



Juvenile Justice Policy and Oversight Committee

2022 Approved Recommendations

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I. Introduction

This document provides a comprehensive overview of all legislative recommendations that were developed by the members of the Juvenile Justice Policy and Oversight Committee (JJPOC) and its various sub-committees and workgroups over the course of 2021. These recommendations were crafted by a diverse collection of stakeholders, including policymakers, practitioners, service providers, students, community members, and families. They are designed to elevate the state’s juvenile justice laws and practices to incorporate greater restorative measures and promote equity within our society. A brief description of all recommendations can be found at the beginning of this document, while more detailed information concerning the background, data, and potential impact of each recommendation will be located later in the packet, under the appropriately titled section. Several legislatively mandated reports have also been attached to this document as addendums and serve as additional sources of information.

II. 2022 JJPOC RECOMMENDATIONS IN BRIEF

		Implementation Strategies	JJPOC Status
DIVERSION WORKGROUP RECOMMENDATION 1	JJPOC recommends that: <ul style="list-style-type: none"> A. The following behaviors would be automatically diverted pre-arrest to the community-based diversion system for first and second-time offenses. This would still allow law enforcement, schools, and other systems to refer youth to a Youth Service Bureau (YSB) or other local agency in lieu of an arrest. <ul style="list-style-type: none"> 1. Beginning July 1, 2022 <ul style="list-style-type: none"> a. simple trespass under section 53a-110a of the general statutes b. creating a public disturbance under section 53a-181a of the general statutes 2. Beginning January 1, 2023 <ul style="list-style-type: none"> a. disorderly conduct under section 53a-182 of the general statutes b. larceny sixth degree under section 53a-125a or 53a-125b of the general statutes¹ B. An Implementation Plan (Addendum A) outlines further recommendations for implementation. <ul style="list-style-type: none"> 1. Capacity of YSBs and other local agencies to provide services for this population 	Legislation	Approved

¹ The remaining Tier 2 offenses will be addressed in the report due on or before January 1, 2023.

	<ol style="list-style-type: none"> 2. Accountability mechanisms 3. Process for victim input and involvement 4. Data collection for tracking YSB referrals 5. Communication and outreach to stakeholders on accessing local services 		
DIVERSION WORKGROUP RECOMMENDATION 2	<p>JJPOC recommends that:</p> <ol style="list-style-type: none"> A. Beginning July 1, 2022, the legislature and the Governor will begin funding a multi-year plan to strengthen and expand the community-based diversion system. <ol style="list-style-type: none"> 1. In addition to the funds for the community-based diversion system, all available funding sources should be considered to address the current crisis, including, but not limited to, utilizing time-limited federal funds until longer-term federal opportunities in prevention and diversion can be accessed. 2. Efforts be coordinated between juvenile justice, behavioral health, education, and prevention services to ensure short-term and sustainable development of the child-serving system. 	Funding	Approved
EDUCATION COMMITTEE RECOMMENDATION 1	<p>JJPOC recommends that:</p> <ol style="list-style-type: none"> A. Supports and resources be allocated in order to ban suspension and expulsion of children in preschool through grade two, as listed in Addendum B Suspension and Expulsion Committee Report and Recommendations, page 13. 	Legislation	Approved
SUSPENSION & EXPULSION SUB-COMMITTEE (1-2)	<ol style="list-style-type: none"> 1. The legislature and the Governor shall adequately fund school needs, alternative in-school disciplinary practices, strategies, and intervention to support students and schools' personnel as outlined in this report for the purpose of implementing Public Act 15-96 "An Act Concerning Out-Of-School Suspension and Expulsions for Students in Preschool and Grades Kindergarten to Two effective July 2022. 2. This committee shall work towards recommending strategies to reduce to zero <u>all suspensions</u> (in- 	Legislation/Funding	Approved Approved

	<p>school and out of school), expulsions, and out-of-school removals of students in Preschools and Grades Kindergarten to Two. Such strategies may include a recommendation to remove the current exceptions of “behavior of a violent or sexual nature” and replace with only those exceptions required by federal requirements under the Gun-Free Schools Act. Legislative recommendations shall be delivered to the JJPOC effective January 2023.</p>		
<p>SUSPENSION & EXPULSION SUB-COMMITTEE (FUNDING RECOMMENDATION 3)</p>	<p>3. Effective July 2022 provide funding to build on successful, existing models of reducing exclusionary discipline such as, but not limited to, the Connecticut School-Based Diversion Initiative (SBDI).</p> <ul style="list-style-type: none"> a. Expand the legislative appropriation to each of SBDI’s current funding partners (CSDE, CSSD, and DMHAS) to support a 10% expansion of SBDI programming in each of the coming five fiscal years. b. Pilot CHDI’s School-Based Diversion Initiative (SBDI) Elementary school model. Funding should be identified to support the implementation of SBDI-E pilots for elementary schools with high utilization of law enforcement and exclusionary discipline. 	<p>Legislation/Funding</p>	<p>Approved</p>
<p>SUSPENSION & EXPULSION SUB-COMMITTEE (TRAINING RECOMMENDATION 4)</p>	<p>4. CSDE shall, in conjunction with SBDI and other experts in the field, develop a program of training in effective methods of addressing within the school environment the underlying issues of students who present with disruptive or dangerous behavior as a means to reduce the incidence of exclusion of these students from school. Such training should focus initially on students in Grade Two and younger and should include:</p> <ul style="list-style-type: none"> a. Trauma-informed and trauma sensitive classroom techniques b. De-escalation, redirection and managing trauma. c. Mental-health first aid. d. Social and emotional learning. e. Restorative practices. f. Interpersonal and environmental triggers. g. The function of inappropriate behavior. h. The identification, measurement, and tracking over time of behavior. 	<p>Legislation/Funding</p>	<p>Approved</p>

	<p>Such training should be:</p> <ul style="list-style-type: none"> a. Mandated for schools and or districts that are identified as Tier 4 for disproportionality and prevalence of exclusionary discipline in two or more subsequent years. b. Available to all schools and or districts at no cost to the school district. <p>4A) CSDE should identify and or develop guidelines for a supportive framework for support and peer-to-peer coaching for the purpose of properly disseminating this content throughout each school. Such a framework could include the designation of a formally identified, district-level staff to oversee the diffusion of training, technical assistance, and the peer-to-peer coaching model. The district-level staff will work with a school-based staff at each school site to implement the framework and to serve as the school lead in developing peer-to-peer coaching skills. Districts should review its existing staffing capacity (i.e., school climate coordinator, SBDI Leader in Residence) to determine if additional capacity resources are needed to fulfill this responsibility. All available funding sources should be considered (i.e. Alliance funding, Recovery funding). If additional capacity resources are needed CSDE shall adequately fund district capacity need.</p> <p>CSDE should, primarily utilizing existing materials, promptly publish guidance on the implementation of alternative in-school disciplinary practices, strategies, and interventions to support students and school personnel.</p>		
<p>SUSPENSION & EXPULSION SUB-COMMITTEE (INTERVENTION RECOMMENDATION 5)</p>	<p>5. By July 1, 2023, the CSDE will develop a comprehensive systems approach to identify and support districts with high suspension rates in Pre-K to Grade Two and to help districts address challenging behaviors. The Pre-K to Grade Two structure shall include:</p> <ul style="list-style-type: none"> a. Methodology for identifying districts with high suspension rates in Pre-K to Grade Two <ul style="list-style-type: none"> o Collecting, analyzing, and monitoring school discipline data b. A continuum of integrated tiered supports for identified districts. <ul style="list-style-type: none"> o Provide an MTSS framework that integrates data and professional learning, instruction, coaching, and 	<p>Legislation/Funding</p>	<p>Approved</p>

	<p>technical assistance on building equitable systems coherence</p> <ul style="list-style-type: none"> ○ Provide support on using research/evidence-based interventions for students' social, emotional, behavioral, mental health needs from a strengths-based perspective ○ Build staff and resource capacity to sustain implementation – recognizing the level of staff burden in the current climate ○ Engage community leaders and organizations and families ○ Ensuring student voice in the process – including planning and implementation <p>c. Policy Guidance and Professional Learning</p> <ul style="list-style-type: none"> ○ Provide a decision-tree guide for addressing behavioral challenges ○ Assist districts in understanding challenging behaviors and action steps to pro-actively reduce challenging behaviors and support students' emotional well-being ○ Assist districts in understanding the cycle of behavior and provide professional development on strategies that can de-escalate classroom situations ○ Collaborate with the Office of Early Childhood to coordinate resources for challenging behaviors in community Pre-K education programs and school-based programs in districts ○ Provide resources, training, and support to districts (pending additional appropriations) ○ Incorporate the high impact strategies to engage families and the family guidance on suspension and expulsion to ensure a through-line between home and school ○ Ensure districts with high suspension rates participate in Community of Practice ○ Review districts attendance to professional development offerings and use the districts use the CSDE's Cycle for Continuous Improvement 		
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	<p>to highlight the cyclical nature of improvement (Evidence, Analyze, Implement, Monitor and Reflect)</p> <p>d. Evaluating the effectiveness of school discipline policies and practices in districts</p> <ul style="list-style-type: none"> ○ The CSDE continues to update, post, and present to the State Board of Education and the subcommittee for suspension and expulsion the CSDE school discipline report ○ Unpacking disproportionality and examining the factors that impact behavior ○ Review districts' beliefs, policies, practices, data, and structures ○ Provide best practices regarding alternatives to exclusionary discipline ○ Assess current interventions for the fidelity of implementation and alignment to other initiatives ○ Provide best practices on progress monitoring ○ Ensure processes to assess performance, quantify improvement or responsiveness to intervention and instruction and evaluate effectiveness ○ Provide targeted supports and resource mapping-identifying and analyzing programs, people, services, and other resources that currently exist in schools to address gaps ○ Provide information on best practices for removals from class and re-entry into the classroom <ul style="list-style-type: none"> ▪ Provide information on best practices for removal of a child from a classroom, including support during and after the 90 minutes <ul style="list-style-type: none"> ● Identify social support staff to work with the student ● Provide support and work with the student to 		
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	<p>improve the challenging behavior</p> <ul style="list-style-type: none"> • The re-entry plan should include how to repair any relationships that have been harmed by the situation preceding the removal. • Two-way communication with families to engage families, so there is a through-line between home and school (Guiding Principles for Engaging Families) <p>e. Costs per year \$450,000-\$500,000.</p>		
<p>SUSPENSION & EXPULSION SUB-COMMITTEE (FAMILY ENGAGEMENT RECOMMENDATION 6)</p>	<p>6. The comprehensive system of support shall include providing parents and or caregivers a brief description of the precipitating incidents, what supports were provided to their child while exhibiting challenging behavior, and the outcome of those implemented supports and strategies.</p> <p>6A) Link or refer the family and student as appropriate to the Community Based Diversion System, Children’s Behavioral Health Services System, and or community-based services provider for access to social, emotional, and mental health supports.</p> <p>6B) CSDE shall work with districts and or schools in identifying community-based mentor programs to be implemented within districts/schools in Tier 4 or with high rates of suspension and expulsion. The mentoring program shall include:</p> <ul style="list-style-type: none"> a. training and recruitment strategies, b. mentors expected to build relationships with students in need, c. connect with families to increase family engagement and provide 	<p>Legislation/ Funding</p>	<p>Approved</p>

	<p>resources but will not provide therapy.</p> <p>6C) Implementation of “The SBDI Toolkit: A Community Resources for Reducing School-Based Arrests”</p>		
<p>SUSPENSION & EXPULSION SUB-COMMITTEE (SCREENING FOR HEALTH AND MENTAL HEALTH RECOMMENDATION 7)</p>	<p>7. The legislature and the Governor shall adequately fund the expansion of the school-based mental health workforce/support staff and behavioral support programs and services.</p> <ul style="list-style-type: none"> a. In addition to the funds for the expansion of the school-based mental health workforce/support staff and behavioral support programs and services, all available funding sources should be considered to address the current crisis, including, but not limited to, utilizing time-limited federal funds until longer-term federal opportunities in prevention and diversion can be put in place. b. Reducing student to teacher classroom ratio to no more than 20 students and or propose plan that involves recruiting greater numbers of student aides from nearby colleges or partner with AmeriCorps and or other similar nonprofit to provide instructor support. 	<p>Legislation/ Funding</p>	<p>Approved</p>
<p>SUSPENSION & EXPULSION SUB-COMMITTEE (SCREENING FOR HEALTH AND MENTAL HEALTH RECOMMENDATION 8)</p>	<p>8. Create a crisis prevention and response partnership in districts and municipalities.</p> <ul style="list-style-type: none"> a. The directive should be recrafted to create an obligation for municipalities to ensure a comprehensive crisis response system of care that does not place the onus on law enforcement to manage children’s behavioral health. b. Consideration should be made for co-located mental health interventions and or explore if portion of the Mobil Crisis Intervention Services (formerly EMPS) can be co-located in the schools that have higher rates of expulsions, suspension, police calls, and arrest. 	<p>Legislation/ Funding</p>	<p>Approved</p>
<p>EDUCATION COMMITTEE RECOMMENDATION 2</p>	<p>JJPOC recommends that:</p> <ul style="list-style-type: none"> A. A pilot program be designed to review 911 calls from the 10 Opportunity School Districts (Hartford, Bridgeport, Waterbury, New 	<p>Legislation</p>	<p>Approved</p>

	<p>Haven, East Haven, Derby, Norwich, New London, East Hartford, New Britain) to their local 911 jurisdictions in an effort to better understand for districts' utilization of police. Data should include: the reason for the call, de-identified data related to the demographics of the child, including age, gender, race, and disability classification, similar to the existing documentation for other emergency interventions, such as restraint and seclusion, already codified in statute and regulation and the circumstances leading to less restrictive alternatives considered (if available). JJPOC and TYJI should partner to create an MOU with each 911 jurisdiction to receive, review, and analyze these data.</p> <p>B. JJPOC should collaborate with CHDI to review similar data collected on 211 calls made by public schools.</p> <p>C. All data analyses should be submitted for review by the JJPOC Education Committee on a bi-annual basis.</p>		
<p>EDUCATION COMMITTEE RECOMMENDATION 3</p>	<p>JJPOC recommends that:</p> <p>A. Public Act 21-174 be amended to provide greater specificity regarding the way DCF will oversee educational services being provided to students housed in juvenile detention facilities operated by DOC and CSSD. Most of the edits clarify that DCF will be overseeing the education of these students and not directly delivering the education. It also makes several technical changes indicating that this is an administrative unit, not an education unit to distinguish it from USD #2. (Addendum C)</p>	Legislation	Approved
<p>RACIAL AND ETHNIC DISPARITIES WORKGROUP RECOMMENDATION 1</p>	<p>JJPOC recommends:</p> <p>A. The provisions of C.G.S. § 54-1m be extended so that racial profiling data is collected on all police stops, whether traffic or pedestrian, giving a full and complete picture of any racial profiling that takes place in the state.</p>	Legislation	Approved
<p>COMMUNITY EXPERTISE WORKGROUP</p>	<p>JJPOC recommends that:</p>	Legislation	Approved

RECOMMENDATION 1	A. The General Statutes be amended to increase the membership of JJPOC by 4 Community Expertise Workgroup members, two of which must be under the age of 26, who have been impacted by the criminal legal system. Each appointed member will be funded through their sponsor organization for transportation, child care, and stipends to enable member participation. This funding would be provided through an expansion of current contracts.		
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