**JJAG RED Retreat**

**Internal Minutes and Notes**

**September 13, 2022**

**10am-4pm**

**Member Attendance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | | **Present** | **Absent** | **Proxy** |
| 1. **Anderson**, Patrina (Trina) | |  | X |  |
| 1. **Barnes,** Mylan | | X |  |  |
| 1. **Burton**, Lisette | |  | X |  |
| 1. **Clark,** Sheila | | X |  |  |
| 1. **Del Valle,** Nataly | | X |  |  |
| 1. **DiToro,** Jennifer | |  | X |  |
| 1. **Eismann,** Audrey | |  | X |  |
| 1. **Furr**, Laura | | X |  |  |
| 1. **Goodman,** Jonah | | X |  | Virtual Only 3PM |
| 1. **Gregory-Dowling**, Shyra | | X |  | Virtual Only at 3PM |
| 1. **Holtz,** Jamal | |  | X |  |
| 1. **Mobley,** Brittany | | X |  |  |
| 1. **Odom**, Terri | |  | X | Jacqueline Wright |
| 1. **Patterson**, Jenise (Jo) | |  | X |  |
| 1. **Richmond,** LaShelle | |  | X |  |
| 1. **Rosenthal**, David (Dave) | | X |  |  |
| 1. **Spain**, Penelope | | X |  | Rondell Jordan |
| 1. **Wheeler- Taylor,** Pamela | | X |  | Captain Branch |
| 1. **White,** Aaron | | X |  | Virtual Only 3PM |
| 1. **Wright**, Bruce | | X |  | Jose DeArteaga |
| 1. **Woods,** Kyla | | X |  |  |
| Staff Present | Melissa Milchman (OVSJG), Suzie Dhere (OVSJG), Toni Lemons (CJCC) | | | |
| Guests or  Advisory Members  Present | Presenters: Shella Fon (DYRS) and Roman Haferd (OAG), Anna Laura Grant (OAG), Charmony Wright (OAG) and Mark Daniels (OAG)  Attendees: Rondell Jordan (Open City Advocates), Ava Glover (CJCC Intern), Tore Jackson (DYRS), Frances Allen (DYRS), Meagan Reed (DMPSJ), Helen McClure (DMPSJ), Tiffany Reid Collazo (PDS), Pranav Nanda (Serve Your City/Ward 6 Mutual Aid/Community Member), RaChelle Dennis (Martha’s Table), Hilary Desir (DME), Maddlyn Sivilli (CASA DC)  Virtual ONLY 3-4:15 PM: Floyd Bronson (School Talk/Restore DC), Jennifer Ubiera (CCE), Amber Hewitt (Chief Equity Officer), Asante Laing (CFSA) | | | |
| Notes Prepared by: | Melissa Milchman | | | |

**Minutes/Notes**

Welcome and Opening Activity – Laura Furr facilitated opening remarks and guided attendees through sharing some personal identity sharing (what role they play in relation to JJAG, social identities, what core values or beliefs we bring to the work).

Housekeeping notes - Melissa

* Take breaks when your body or mind need them.
* Wifi, bathroom, snacks, phone chargers
* Locations of things people may need

RED Language Training - Shella Fon, DYRS – PowerPoint Slide available (attached)

* + Facilitated conversation about language JJAG uses to talk about racial equity (racism, equality, equity and justice)
  + Facilitated some personal reflection exercises and small group activities acknowledging the introspective work needed to facilitate productive dialogue
  + Introspective investigation – question how you show up.
  + Acknowledging the movement and the various players, personalities.
  + Encouraged identifying shared direction and shared goals.
  + Take away - continue to do the introspective work

Applying Restorative Practices in our meetings and this retreat - Roman Haferd, Anna Laura Grants, Charmony Wright and Mark Daniels – OAG RJ Facilitators

* Shared and facilitated small group work to practice RJ skills
* Box Breathing Exercise (activate the parasympathetic nervous system)
* Check-ins/Community Building
* Handout provided for small group work on Restorative Justice Culture and Communication
  + Listening to Understand (what is the person sharing – what is the underlying message AND what do they really care about/what needs are being expressed/what values can you identify from the message shared)
  + Being Comfortable with space/discomfort/tension- don’t have to fill space or control dialogue- create environments for thoughtful and authentic participation
  + Asking neutral open-ended questions – what and how – have genuine curiosity

Lunch Break (12:50 PM)

Agreement for afternoon discussions - Laura

* We’re all in this together. 3 commitments created for what behaviors or values we owe to each other during our afternoon discussions
  + (1) Take space and make space
  + (2) Assume positive intent
  + (3) Listen for values and language (what is the underlying message/need/value underneath)

Data walk – Laura (Data points packet handout)

* + Reflection Highlights
  + Asking critical questions about what is underneath the data facts is key
    - Examples:
    - Formally processing (i.e., sentenced before a judge) adolescents resulted in greater rates of re-arrest, incarceration, engaging in violence, affiliation with delinquent peers, and lower rates of school enrollment, high school graduation within 5 years, ability to suppress aggression, and lower perceptions of opportunities compared to informally (i.e., diverted to community service) processing youth.
      * Participants questioned the root causes or challenges behind these issues and acknowledged the differences in each individual’s journey.
      * Participants also highlighted the importance of distinguishing between causation and correlation.
    - Rate of arrests of Black girls dramatically increased between 2007 and 2015 (last data available). Rate of arrests of Black boys remained relatively stable. Rate of arrests of white youth of both genders decreased.
      * Participants asked themselves what happened during that time frame that could correlate? Recession (2008) and interfamily issues and approaches to handling them differed.
    - Youth involved in the juvenile system have higher rates of limited economic resources, homelessness, childhood maltreatment (contact with the family regulation system), school absences, school suspensions, changes in schools, grade retention, comorbid disorders, psychotic disorders, learning disorders, IEPs.
      * Participants acknowledged that this fact suggests that youth touch many systems before and during justice system involvement and that cross-system challenges and system failures also must be acknowledged to address prevention improvement.
  + Solutions: More community-based organizations MUST be involved in supporting youth and young adults and services and solutions should be restorative and designed to avoid retraumatizing.

RED recommendations discussions

1. Small groups analyzed and adjusted language in recommendations, specifically focused on the following sections:
   1. **Routinely and transparently review, interpret, and disseminate data on racial and ethnic disparities at all points of police encounters with juveniles, including arrest, in a way that protects youth confidentiality. Potential alternative: Add race and gender to current publicly-available data on youth stops and arrests.**:
   2. **Police interrogations in schools are presumed to be custodial interrogations**
   3. **Remove police from schools and replace them with mental health and other support services**
   4. **Declare that systemic or institutional white supremacy as creating a public health threat. Acknowledge and commit to repair the continued harms that racism and white supremacy continues to cause to Black young people and their families, as well as Indigenous and people of color, and the whole DC community.**

Virtual Participants joined at the end of this activity at 3PM

Consensus Activity

* All the goals and strategy recommendations were places around the room (or for virtual participants on a virtual Jamboard). Any language changes made by the small groups during the previous session were highlighted and questions/discussions were held on those changes. (accompanying language amendments and highlights are available to review via the attached PowerPoint).
  + One strategy that needs additional follow-up investigation and information:
    - (1) Police interrogations in schools are presumed to be custodial interrogations – this strategy will be removed from the recommendations and pulled out to be worked on separately, since more information and possible language amendments are needed. JJAG can still pursue passing a resolution related to this recommendation at a later date.
  + Participants were asked to put a sticky note to express consensus (YES or NO) on each goal and strategy (either in person or virtually). THIS IS NOT AN OFFICIAL VOTE OF THE JJAG – it is a temperature check to determine where we are prepared to vote or not on the proposed goals and strategies.
  + The following items had unanimous consensus among those voting:
    - CORE GOAL 1
    - Goal 1, Strategy 5
    - Goal 1, Strategy 6
    - CORE GOAL 2
    - Goal 2, Strategy 2
    - CORE GOAL 3
    - Goal 3, Strategy 2
    - Goal 3, Strategy 3
    - Goal 3, Strategy 4
    - Goal 3 Strategy 5
    - Goal 3, Strategy 6
    - Goal 3, Strategy 7 (as amended)
    - CORE GOAL 4
    - Goal 4, Strategy 1 (as amended)
    - Goal 4, Strategy 2
    - Goal 4, Strategy 3
    - Goal 4, Strategy 4
    - Goal 4, Strategy 5
    - Goal 4, Strategy 6
    - Goal 4, Strategy 7
  + The following items had majority but not unanimous consensus:
    - Goal 1, Strategy 1 (2 no)
    - Goal 1, Strategy 4 (2 no)
    - Goal 2, Strategy 1 (one abstain – all others YES)
    - Goal 2, Strategy 1 (3 no)
  + NOTE: Goal 1, Strategy 2 is being pulled out to be worked on separately (police custodial interrogations in schools) AND Goal 1, Strategy 3 was subsumed into the revised Goal 3, Strategy 7 (which achieved unanimous consensus among those voting).
* Next steps: JJAG will vote on the recommendations at the next JJAG meeting, scheduled for October 12. WebEx invites will be sent out next week, along with a calendar for all FY23 meetings and a fresh copy of the JJAG membership agreement for FY23.
* ***\*Note for the official vote: It will be a roll-call voice vote and recorded. The RED committee agreed to keep all approved recommendations in the final report with detailed voting record information to note where agencies did not/could approve or needed to abstain on particular strategies.***
* Adjourn 4:15 PM