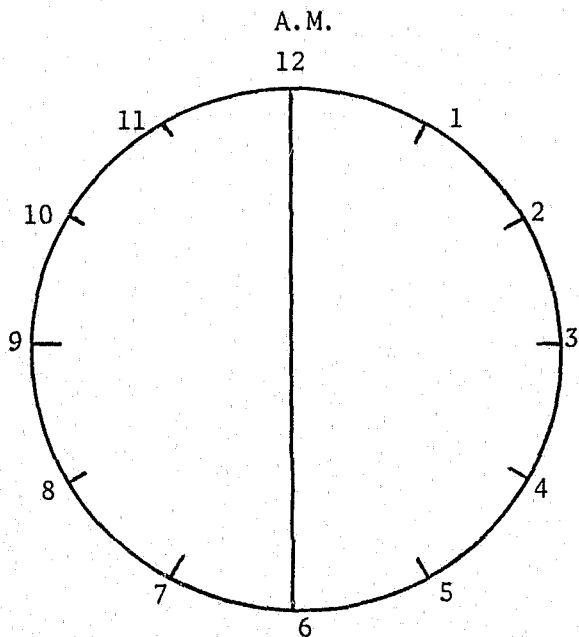


B. Total number of juveniles taken into custody for an alleged violation in 1974.

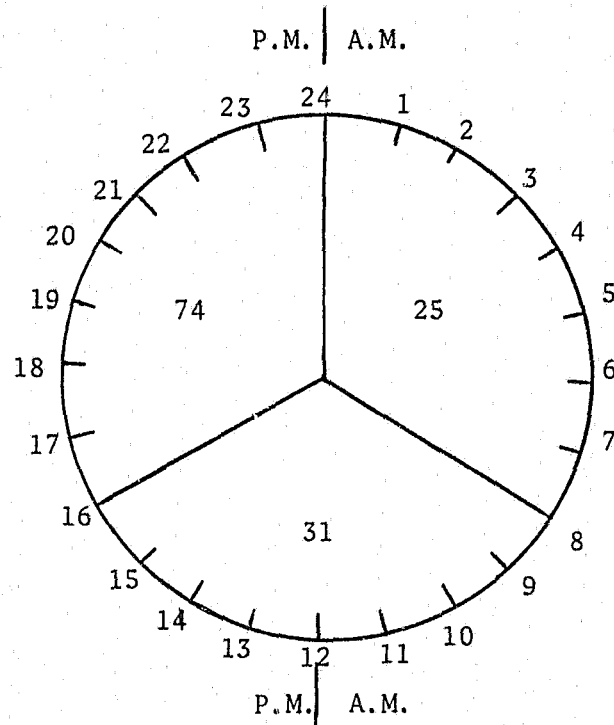
1. two-hour time periods



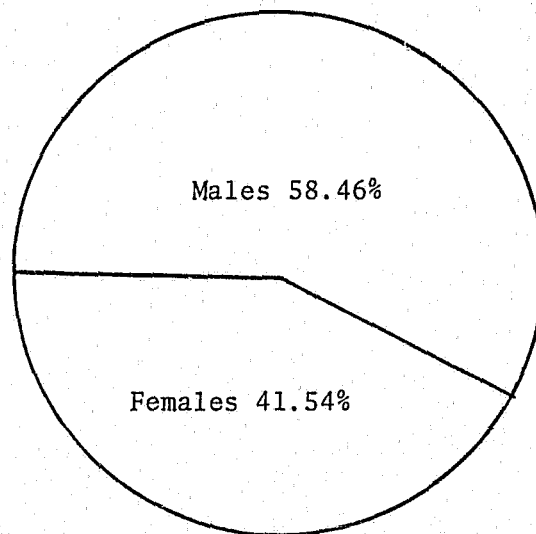
2. six-hour time periods



### 3. eight-hour patrol shifts



C. Percentage distribution of total number of juveniles taken into custody for an alleged violation in 1974, by sex.



D. Percentage distribution of total number of juveniles taken into custody for an alleged violation, according to age.

	Totals This Year 1974			Totals Last Year 1973		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Interviewed	267	178	348	301	214	515
Interviewed, Not Involved	51	35	86	64	52	116
Non-Official Contacts (Police report not made) (YSD contact card only)	128	106	234	158	76	234
Official Contact (Taken into custody)	76	54	130	89	77	166
Percentage Taken into Custody	28.4%	30.3%	37.6%	29.5%	35.9%	32.2%

		1974				1973			
Divided by Age (Official Contact)		<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>%</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>%</u>
(1)	Under 10	1	1	2	1.5	2	1	3	1.8
(2)	10	1	0	1	.8	1	2	3	1.8
(3)	11	3	2	5	3.8	4	4	8	4.8
(4)	12	5	3	8	6.2	7	6	13	7.8
(5)	13	8	6	14	10.7	12	9	21	12.7
(6)	14	13	9	22	16.9	17	12	29	17.5
(7)	15	19	14	33	25.5	18	16	34	20.4
(8)	16	26	19	45	34.6	24	27	55	33.2
		76	54	130	100.0	89	77	166	100.0

If there is a great variation by race or ethnic group, this could be reflected in the report by including white and non-white boys and girls, as well as the total figure.

E. Delinquency rate per 1000 youth under 17 in 1974.

Juveniles under 17, Anywhere, Missouri, 1974..... 5,700  
 Juveniles under 17 taken into custody  
 for an offense in 1974..... 130

Delinquency rate/thousand 1974..... 22.8/thousand

Delinquency rate/thousand 1973..... 29.12/thousand

Reduction in delinquency rate in 1974..... 6.32/thousand

For internal and external distribution, a simple periodic report is beneficial to document case load, referrals and dispositions. In some towns the police administration files monthly activity reports with police commissions or their equivalent. The youth officer, as unit head, can provide his own report to the administration for incorporation into the total departmental report. This process enhances communication between unit heads and the administration. It also fosters development of administrative responsibilities among subordinates, a useful process for growth and promotion.

The following quarterly report is an example of a simple periodic documentation of activity referred to the youth officer, its source, and the youth officer's disposition of the referrals. This report can easily be expanded to provide more detailed information on referrals such as:

- specific school from which they are referred
- grade or age of juvenile
- specific social service agency from which juvenile was referred

The disposition could be likewise more detailed.

The intended purpose of the document, the specific needs of the youth officer, and the administration will dictate the amount of detail and frequency of the periodic report.

STONINGTON DEPARTMENT OF POLICE SERVICES

YOUTH OFFICER ACTIVITY REPORT

Month Aug, Sept, & Oct Year 1977

Number of Individuals Having Contact with the Stonington Youth Officer

Referred From:	School System	Parents	Self Referral	Police	Other	TOTAL
Number of Referrals	28	23	11	21	4	87
Disposition	Counsel and Release	Referred to Parents	Referred to YSB	Arrest Juv.Ct. Adult Court	Other	TOTAL
Number of Dispositons	41	37	12	5	9	110

\*Total disposed may exceed total referred due to multiple referrals.

Submitted by Det. David G. ...  
Date Dec 15, 1977

In the internal environment of the police department, most youth officers or youth units maintain their own records of client contacts and activities. The filing system, its complexity, cross-referencing capabilities and detail are subject to the needs of a particular unit.

Following are two types of juvenile records. The juvenile incident cards are used to record pertinent information about youth involved incidents brought to the attention of police. These types of cards can be used to collect intelligence as well as to record juvenile incidents.

# JUVENILE INCIDENT CARD

Name \_\_\_\_\_ DOB \_\_\_\_\_  
 Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Parents Name \_\_\_\_\_  
 Initial Contact \_\_\_\_\_  
 Disposition by Officer \_\_\_\_\_  
 Officer's comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Date and time of contact \_\_\_\_\_

Contact Number	Town	Date	Type of Contact
Juvenile's Name (Last, First, Middle)			
Address			
D.O.B.	Age	Color	Sex
School			Nickname
Grade			
Father's Name (Last, First, M.I.)		Mother's Name (Last, First, M.I.)	
Disposition			
Remarks			
Trooper's Signature # I.D.			

Juvenile Contact Report  
 SP-651-C

Since the Gault case, police have been more cautious about the handling of juvenile cases. Numerous model waiver forms have been developed to ensure that statements taken, and evidence collected in juvenile cases do not violate the subject's constitutional rights.

Following is a model waiver form which clearly spells out the rights afforded the subject and the circumstances of the waiver. Provisions are made for the signature of parents or guardian to ensure the knowledge and protection of constitutional rights.



Model Waiver Form

YOUR RIGHTS

Name of Person \_\_\_\_\_ County \_\_\_\_\_  
Address \_\_\_\_\_ Office \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Date \_\_\_\_\_  
Person Administering Warning \_\_\_\_\_ Time \_\_\_\_\_

Before I ask you any questions, you must understand your rights. You have the right to remain silent. Anything you say can be used against you in court. You have the right to talk to a lawyer for advice before I ask you any questions, and to have him with you during questioning. You have this right to the advice and presence of a lawyer even if you cannot afford to hire one. In that event, a lawyer will be appointed for you prior to any questioning, if you so desire. If you wish to answer questions now without a lawyer present, you have that right, and you have the right to stop answering questions at any time. You also have the right to stop answering at any time until you talk to a lawyer.

WAIVER

I have read the statement of my rights shown above. I understand what my rights are. I am willing to answer questions and make a statement. I do not want a lawyer. I understand and know what I am doing. No promises or threats have been made to me and no pressure of any kind has been used against me. I have an educational level of \_\_\_\_\_ and am able to read and write the English language.

Witness \_\_\_\_\_ Signed \_\_\_\_\_

We (I) have been informed and understand our child's rights as set out above. We (I) have consulted with the child and explained his (her) rights to him (her) and he (she) understands his (her) rights and having these rights in mind we (I) hereby authorize our (my) child to waive these rights and to make a statement.

\_\_\_\_\_  
Investigating Officer

\_\_\_\_\_  
Father

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Mother

One dispositional alternative available to youth officers in some towns is a juvenile diversion board. These boards provide a review and referral function otherwise left to the police agency and possibly to one individual. The diversion boards may be composed of representatives from police, schools, clergy, and social service agencies. The composition varies with each town. Professionals from each of the represented disciplines analyze a delinquent referral collectively, sharing their experiences in dealing with the youth. Their collective encounters with the individual may provide a broader and more accurate assessment of total circumstances surrounding a delinquent act. The board has several dispositional alternatives available including: prescribed counselling programs, juvenile court, release after meeting with parents, restitution for an offense, or a combination of alternatives. The use of these alternatives has proven to be successful. On all referrals that that board receives from the police department, subsequent to the board recommendation for disposition, the case is referred to the Chief of Police for final approval. In this regard the board is acting in an advisory capacity to the Chief. The Chief retains the authority to overturn or alter a board recommendation. The board also reviews cases from other sources such as schools, clergy, and social service agencies. These cases are handled by the board without review by another agency. When a recommendation for counselling or other forms of contact with local social service agencies is made by the board, a board member will track the case to determine if the recommended services are being sought and if they are successful remedies. The member reports such activities to the board.

All referrals received by the board are sanctioned by the parents or guardian of the delinquent youth. A referral consent form is used for this purpose. Parents are brought in to discuss the ensuing problems with the board, and to assist in analyzing the total environment that surrounds the effected youth.

This program has proven to be extremely successful in diverting certain types of traffic from formal processing in the criminal justice system. It provides a community approach to dealing with juvenile delinquency and it coordinates the information and services of principal local agencies dealing with youth. The types and numbers of cases that such a board receives is dependent on local agency policies and guidelines.

## JUVENILE DIVERSION BOARD

1. What is the Juvenile Diversion Board?

The Juvenile Diversion Board consists of 7 youth-serving professionals from Old Saybrook.

The Board deals with cases involving anti-social behavior and situations indicating potential social or emotional problems.

2. What is the purposes of the Juvenile Diversion Board?

The purpose is to make recommendations to coordiante supportive and rehabilitative services for youth in trouble. This may serve as an alternative to Juvenile Court.

Youths who are diverted from the Juvenile Court system are spared being labeled Juvenile delinquents and are connected with local resources and services to meet their needs.

3. How does a case come before the Board?

Referrals are accepted from schools, social services agencies, the police department, professionals dealing with youths, parents or guardians.

4. Why is there a Release Form?

The Release Form must be signed so that all relevant confidential material can be shared in the discussion by the Board.

5. What happens if the Release Form is not signed?

If it is a police matter, there will be a direct referral to Juvenile Court.

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6. The members of the Board are: Director, Youth and Family Services; Youth and Family Service Counselor; School Psychologist; Clergyman; Public Health Nurse; Youth Officer from Police Department; Medical Consultant

7. The Board meets the 1st and 3rd Wednesday of each month.

8. All proceedings of the Board are confidential.

## Summary

The determination as to when a police department should consider the appointment of an officer to be a juvenile specialist is a question with no simple solution. There is no quantitative formula that can accurately predict when a department of a certain size, or a population of a certain size is best served with the appointment of a police juvenile officer. And, it is far from the intentions of this document to suggest when and how much of a police department's resources should be dedicated to the youth officer function. Rather, the process undertaken to gather the information contained herein was to congregate police youth officers from Connecticut police departments of varying sizes, and present their collective experiences and professional opinions on the state of the art for the police youth officer in Connecticut police departments and their attitudes towards the use of resources and strategies for improving service delivery. This was accomplished by first examining all of the services expected of a person designated or assigned to be youth officer, and then cataloging these functions in general areas and defining an inclusive model role, the collective experiences of group members were used to establish areas of priority and emphasis and other elements surrounding the youth officer environment. This entire process was purposeful to avoid dictating that certain populations or department size numbers should identify with certain youth officer functions. Given the responsibilities that existing successful youth officer programs, experience, their benefits and deficiencies, it is hoped that a police administrator can examine his own demands for service from the community and determine whether changes in the

methods in which youth related incidents are currently handled by the police department merit consideration. And, if analysis and change is indicated, hopefully, this document will provide some assistance.

One finding during the youth officer conferences was that Connecticut police departments, by comparison, are fairly progressive in dealing with the concept of police youth officer. There are instances in other states of comparable, or more progressive training and services, however, the diversity of police youth-related services, development of teaching and training programs and interest in further training and education, specialization and improvement marks Connecticut police agencies as progressive and insightful in the area of police youth officer.

**END**