



*City of Bristol
Youth Commission*

INFORMATION TO ACCESS THIS MEETING

<https://bristolct-gov.zoom.us/j/85852635281?pwd=IRy3Ua04nOCtOfUZr0UITPDvVbSPJg.1>

The regular [AGENDA_OFFICAL_BODY] meeting will be held on Wednesday, August 13, 2025, at 6:00 PM. in City Hall, 111 North Main Street, Bristol, CT.

AGENDA

1. Call to Order
 - a. Pledge of Allegiance
 - b. Attendance
2. Public Participation
3. Approval of Minutes
 - a. Approval of Minutes - April 9, 2025, Regular Meeting Minutes
4. Supervisor's Report
 - a. Supervisor's Report
 - b. Year to Date Financials
 - c. Summer Program Update
5. New Business
 - a. B.E.S.T. - Youth Survey Results Presentation
 - b. Bristol Youth Diversion Team (Formally the Juvenile Review Board)
 - c. Encampments - Parks Policy - Community Services
 - d. Board Member Self Assessment

6. Old Business

- a. Final Layout - City Hall Relocation Plan
- b. By Commissioners

7. Adjournment

PER ORDER OF THE CHAIRPERSON
Officer Matthew Gotowala



Youth Commission

Wednesday, April 9, 2025 at 6:00 p.m.

Bristol City Hall-111 North Main Street Bristol, CT 06010 Room G-1

1. Call to Order

Chair Matthew Gotowala called the meeting to order at 6:00 p.m.

a. Pledge of Allegiance

b. Attendance

Members Present:

Matthew Gotowala, Chair
Richard Kilby, Commissioner
Donna Osuch, Commissions
Luke Viens, Commissioner
Lance Washington, Commissioner
Erick Rosengren, City Council Liaison
Stephen Bynum, Youth and Community
Services Supervisor
Deedra Willingham, B.E.S.T Project
Coordinator
Aubrey Minkler, Community Services
Coordinator
Erika Treannie, Juvenile Review Board

Absent:

Deborah Ahl, Commissioner
Ryan Broderick, Commissioner
Jonathan Lukasiewicz, Commissioner
Renee Singleton, Commissioner
Miguel Salguero, Commissioner

2. Public Participation

None.

3. Approval of Minutes

a. Approval of Minutes: February 12, 2025, Regular Meeting Minutes

MOTION: Made by Commissioner Kilby to Approve the February 12, 2025, Regular Meeting Minutes.

Seconded by Commissioner Viens; all in favor; motion carried.

4. Supervisor's Report

a. Supervisor's Report

Youth and Community Supervisor Stephen Bynum presented the Supervisor's Report; discussion followed.

b. Year to Date Financials

Youth and Community Supervisor Stephen Bynum presented the Year to Date Financials; discussion followed.

c. B.E.S.T Update

BEST Project Coordinator, Deedra Willingham presented the BEST Update; discussion followed.

5. New Business

a. Juvenile Review Board - Restorative Practices and Restorative Justice

Erika Treannie from the Juvenile Review Board presented the Juvenile Review Board's Restorative Practices; discussion followed.

b. YSB Day at the Capital

Youth and Community Supervisor Stephen Bynum presented the YSB Day in the Capital. He proposed that Luke Viens and Miguel Salguero represent the Youth Commission; discussion followed.

c. Community Clean-Up Day

Youth and Community Supervisor Stephen Bynum presented the Community Clean Up Day on April 26, 2025. It will begin at 9:00a.m and will meet in Rockwell Park; discussion followed.

d. Youth and Prevention Leaders Awards - Voting

Chair Matthew Gotowala presented the nominees to receive the Youth and Prevention Leaders Awards; discussion followed.

MOTION: Made by Commissioner Kilby to award all the nominees the Youth and Prevention Leaders Award.

Seconded by Commissioner Osuch; all in favor; motion carried.

e. Review the June 11, 2025, Regular Meeting Date

Chair Matthew Gotowala reviewed the June 11, 2025, Regular Meeting Date and discussed if it was necessary to hold the meeting due to the overlap in programs and services; discussion followed.

MOTION: Made by Commissioner Kilby to cancel the June 11, 2025, Youth Commission Regular Meeting.

Seconded by Commissioner Viens; all in favor; motion carried.

6. Old Business

a. Update on the City Hall Relocation Plan

Youth and Community Services Supervisor Stephen Bynum presented the update on the City Hall Relocation Plan; discussion followed.

b. By Commissioners

None.

7. Adjournment

MOTION: Made by Commissioner Washington to adjourn at 7:00p.m.

Seconded by Commissioner Kilby; all in favor; motion carried.

Respectfully Submitted,
Amaris Estrada
Recording Secretary
Youth Commission



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Youth & Community Services Supervisor Report
Youth Commission
(August 13, 2025)

I. Counseling Updates

The Youth and Community Services Division is responsible for the coordination of a comprehensive community-based youth services bureau and the delivery of essential life services for Bristol residents in need. The Bureau strives to enhance the networking and support between family, school, peer, and community environments. Direct services include juvenile diversion programming, individual and family counseling, crisis support and positive youth development opportunities

This report is being generated to reflect data for individual and Family Counseling, Intakes and Referrals:

- Number of intakes conducted by staff: 8 (April - Present)
- Number of clients currently receiving services: 12 (Full-time staff and Contractors)
- Number of families referred by the BOE: 15 (Positive Youth Involvement Programs)
- Number of families referred for (FWSN) Families with Service's Needs: 1

Community Services and the Parent and Child Program:

- Intakes (April - Present) Basic Needs (28), Relocation (1), Evictions (24) and Foreclosures (41)
- Intakes for the caring closet (April - Present) (14)
- 3 referrals made to Fair Rent Commission / 1 referral made to Fair Housing

To learn more about the City of Bristol's Parks, Recreation, Youth & Community Services Department; visit us at

www.Bristolrec.com

Join the conversation @BristolCTParksandRecreation on Facebook & @bristolctparksrecservices on Instagram



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Summer Programming 2025

Basketball League at Brackett Park:

- Basketball league at Brackett Park is a recreational basketball league for youth of all skills levels.
- The program is collaboratively run by BPRYCS, BPD, and BBGC and runs every Thursday from 11:00-1:00pm at Brackett Park (with a rain location of the BBGC).
- This year had the most participants to date with 54 youth registered, and walk-ins joining us each week!
- This free program gives youth the chance to develop sportsmanship skills, meet new peers, and work on their basketball skills.
- Playoffs and a championship game will conclude the program on 8/21/25.



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Roberto Clemente Baseball League

- Roberto Clemente League is a recreational baseball league collaboratively ran by BBGC, BPRYCS, and BPD.
- This year is the first year that West Street BBGC youth participated in the program.
- This program takes place on Mondays from 10:30am-12:30pm at Cambridge Park.
- The program concludes with a championship game on 8/4/25. The winners of the league will be awarded medals at Family Day on 8/8/25.
- There are approximately 40 elementary, middle, and high school aged youth that participate each week.



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Youth Bowling Nights:

- This program occurs on Wednesday nights from 5:00-7:00pm at Spare Time in Bristol and concludes August 13th, 2025.
- This program has approximately 20 active participants each week.
- Youth receive 2 hours of bowling, shoe rental, and refreshments at no cost, allowing youth of all income levels to participate and enjoy!



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Drop in at Rockwell:

- This program occurs every Tuesday from 11:00am-1:00pm at Mrs. Rockwell's Pavilion, concluding on 8/5/25.
- Each week, facilitators create an arts and craft activity, which range from sand art, tie-dye, making their own paper fan, and more, for participants to engage with. Each participant also receives a free ice cream upon completion.
- Facilitators have received tons of positive feedback from youth and families!



Back to School Backpack Program

- This year's backpack program had a higher demand than recent years.
- As of 7/31/25, there are 118 approved applicants.
- BPRYCS received 20 backpacks filled with supplies as a donation from First Congregational Church, and 3 backpacks filled with supplies from Miss Chrysanthemum Organization.
- Distribution of backpacks and school supplies has begun and is anticipated to be complete mid-August.

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Bristol Parks, Recreation, Youth and Community Services- Financial Assistance Program

- Youth receiving funding: **146**
- Total funding amount: **\$19,750.00**



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Learning through Books

We are excited to be in Week 7 of our Learning Through Books program, a dynamic and engaging initiative designed for children ages 2 to 5 and their caregivers. We currently have 15 members enrolled with each accompanied by a parent or caregiver. Each week, we explore themes that support early literacy development, introducing little learners to the joy of reading through interactive story time, songs, and hands-on activities. By involving caregivers directly, we help build strong foundations for language and communication at home, creating meaningful shared experiences around books.

In addition to fostering a love for reading, the program also focuses on emotional and social growth. Through thoughtfully chosen stories and guided play, children practice skills like sharing, expressing feelings, and building empathy; all within a safe, supportive environment. Caregivers are given tools and strategies to continue the learning beyond the sessions, reinforcing our goal of nurturing confident, connected, and curious young minds.

Connecticut Youth Services Association – Allocations

Approved for 2025-2026

- DCF Base/Main Grant (Project Aware) - \$41,844
- Supplemental fund - \$18,383
- Enhancement Fund - \$12,992
- City of Bristol Match - \$41,844

Grand total: \$115,063

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YEAR-TO-DATE BUDGET REPORT

FOR 2026 13

ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED			AVAILABLE	PCT
001 GENERAL FUND	APPROP	ADJSTMTS	BUDGET	YTD ACTUAL	ENCUMBRANCES	BUDGET	USE/COL
0017025 YOUTH & COMMUNITY SERVICES							
001 -20-70-7025-0000-000-432026-		YOUTH SERVICES BUREAU					
	-41,845	0	-41,845	.00	.00	-41,845.00	.0%
001 -20-70-7025-0000-000-432147-		ENHANCEMENT SERVICES					
	-12,995	0	-12,995	.00	.00	-12,995.00	.0%
001 -20-70-7025-0000-000-432157-		YOUTH SERVICES SUPPLEMENT					
	-18,385	0	-18,385	.00	.00	-18,385.00	.0%
001 -20-70-7025-0000-000-450301-		WELFARE EVICTION RECEIPTS					
	-9,000	0	-9,000	.00	.00	-9,000.00	.0%
001 -20-70-7025-0000-000-514000-		REGULAR WAGES & SALARIES					
	294,025	0	294,025	16,170.36	.00	277,854.64	5.5%
001 -20-70-7025-0000-000-515100-		OVERTIME WAGES & SALARIES					
	4,000	0	4,000	.00	.00	4,000.00	.0%
001 -20-70-7025-0000-000-515200-		PARTTIME WAGES & SALARIES					
	2,500	0	2,500	915.60	.00	1,584.40	36.6%
001 -20-70-7025-0000-000-517000-		OTHER WAGES					
	1,700	0	1,700	1,711.44	.00	-11.44	100.7%
001 -20-70-7025-0000-000-531000-		PROFESSIONAL FEES & SERVICES					
	20,000	0	20,000	.00	8,000.00	12,000.00	40.0%
001 -20-70-7025-0000-000-531115-		JRB COORDINATION					
	8,225	0	8,225	.00	2,500.00	5,725.00	30.4%
001 -20-70-7025-0000-000-531120-		PROJECT AWARE					
	41,845	0	41,845	.00	10,345.00	31,500.00	24.7%
001 -20-70-7025-0000-000-531135-		ENHANCEMENT SERVICES					
	12,995	0	12,995	788.00	1,212.00	10,995.00	15.4%
001 -20-70-7025-0000-000-531136-		YOUTH SERVICES SUPPLEMENT					
	18,385	0	18,385	.00	.00	18,385.00	.0%
001 -20-70-7025-0000-000-553000-		TELEPHONE					
	700	0	700	.00	700.00	.00	100.0%
001 -20-70-7025-0000-000-581120-		CONFERENCES & MEMBERSHIPS					
	1,400	0	1,400	574.75	225.25	600.00	57.1%
001 -20-70-7025-0000-000-581240-		WELFARE EVICTIONS & AUCTIONS					
	11,000	0	11,000	.00	300.00	10,700.00	2.7%
001 -20-70-7025-0000-000-581745-		NONREIMBURSEABLE INCIDENTALS					
	2,300	0	2,300	.00	300.00	2,000.00	13.0%
001 -20-70-7025-0000-000-587232-		RELOCATION COSTS					
	30,000	0	30,000	.00	500.00	29,500.00	1.7%
TOTAL YOUTH & COMMUNITY SERVICES	366,850	0	366,850	20,160.15	24,082.25	322,607.60	12.1%
TOTAL GENERAL FUND	366,850	0	366,850	20,160.15	24,082.25	322,607.60	12.1%
TOTAL REVENUES	-82,225	0	-82,225	.00	.00	-82,225.00	
TOTAL EXPENSES	449,075	0	449,075	20,160.15	24,082.25	404,832.60	

YEAR-TO-DATE BUDGET REPORT

FOR 2026 13							
	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
GRAND TOTAL	366,850	0	366,850	20,160.15	24,082.25	322,607.60	12.1%
** END OF REPORT - Generated by Stephen Bynum **							

YSB Name:	Bristol Parks, Recreation, Youth and Commuiny Services		SFY Budget:	07/01/2025 - 06/30/2026		
SFY26 Budget Projections SFY26 Actual Expenses Total Current Expenses BALANCE						BUDGET NARRATIVE ON USE OF FUNDS
(4000) REVENUE						
4001	DCF Base/Main Grant	\$41,844		\$0	\$41,844	Base grant funding to cover afterschool programs, mentoring, parenting programs, prevention, recreation, summer programs and educational support programs.
4002	DCF Enhancement Grant	\$12,992		\$0	\$12,992	Funding to assist with the development and creation of dirct service activities and summer programming.
4003	Municipal Match	\$41,844		\$0	\$41,844	Fixed cost to run the YSB covering yearly cost for utilities, fire alarm box and fire extinguisher service, water and sewer and communications. 24% of Youth and Community Services supervisors salary to cover grant administration, data collection, program development and oversight.
4004	DCF Supplemental Grant	\$18,383		\$0	\$18,383	Supplement grant funding to cover expenses for special event programs covering Community Service programs, Basic needs, Mental and Behavioral Health and leadership programming.
	Total DCF-Overseen Income	\$115,063	\$0	\$0	\$115,063	
(5000) DIRECT EXPENSES						
5100 DIRECT SERVICE ACTIVITIES		\$54,692	\$0	\$0	\$54,692	
5101	After-School Programs	\$1,800		\$0	\$1,800	Base/Main Grant: Empower Hour 2 Series program one in the fall and one in the spring. Two 8-10 week programs for up to 20 elementary school age children with a focus on coping skills, communication, making friends, homework help and more. Funding will support arts and crafts supplies, snacks, field trips, transportation and adventure programming. \$1800 divided by two programs totaling \$900.00 per program.
5102	Volunteer & Community Service Programs	\$2,627		\$0	\$2,627	Supplemental: Youth and Prevention Leaders Awards (Leadership Program) Recognizes up to nearly 100 Bristol Youth for their vounteuer work in the community. This awards ceremony recognizes youth and prevention leaders from elementary all the way up to High School we have completed over 100 hours of community service to the City of Bristol. All nominations are completed and submitted by School officials, community members and other organizations. Funding for this program will cover awards, medals, food, supplies, DJ, Ice-cream truck and marketing materials. Program will award and recognize over 100 youth from the City of Bristol.
5103	Mental/Behavioral Health Services	\$5,636		\$0	\$5,636	Supplemental: Individual and Family Counseling(Basic Needs) - Support services for families that will include theraputic games and activities, goal completion incentives, basic need items, food vouchers and emergency assistance.
5104	Teen Center/Drop-In Center			\$0	\$0	
5105	Work Placement Programs and Employment Counseling/Training			\$0	\$0	
5106	Juvenile Diversion Programs			\$0	\$0	
5107	Mentoring/Leadership Programs	\$5,252		\$0	\$5,252	Supplemental: Personal Achievement Awards and Monohan and Reiche Awards - Leadership Awards to support Middle and High school students who have displayed growth in the following areas personal growth and development, academic efforts, self-improvement, contributions to their schools, neighborhoods and community. 10 middle school students will be identified and 4 High school students. Funding will cover the cost of awards plaques, supplies and materials, and presentation at local graduation ceromonies. \$5,252 divided by 2 programs totaling \$2,626 per program.
5108	Parent/Child Programs			\$0	\$0	
5109	Positive Youth Involvement/Youth Self-Advocacy Programs	\$9,595		\$0	\$9,595	Base/Main Grant: Young Women's Issues group, Girls with a Purpose, Girls with Goals 2 part series Positive Youth involvement programs that focus on leadership, anti bullying, relationship building, independent living skills and mentoring. Young women's Issues group runs once a week for 22 weeks, Girls with a purpose is a 10 week program and Girls with goals is 2 10 week programs. Program cost are to cover professional fees for presenters, field trips, Teambuilding workshops, food, transportation cost, Materials and supplies for community events, annual conferences.
5110	Prevention Programs/Basic Needs	\$7,878		\$0	\$7,878	Supplemental: Mayor's Back to School Pencil Hunt, Holiday Gift giving Program,Back Pack Program - Basic needs programs to support Bristol families. Program cost \$2,626 per program to support back to school back packs, materials, supplies, scavenger hunt prizes, and gift cards. These 3 basic needs programs will provide for up to an estimated amount of 1,200 youth in the Bristol Community.
5111	Recreation/Leisure/Sports Programs	\$6,495		\$0	\$6,495	Enhancement: Baseball at Cambridge, Brackett Park Basketball League, Youth Bowling Program - funding to support team jerseys, basketballs, baseballs and baseball gloves, weekly snacks and waters. Anticipated number of youth 130
5112	Educational Support	\$900		\$0	\$900	Base/Main Grant: Learning through Books - educational support group supporting elementary age students. The group will run in two part series. 8-10 students in each group. Funding cost to cover books, educational materials and supplies, theraputic games and activities. \$900
5113	Summer Programs	\$14,509		\$0	\$14,509	Enhancement: Bus-Around-Bristol, Drop In at Rockwell and Skills to Pay the Bills - Cost will cover Youth Bus passes, schavenger hunt materials, \$30.00 gift cards for health eatting activity (Shopping on a budget), Arts and crafts materials and supplies and food for program participants. Base/Main Grant: Scholarships to assist income eligible families and youth attend summer programs. 60 youth x \$135 per youth.
	Other:			\$0	\$0	
	Other:			\$0	\$0	
5200 REFERRED/CONTRACTED DIRECT SERVICE ACTIVITIES		\$18,527	\$0	\$0	\$18,527	
5201	After-School Programs			\$0	\$0	
5202	Volunteer & Community Service Programs			\$0	\$0	
5203	Mental/Behavioral Health Services			\$0	\$0	

		SFY26 Budget Projections	SFY26 Actual Expenses	Total Current Expenses	BALANCE	BUDGET NARRATIVE ON USE OF FUNDS
5204	Teen Center/Drop-In Center			\$0	\$0	
5205	Work Placement Programs and Employment Counseling/Training			\$0	\$0	
5206	Juvenile Diversion Programs			\$0	\$0	
5207	Mentoring/Leadership Programs	\$8,827		\$0	\$8,827	Base/Main Grant: Young Men of The Future and Man Up program - Two male contractual YSB workers will facilitate these two programs. Funding will cover the salary cost: Young Men of the Future 22 weeks x 3 hours per week x \$35.00 per hour x 2 = \$4,620. Man Up program 12 weeks x 3 hours x \$35.00 x 2 = \$2,520. The remaining balance of 1,687 will cover snacks, materials and supplies, field trips and more.
5208	Parent/Child Programs	\$3,600		\$0	\$3,600	Base/Main Grant: Triple P and Circle of Security parenting program - 4 Part Series BOE collaboration
5209	Positive Youth Involvement/Youth Self-Advocacy Programs	\$3,100		\$0	\$3,100	Base/Main Grant: YSB Day at the Capital, Youth to Youth Leadership summit, Men and Boys fund MVP(Men of Value) Breakfast (Youth Self Advocacy programs) Cost to cover event registration, travel, food for group meetings and dialogue sessions 10-15 youth per event. YSB at the capital \$20 per person x 15 youth = \$300.00 / Men and Boys Fund MVP Breakfast \$40 per person x 15 youth \$600.00 / Youth to Youth Leadership Summit \$100.00 per person x 15 youth \$1,500.00.
5210	Prevention Programs/Basic Needs	\$3,000		\$0	\$3,000	Base/Main Grant: 4-Point program, Prevention presenter and conference, Youth Coalition food and supplies. Funding to cover registration fees, transportation costs, program materials and supplies, youth coalition meeting food and snacks.
5211	Recreation/Leisure/Sports Programs			\$0	\$0	
5212	Educational Support			\$0	\$0	
5213	Summer Programs			\$0	\$0	
	Other:			\$0	\$0	
	Other:			\$0	\$0	
5300 ADMINISTRATIVE CORE UNIT FUNCTIONS		\$0	\$0	\$0	\$0	
5301	Community Involvement			\$0	\$0	
5302	Research and Assessment			\$0	\$0	
5303	Resource Development			\$0	\$0	
5304	Advocacy			\$0	\$0	
	Other:			\$0	\$0	
	Other:			\$0	\$0	
5400 MANAGEMENT & ADMINISTRATIVE FIXED COSTS		\$20,847	\$0	\$0	\$20,847	
5401	Communications	\$1,155		\$0	\$1,155	Office phone and Department cell phone (Municipal Match) - To communicate with families in reference to programming, meetings and special events.
5402	Equipment/Technology	\$1,750		\$0	\$1,750	Alarm System and Fire box (Municipal Match)- Repair and maintenance to fire alarm panel, fire estinguishers, and outdoor security system.
5403	Food			\$0	\$0	
5404	Insurance			\$0	\$0	
5405	Janitorial			\$0	\$0	
5406	Maintenance & Repair	\$1,868		\$0	\$1,868	Vehicle tires, oil changes, routine maintenance (Municipal Match)- 3 Youth services vehicals used for daily travel by full-time employees.
5407	Office Supplies			\$0	\$0	
5408	Rent			\$0	\$0	
5409	Professional Development	\$1,400		\$0	\$1,400	Various Professional Development opportunites for staff.
5410	Staff Travel Reimbursement			\$0	\$0	
5411	Utilities	\$13,400		\$0	\$13,400	Utilities and Natural Gas (Municipal Match) - Utilized to maintain heat, cooling system, power and lights.
5412	Vehicle Lease			\$0	\$0	
5413	Vehicle Maintenance	\$574		\$0	\$574	Yearly vehicle gas cost for 2 mini vans and 1 10 passenger van (Municipal Match) - Yearly charges to gas up vehicles for daily use.
	Other:	\$700		\$0	\$700	Water and Sewer (Municipal Match) - Quarterly chargers for water and sewer usage.
	Other:			\$0	\$0	
7000 STAFFING / ADMINISTRATIVE & GENERAL EXPENSES		\$20,997	\$0	\$0	\$20,997	
7110a	Staff Salaries & Wages - Administrative	\$20,997		\$0	\$20,997	24% of Youth and Community Services supervisor salary to cover cost for grant administration, data collection, program evaluations and oversight.
7110b	Staff Salaries & Wages - Programmatic			\$0	\$0	
7120a	Fringe Benefits - Administrative			\$0	\$0	
7120b	Fringe Benefits - Programmatic			\$0	\$0	
	Total Income	\$115,063	\$0	\$0		
	Total Expense	\$115,063	\$0	\$0		
	Surplus/(Deficit)	\$0	\$0			

**TRAUMA-INFORMED
RESTORATIVE DIVERSION**
*Standard Protocols and Procedures
for Youth Diversion Teams*

**A Developmentally Appropriate, Relationship-Centered Approach
to Accountability and Repair**

APPENDIX

<u>Appendix A: Sample Contract/Waiver of Rights/Release of Information</u>	
<u>Appendix B: Confidentiality Statement and Indemnity Agreement</u>	6
<u>Appendix C: Responsible Youth Questionnaire</u>	
<u>Appendix D: The Youth Diversion Team Meeting Script</u>	
<u>Appendix E: The 4-Quadrant Agreement and Questions Template</u>	
<u>Appendix F: Quick Reference – Referring Agencies</u>	
<u>Appendix G: Quick Reference - Youth Diversion Team Referral Packet</u>	
<u>Appendix H: Quick Reference – Part 5 – The Intake Process</u>	
<u>Appendix I: Checklist – Post-Meeting and Case Closure</u>	
<u>Appendix J: Youth Exit Survey</u>	
<u>Appendix K: Parent Exit Survey</u>	

Appendix A: Sample Contract/Waiver of Rights/Release of Information

[INSERT THE NAME OF YOUTH DIVERSION TEAM]

CONTRACT/WAIVER OF RIGHTS/RELEASE OF INFORMATION

Part I: Introduction

You have been referred to the Youth Diversion Team for allegedly committing the following offense(s) _____, which is considered a violation of Connecticut General Statutes _____. The word “*allegedly*” means that the accusation has not yet been proven in court.

The Youth Diversion Team (YDT) is comprised of volunteers and professionals from your community who partner with police, schools, and the Juvenile Court to address cases like yours in a way that promotes accountability and support. Rooted in restorative justice principles, the YDT works with you and your family to understand what happened and co-create a meaningful agreement that addresses any issues that may be identified and repairs harm done. This agreement is shaped by the unique details of your situation, including your age, your strengths, the nature of the incident, your willingness to take responsibility, and your school and family circumstances.

What is the advantage of using the diversion program?

If you agree to participate in the YDT process and follow through with your agreement, your case will be closed, and you will not have to go to Juvenile Court. At any time, you can choose not to proceed with the case review, agreement, or services offered by the YDT. However, if you do not consent to participate in the process or follow through with the agreement, your case will be returned to the referring agency for potential referral and screening by the Juvenile Court. The court will be advised that you were provided the opportunity to participate in the YDT and the outcome.

If you acknowledge responsibility for the behavior that led to your referral and agree to participate in the YDT process, you will waive certain rights. You and your family need to know that if the incident involved damage to property or injury to someone, your parent(s) or guardian(s) may still be responsible for paying those harmed for the damage or injury through restitution or a civil suit, even if you complete the recommended diversion program. You and your parent(s) or guardian(s) may speak with the YDT case manager or other YDT staff or get advice from a lawyer to answer any questions about the process.

If you decide to participate in the Youth Diversion Team process, please sign the Contract/Waiver of Rights/Release of Information form on the next page. Your parent(s) or guardian(s) will also be asked to sign this form if they agree with your decision.

CONTRACT / WAIVER OF RIGHTS / RELEASE OF INFORMATION
[INSERT NAME OF YOUTH DIVERSION TEAM]

Part II: Agreement to Refer Case to the Youth Diversion Team and Authorization for Release of Information

By signing below, I

- Consent (agree) to have my case diverted to the Youth Diversion Team.
- Understand that my participation in the Youth Diversion Team process is voluntary.
- Understand that the Youth Diversion Team may reject my case and return it to the police or Juvenile Court.
- Understand that if I do not fulfill the terms of the agreement made in the Youth Diversion Team process, the case will be returned to the referring agency and may ultimately go to the Juvenile Court.
- Understand that by agreeing to have my case diverted to the Youth Diversion Team, I give up certain rights that I would have if my case went to Juvenile Court, such as:
 - My right to remain silent.
 - My right to be represented by a lawyer and to have the court appoint a lawyer to represent me at no cost if I qualify.
 - My right to require the State to prove the case against me.
 - My right to confront the witnesses against me.
 - My right not to answer questions about the case asked by the police or other officials.
 - My right to have a lawyer with me when those questions are being asked.
 - My right to stop answering questions or talking with police or other officials.
- I give my consent to the Youth Diversion Team case manager or staff who work on behalf of the Youth Diversion Team to:
 - Obtain relevant information and records from school personnel, if the information provided would help or is related to my case.
 - Speak to and receive relevant information from any counselor/therapist, physician, or case worker with whom I am currently working with that is related to the case or related to the behaviors that led to the referral.
 - Obtain documentation from the police or Juvenile Court that is related to my case.

Youth's Signature

Date

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

Parent/Guardian Signature

Witness's Signature Date

This release expires on _____

Appendix B: Confidentiality Statement and Indemnity Agreement

[NAME OF YOUTH DIVERSION TEAM]

CONFIDENTIALITY STATEMENT AND INDEMNITY AGREEMENT

The purpose of the <NAME OF YOUTH DIVERSION TEAM> is to offer diversion to youth and families who are experiencing crisis or conflict in the community, at school, or home. Our involvement with these youth and families provides them with an alternative to the juvenile justice system.

To be effective, the youth and families, as well as the board members, must be free to discuss pertinent matters of a personal and sensitive nature and share otherwise case-sensitive private records and information.

Additionally, since a case that the Youth Diversion Team does not successfully resolve may be referred to the Juvenile Court, the confidentiality of juvenile matters, which is mandated by Connecticut General Statutes 46b-124, must be respected.

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

For these reasons, all members of the <NAME OF YOUTH DIVERSION TEAM> and any other person permitted to attend a meeting as an observer must read and sign the Confidentiality Statement and Indemnity Agreement or have access to the case information.

Any person who refuses to sign this Confidentiality Statement and Indemnity Agreement will not be permitted to be present at any meeting of the Youth Diversion Team or have access to any case information.

Confidentiality Statement

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

Indemnity Agreement

I further understand and agree that if I cause the unauthorized release of any of the conversations, records, or information that would be otherwise confidential, I will assume personal liability for any claim of damages directly resulting from such unauthorized release

and agree further to indemnify the <NAME OF YOUTH DIVERSION TEAM>, the members of the Team and associated agencies for any damages, expenses or losses found to be the result of such unauthorized release.

I have read, understood, and agree to comply with the Confidentiality Statement and Indemnity Agreement, which binds me.

Signature of Member or Observer

Date

Printed Name

Appendix C: Responsible Youth Questionnaire

Name: _____

Date: _____

Case Manager: _____

Please answer these questions to the best of your ability. Discuss your answers with your parents and have them sign the bottom. Your answers will be shared with the Youth Diversion Team.

1. What did you do that is causing you to appear before the Youth Diversion Team? Explain in detail. (Que hiciste para que aparecieras ante la Junta de Revision Juvenil? Explique en detalle.)
2. What were you thinking at the time? Was it a “spur of the moment” act, or had you been planning it for some time? (Que estabas pensando en ese momento? Fue un “impulse de momento” actuar o habia estado planeando durante algun tiempo? Explique su respuesta.)
3. Who has been affected by what happened, and how? How have you been affected? (Quien Fue impactado por su comportamiento en este caso? Como tu as estado afectado(a))?

4. What have you thought about since the incident? (que tu as pensado desde el incidente?)

5. How have you been disciplined for this at home or school? (Como has sido disciplinado por resto en casa y/o en escuela?) Do you think the punishment was fair? Why or why not? (Piensa usted que el castigo era justo? Por que o por que no?)

6. What do you think needs to be done to make things right as possible? (Que tu piensas que se necesita hacer para arreglar la situation lo mas pronto possible?)

7. Have you been in trouble before, either with the school or the police? Explain. (Has tenido problemas antes, sea en la escuela o la policia? Explique.)

8. Name two (2) positive qualities about yourself and explain why you think they are positive.
(Nombre 2 cualidades de usted y explique por que piensas que son positive.)

(1)

(2)

9. Write three goals that will help you stay out of trouble in the future. (Escriba 3 metas que te pueden ayudar mantenerte fuera de problemas en el futuro.)

(1)

(2)

(3)

10. What are three (3) things your family could do to make things better for you? (Cuales son las 3 cosas que su familia puede hacer para mejorar las cosas para ti mismo?)

(1)

(2)

(3)

11. What job would you like to eventually get? (Que trabajo le gustaria conseguir?)

12. Name someone you consider to be a “hero” and explain why? (Nombre alguien que usted piensas es unhroe y explique por que.)

Youth’s Signature: _____

Date: _____

Parent/Guardian’s Signature: _____

Date: _____

Case Manager’s Signature: _____

Date: _____

Appendix D: The Youth Diversion Team Meeting Script

This script provides a structured narrative to guide facilitators through the four phases of the Youth Diversion Team meeting. It is designed for use whether or not those harmed are present.

The script offers a strong and consistent framework, and facilitators are expected to follow it closely to preserve the integrity of the process. Still, they may adapt the language thoughtfully to enhance clarity and support participant understanding, as long as they uphold the dialogue's trauma-informed, restorative nature.

Facilitators should review and follow the guidelines in the sections below. These resources support facilitators in asking purposeful questions, listening with care, and leading a process rooted in accountability, healing, and relationship-building.

- [*Section 1.6: Core Framework and Professional Standards*](#)
- [*Section 1.10: Language That Upholds Trauma-Informed Restorative Values*](#)
- [*Part 3: Conversation Frameworks for Accountability and Repair*](#)

The following foundational materials support facilitators in guiding restorative conversations. These sections include the core question sets used during the meeting, along with practical strategies for processing responses and fostering meaningful discussion:

- [*Section 3.9: Question Sets that Shape the Restorative Meeting*](#)
- [*Section 3.10: How to Process the Question Sets*](#)
- [*Part 8: Developing the Restorative Agreement*](#)

Drawing on this guidance, facilitators move participants through a consistent sequence of questions, creating space for reflection, responsibility, and collaborative problem-solving.

Each participant is asked the same questions (or slight modifications of them) in order. When the facilitator uses the phrase “each of you,” they address all participants in the room, including the youth, their parent or guardian, those harmed (if present), and others offering support or input.

Note: The facilitator must confirm with those harmed (if present) if they prefer to speak first or hear from the youth before sharing their thoughts. This simple choice can significantly influence their safety and readiness to participate. If those harmed are absent, the youth will begin the dialogue after the facilitator sets the tone for the discussion.

The script is organized into four phases, detailed as follows:

Part 1: Getting Acquainted – The meeting begins with the preamble, introductions, and role-sharing using the *Trust and Relationship-Building Questions*, and icebreakers, which help create a sense of emotional and physical safety by fostering connection among participants.

1. Preamble
2. Opening Rounds – Introductions + Two Rounds of Trust and Relationship-Building Questions

Part 2: The Restorative Dialogue – The central part of the meeting is dedicated to allowing each participant to share their perspective on the incident and its impact. The *Restorative Questions* guide this conversation. Providing space for each unique voice is essential to understanding the complete story. Questions are posed to those present in the following order:

3. Restorative questions for those harmed (if present, and they choose to begin the dialogue)
4. Restorative questions for the youth who caused harm (if they are invited to speak first, or those harmed are not present)
5. Restorative questions for the parent(s)/guardian of the youth responsible
6. Restorative questions for the support persons of those harmed
7. Restorative questions for the support persons of the youth who caused harm

Part 3: Making Agreements – In this phase, participants work together to create specific steps, known as the Restorative Agreement, to hold the youth who caused harm accountable, repair the harm caused, and promote positive change. The process utilizes the *4-Quadrant Agreement Process and Questions* to guide the development of these agreements. For a blank template, see [Appendix E: The 4-Quadrant Agreement and Questions Template](#). Input from those present is gathered in the following order:

8. Agreement prompts for the youth
9. Agreement prompts for those harmed
10. Agreement prompts for the parent/guardian
11. Group discussion on agreement
12. Final say for those harmed, youth, & parent/guardian

Part 4: Appreciation and Closing– The meeting concludes with an opportunity for reflection, gratitude, and encouragement to promote follow-through and resolution.

13. Closing Round - Appreciation

Meeting Script

Part 1: Getting Acquainted

1. Preamble

[The facilitator will open the session.]

Facilitator: “Welcome. I am [STATE YOUR NAME AND WHERE YOU ARE FROM] and will facilitate this meeting. I want to thank everyone for joining us today. As you know, we are here today because an arrestable offense has occurred. Still, it is important to note that this community, and the small group of people here with us representing it, believe that people make mistakes and that being accountable for those mistakes can happen here in the community as opposed to a courtroom.”

Facilitator: “So, we are here today to hear from each of you about what happened and its impact on you and others, and then, as a group, we will figure out how to move forward positively to make things right. [YOUTH’S NAME], I will also say that if everything we collectively agree to is completed satisfactorily, you have completed the process successfully. You can truthfully say, ‘You have never been arrested.’”

2. Opening Rounds: Introductions + Two Rounds of Trust and Relationship-Building Questions

[Round 1]

Facilitator: “Before we move forward, I want to acknowledge that there are some people in this room whom you may know, and some you might not. It is important for us to get to know each other a little better, so let’s take a few moments to introduce ourselves.”

Facilitator: “[INSERT YOUTH’S NAME], you had the opportunity to choose two questions to help start this discussion. We will take turns answering them, sharing our names and where we are from.” So, the first question you have picked is . . . [READ THE FIRST PROMPT THE YOUTH CHOSE].

[The facilitator may repeat the prompt, and then everyone in the room introduces themselves and responds to the first prompt.]

[Round 2]

Facilitator: “Great, thank you. For our second round, you have also chosen the question. . .

[Facilitator reads the second prompt that the youth chose and may repeat it a second time. Now, everyone in the room answers the second prompt.]

[After each person has answered the questions, the facilitator moves to Part 2 – The Restorative Dialogue, addressing the purpose of the restorative meeting.]

Facilitator: “Thanks. Now that we have a sense of who is in the room with us, we will take a moment to hear from each of you about what happened, its impact, and how to make it right. After that, we will have a collective conversation on our agreement.”

[**IMPORTANT:** At intake, it should have been pre-determined if those harmed would be present and who would tell their story first. If the meeting includes those harmed, they can determine when they speak or listen.]

[When the facilitator uses the phrase, “Each of you,” they refer to those harmed, the youth, the parent/guardian, and others present at the meeting for support and input.]

[At this point, the facilitator should introduce the group to the incident and any charges brought upon the youth who caused harm.]

Part 2: The Restorative Dialogue

3. Restorative Questions to Those Harmed (if they speak first)

[Note: If those harmed are absent, skip to item 4: Restorative Questions for the Youth.]

[If present, those harmed respond to the following questions without interruption. The facilitator may slightly modify the questions to reflect their perspective.]

Facilitator: “In your own words, [INSERT NAME OF PERSON HARMED], tell us what happened.”

[Person speaks.]

Facilitator: “What were you thinking at the time of the incident or when you found out?”

[Person speaks.]

Facilitator: “What have you been thinking about since that time?”

[Person speaks.]

Facilitator: “How has this affected you?”

[Person speaks.]

Facilitator: “Who else do you think has been affected, and in what ways?”

[Person speaks.]

Facilitator: “What has been the hardest thing about this situation for you?”

[Person speaks.]

Facilitator: “What needs to happen to make things right?”

[Person speaks.]

Facilitator: Thank you. I appreciate you offering all that.”

4. Restorative Questions for the Youth Who Caused Harm

[If the Youth speaks first or if those harmed are absent, the facilitator reads the six (6) restorative questions. The youth should be given time to answer each question without interruption.]

Facilitator: “[INSERT YOUTH’S NAME], tell us what happened in your own words?”

[Youth speaks.]

Facilitator: “What were you thinking at the time?”

[Youth speaks.]

Facilitator: “What have you thought about since?”

[Youth speaks.]

Facilitator: “Who has been impacted, and how?”

[Youth speaks.]

Facilitator: “What has been the hardest thing for you?”

[Youth speaks.]

Facilitator: “Thinking about all those folks you just mentioned, including yourself, what do you think needs to happen for each one to make things right?”

[Youth speaks.]

Facilitator: “Thank you, I appreciate you offering all that.”

[Now, the facilitator turns the focus on the parent/guardian]

5. Restorative Questions to Parent(s)/Guardian of Youth

[The facilitator reads the restorative questions, allowing the parent or guardian to respond without interruption. The questions may be slightly modified to the parent or guardian’s perspective.]

Facilitator: “[NAME OF PARENT(S)/GUARDIAN(S)], please share your thoughts when you learned what happened.”

[Parent/Guardian speaks.]

Facilitator: “What have you been thinking since that time?”

[Parent/Guardian speaks.]

Facilitator: “Who has been impacted, and how?”

[Parent/Guardian speaks.]

Facilitator: “What has been the hardest thing for you?”

[Parent/Guardian speaks.]

Facilitator: “What needs to happen to make things right?”

[Parent/Guardian speaks.]

Facilitator: “Thank you, I appreciate you offering that as well.”

8. Restorative Questions for Support Person(s) of Those Harmed (If present)

[The restorative questions may be modified
slightly to address the support person.]

Facilitator: “In your own words, [SUPPORT PERSON’S NAME], tell us what happened.”

[Supporter speaks.]

Facilitator: “What were you thinking at the time of the incident or when you found out?”

[Supporter speaks.]

Facilitator: “What have you been thinking about since that time?”

[Supporter speaks.]

Facilitator: “How has this affected you?”

[Supporter speaks.]

Facilitator: “Who else do you think has been affected, and in what ways?”

[Supporter speaks.]

Facilitator: “What has been the hardest thing about this situation for you?”

[Supporter speaks.]

Facilitator: “What needs to happen to make things right?”

[Supporter speaks.]

Facilitator: Thank you. I appreciate you offering all that.”

7. Restorative Questions for the Youth Support Persons (If present)

[The restorative questions may be modified
slightly to address those present to support those harmed.]

Facilitator: “In your own words, [SUPPORT PERSON’S NAME], tell us what happened.”

[Supporter speaks.]

Facilitator: “What were you thinking at the time of the incident or when you found out?”

[Supporter speaks.]

Facilitator: “What have you been thinking about since that time?”

[Supporter speaks.]

Facilitator: “How has this affected you?”

[Supporter speaks.]

Facilitator: “Who else do you think has been affected, and in what ways?”

[Supporter speaks.]

Facilitator: “What has been the hardest thing about this situation for you?”

[Supporter speaks.]

Facilitator: “What needs to happen to make things right?”

[Supporter speaks.]

Facilitator: Thank you. I appreciate you offering all that.”

Part 3: Making Agreements

[In this phase, the facilitator starts by asking the responsible youth to answer the agreement prompts questions first.]

8. Agreement Prompts for Youth

Facilitator: “Now we’re going to shift into a group conversation about making things right. This means thinking about everyone who was affected, including [INSERT THE NAMES OF THOSE HARMED, IF KNOWN. IF THE INDIVIDUALS ARE UNKNOWN, OR IF HARM WAS CAUSED TO A GROUP OR THE BROADER COMMUNITY, USE A GENERAL TERM SUCH AS “THOSE HARMED” OR SPECIFY THE GROUP IF POSSIBLE (E.G., “LOCAL RESIDENTS,” “STUDENTS,” OR “COMMUNITY MEMBERS”).] We will also consider what needs to be done to make things right with your parent or guardian and you. We’ll also examine any broader factors that may have contributed to the incident and discuss how we can collaborate to address them so you don’t end up in a similar situation again. And because harm doesn’t just affect individuals, we’ll also consider ways to make things right with the broader community.”

Facilitator: “So, with that said, [STATE YOUTH’S NAME], what do you feel should be in this agreement?”

[The facilitator is asking the youth to share their ideas about what should be included in the restorative agreement, based on what they’ve learned from the dialogue so far. This question encourages the youth to take responsibility and reflect on how to make things right. It also allows them to take the lead in the process before the facilitator introduces the structured 4-Quadrant Process Agreement questions.]

[Or, the facilitator may say something like, “[STATE YOUTH’S NAME], earlier, I heard you say XXX would be a way to make things right. Could that be part of our agreement?”]

[Then, the facilitator presents the agreement prompt questions, repeating the agreement prompts in various ways until the youth has successfully worked through the ripple effect of harm, filling in *each* quadrant. The youth is provided the time to answer the questions.]

4-Quadrant Agreement Question Prompts (For blank form see Appendix E) (See complete examples in Part 8) Using a whiteboard or large flip chart paper can help the Youth Diversion Team keep note of these ideals.	
<i>How will the youth repair the harm they have done to themselves?</i>	<i>How will the youth restore relationships or repair the harm to those who have been directly affected?</i>
<i>How will the youth restore relationships and repair harm done to their family?</i>	<i>How will the youth repair harm done to the broader community?</i>

[As the facilitator moves forward, those same questions should be asked of each person present, starting with the family of the youth, then those harmed, and the supporters, if present. When everyone has answered, move on to the next block of questions and repeat the speaking order. It may be necessary for the facilitator to ask meeting participants only to add new information or clarify their answers. There is no need to retell stories that have been told.]

9. Agreement Prompts for Those Harmed

Facilitator: “[STATE NAME OF PERSONED HARMED], what do you feel should be in this agreement?”

[Or the facilitator may say something like, “[STATE NAME OF PERSON HARMED], earlier, I heard you say XXX was important to you. What would that look like in an agreement?”]

[Facilitator reads the Agreement Prompt questions. The person harmed is provided the time to answer the questions.]

[It may be necessary to repeat these prompts in various ways to create ideas for agreement.]

10. Agreement Prompt for Parent(s)/Guardian(s)

Facilitator: “[STATE PARENT’S/GUARDIAN’S NAME], how about on your end, what do you feel should be in this agreement?”

[Or the facilitator may say something like, “[STATE PARENT’S/GUARDIAN’S NAME], earlier, I heard you say XXX was important to you. What would that look like in an agreement?”]

[Facilitator reads the Agreement Prompt questions. The parent/guardian is provided the time to answer the questions.]

[It may be necessary to repeat these prompts in various ways to create ideas for agreement.]

11. Group Discussion on Agreement

Facilitator: “How about others in the room? What are your thoughts on a potential agreement?”

[Individuals present offer their thoughts, ask questions, offer possible community connections, identify strengths and protective factors, and try to connect initial thoughts from this conversation to tangible, workable, attainable items.]

12. Final Say for Those Harmed, Youth/Parent(s)/Guardian(s)

Facilitator: “As we look like we may have formalized our agreement, [STATE YOUTH’S NAME], was there anything that you wanted to say that you have not had a chance to say yet, or was there something you would hope the process would offer that has not happened yet?”

[The youth is provided the time to answer the question.]

Facilitator: “[STATE NAME(s) OF THOSE HARMED], was there anything you wanted to say that you have not had a chance to say yet, or was there something you would hope the process would offer that has not happened yet?”

[The person harmed is provided the time to answer the question.]

Facilitator: “[STATE PARENT’S/GUARDIAN’S) NAME], was there anything you wanted to say that you have not gotten a chance to say yet, or was there something you would hope the process would offer that has not happened yet?”

[The parent/guardian is given time to answer the question.]

Part 4: Appreciation and Closing

13. Closing Round – Appreciation

Facilitator: “Great, so with our agreement completed and potentially your needs met, we have accomplished our goal for today. As we conclude, we want to acknowledge that we do not believe this relationship ends simply because this conversation is over or your agreement is complete. Now that you know us, if there is anything you need, from a summer job to additional support, you have [STATE THE NUMBER OF PEOPLE IN THE ROOM] people here to help you. Our goal is to see you through high school, so it doesn't matter if it's six months or two years from now. Know that we have your back if you need it.”

Facilitator: “And on that note, to officially close us out, we always offer gratitude. However, this time, we will ask [STATE THE NAME OF PERSON WHO IS SITTING NEXT TO THE YOUTH] to kick us off so that (STATE YOUTH’S NAME) gets to have the last word.”

Facilitator: “Thank you!”

[The meeting has now ended.]

Appendix E: The 4-Quadrant Agreement and Questions Template

4-Quadrant Agreement Question Prompts Using a whiteboard or large flip chart paper can help the Youth Diversion Team keep note of these ideals.	
<i>How will the youth repair the harm they have done to themselves?</i>	<i>How will the youth restore relationships or repair the harm to those who have been directly affected?</i>
<i>How will the youth restore relationships and repair harm done to their family?</i>	<i>How will the youth repair harm done to the broader community?</i>

Appendix F: Quick Reference – Referring Agencies

This checklist helps referring agencies submit complete and accurate referrals to the Youth Diversion Team. Referring agency personnel can facilitate a smoother referral process by gathering necessary information, ensuring eligibility, and providing relevant documentation. Referring agency personnel must be familiar with the detailed instructions in [Part 4: Eligibility & Referral Requirements for Diversion](#), specifically the sections that apply to referring agency responsibilities. A solid understanding of its contents enables referring agency personnel to clearly explain the process, build confidence and trust with participants, and collaborate effectively with diversion staff.

Section 4.1: Eligibility Criteria for Youth Diversion Team Referrals

- **Age:** Youth must be between 10 and 17 years old.
- **Offense Type:** Low-level or non-violent offenses; some low-level felonies may be considered on a case-by-case basis. Fights may be eligible unless a serious injury is involved.
- **Incident Severity:** Incident must have involved an arrest or have the potential to lead to one.
- **Residency:** Youth must live within the Youth Diversion Team’s jurisdiction. Exceptions may apply for non-residents under inter-agency agreements or in cases involving school-related incidents across jurisdictions.
- **Referral Source:** Must come from an approved agency (e.g., law enforcement, juvenile court).
- **Accountability:** Youth must be willing to take responsibility. Diversion staff should support youth who are initially reluctant to engage.
- **Prior History:** Previous involvement with the justice system or diversion programs does not automatically disqualify a youth; eligibility is assessed on a case-by-case basis.

4.3.2 Evaluating Suitability for Diversion

- **Preliminary Assessment:** Referring agency must assess whether the case meets the eligibility criteria (see [Section 4.1](#)).
- **Incident Details:** Consider the nature and severity of the offense.
- **Prior Diversion Participation:** Review any past diversion involvement and outcomes.
- **Accountability & Engagement:** Assess the youth’s willingness to take responsibility and the family’s readiness to participate (see [Section 4.3.3](#)).
- **Youth & Family Needs:** Include relevant observations (e.g., behavior, school issues, family circumstances).

- **Stakeholder Input:** Gather background information from various sources, including law enforcement, school staff, parents, and individuals directly impacted.
- **Staff Consultation:** Referring agencies may consult diversion staff when unsure about case suitability.

4.3.3 Confirming the Family's Decision

- **Inform & Engage:** Clearly explain the Youth Diversion Team option, including benefits, expectations, and outcomes.
- **Emphasize Family Role:** Highlight the family's importance in supporting the youth's success in the program.
- **Address Questions:** Answer any concerns the family may have about participation.
- **Facilitate Decision:** Provide the necessary paperwork and guide the family through the process of accepting or declining the referral.
- **Waiver Requirement:** If the family accepts, ensure a signed waiver is obtained before any Youth Diversion Team staff handle pre-/arrest information.
- **Next Steps if Declined:** If the family declines, document the decision and determine whether to refer the case to Juvenile Court or dismiss it.

4.3.4 Providing Necessary Information to Diversion Staff

- **Case Documentation:** Compile all relevant details, including incident reports, behavioral history, and prior interventions.
- **Transparency:** Share clear, factual, and unbiased information with the Youth Diversion Team.
- **Risk Factors:** Communicate known concerns such as family issues, school challenges, or behavioral patterns.
- **Timely Submission:** Provide all documentation promptly to prevent delays.
- **Confidentiality:** Protect privacy while ensuring staff have the background needed for informed decision-making.

Appendix G: Quick Reference - Youth Diversion Team Referral Packet

This checklist offers diversion staff a systematic approach for reviewing incoming referrals and ensuring that each youth has access to the necessary resources. By evaluating the referral packet and verifying program suitability and capacity, the youth diversion team can make informed decisions that enhance positive outcomes.

Section 4.4.1: Assessing Referral Validity

- **Waiver & Release:** Confirm the referral includes a signed waiver and release of information form (see Section [5.6](#)).
- **Eligibility & Suitability:** Verify the case meets eligibility criteria and is appropriate for diversion, with family consent (see Sections [4.1](#) and [4.3.2](#)).
- **Offense Review:** Ensure the offense qualifies (e.g., infraction, violation, misdemeanor, or low-level felony considered case-by-case).
- **Approved Referral Source:** Confirm the referral came from an authorized entity (e.g., police, school, court).
- **Restorative Alignment:** Determine if the case fits the Youth Diversion Team's trauma-informed, restorative goals.
- **Residency Check:** Verify the youth's eligibility based on jurisdiction, including inter-agency agreements for non-residents.

Section 4.4.2: Evaluating Resource Capacity

- **Team Readiness:** Assess whether staff have the personnel and expertise to manage the case effectively.
- **Support Services:** Review the availability of needed services (e.g., counseling, mentorship, family support).
- **Case Complexity:** Determine if the case exceeds the team's capacity or available resources.
- **Prioritization:** When resources are limited, prioritize referrals based on urgency and suitability.
- **Case Rejection Protocol:** If a case is not accepted, return the referring agency's materials with an explanation; securely destroy any additional background info.
- **Alternative Options:** Recommend other services or interventions if appropriate.

Appendix H: Quick Reference – Part 5 – The Intake Process

This section summarizes the essential responsibilities and provides a quick-reference guide to the intake process. The diversion staff must be familiar with the manual, specifically the detailed instructions in [Part 5: The Intake Process](#). A solid understanding of its contents enables them to clearly explain the process, build confidence and trust with participants, and collaborate effectively with professionals and volunteers.

Section 5.2: Begin Case File and Documentation

- Start the case file when a referral is received
- Review the referral packet for program fit and team capacity
- Contact youth and family; log all outreach attempts and responses
- Note any challenges to participation (e.g., missed calls, scheduling issues)
- Keep records brief, respectful, and focused on key details
- Use notes to help prepare for the Restorative Meeting
- Follow documentation guidance in [Sections 10.2: Documenting the Youth Diversion Team Process](#), and [10.3: Developing the Case File](#)

Section 5.3: Make Initial Contact with the Parent or Legal Guardian

- Contact the parent or legal guardian when the referral is received
- Explain the Youth Diversion Team process and next steps
- Clarify any information previously provided by the referring agency
- Use clear, patient, and compassionate communication
- Cover these key points:
 - Role of the Youth Diversion Team
 - Overview of the process and timeline
 - Differences between juvenile court and diversion (see [Section 10.4](#))
 - Responsibilities of the youth and family
 - Possible outcomes, including impact on records (see [Section 10.4.2](#))
 - What happens if the family declines or withdraws
- Schedule the intake meeting if they agree to proceed
- Document the contact and any concerns raised

Section 5.4: Explain the 6-Month Timeline and Ongoing Case Management

- Explain the six-month case timeline starting from intake
- Clarify why cases stay open even after agreement completion
- Emphasize goals: monitor progress, offer support, ensure repair, evaluate impact
- Acknowledge family hopes for early closure while reinforcing the case management purpose
- Note that informal support may continue after case closure

Section 5.5: Explaining Legal Distinctions, Confidentiality, and Voluntary Participation

- Reaffirm that the Youth Diversion Team process is a restorative alternative, not a legal proceeding
- Clarify process is non-adversarial with no prosecution or incarceration
- Inform that juvenile court legal rights (e.g., right to silence, counsel, trial) do not apply
- Emphasize that participation is voluntary for youth, family, and harmed parties
- Inform the youth responsible, and the family's consent *is not* required to share the youth's identity and diversion outcome with the harmed parties
- Affirm that it is the harmed individuals' right to participate
- Explain the purpose of confidentiality and its legal/ethical limits
- Discuss confidentiality and its limitations
- Collect required signatures on Confidentiality/Indemnity agreements (see [Appendix A](#))

Section 5.6: Establishing Voluntary Participation: Parental Consent and Youth Assent

- Verify whether the referring agency obtained signed forms; if not, collect them before proceeding
- Review and explain the signed contract, waiver of rights, and release of information form (see [Appendix A](#))
- Ensure parental consent and youth assent are obtained during the intake meeting
- Confirm that the parent/guardian understands and supports the youth's participation
- Confirm that the youth is willing to engage meaningfully and voluntarily in the process
- Avoid pressuring youth into participation solely based on parental permission
- If either party declines participation, document and return the case to the referring agency
- Maintain a respectful, non-coercive approach if a family chooses not to participate

Section 5.7: Administer The Responsible Youth Questionnaire

- Introduce the Responsible Youth Questionnaire during the intake meeting
- Explain its purpose: reflection, accountability, and preparation for restorative dialogue
- Encourage youth to complete it with their parent or guardian
- Set and communicate a clear deadline for return
- Emphasize that it is not punitive, but shows readiness for restorative participation
- Inform about mandated reporting for safety or legal concerns
- Ensure signatures from the youth, parent/guardian, and case manager are included
- Review the completed questionnaire before the Restorative Meeting

Section 5.8: Assessment of Strengths, Challenges, and Family Dynamics

- Gather context on the incident, youth, and family during intake
- Assess youth strengths, challenges, and developmental stage
- Identify family strengths and challenges
- Note system-level barriers and supports
- Use narrative conversations and evidence-based screening tools
- Be aware of any DCF-required assessment tools
- Ensure staff are qualified to administer and interpret assessments

Section 5.9: Coordination with Existing Service Providers

- Ask if the youth currently works with any service providers
- Encourage the parent/guardian to inform those providers about the diversion process
- Document identified professionals
- With consent, contact providers to coordinate support
- Avoid duplicating existing services in the diversion plan

Section 5.10: Preparing for Restorative Justice Practice Recommendations

- Use conversation and assessment info to shape personalized, restorative recommendations
- Explore supportive service options with youth and family
- Explain how services connect to accountability and healing

- Clarify that recommendations at intake are not final
- Note that more action items may be added at the Restorative Meeting
- Emphasize that the final agreement is made collaboratively
- Ensure recommendations match the youth's strengths, needs, and developmental level
- Avoid punitive or unrealistic suggestions
- Address concerns early to prevent conflicts at the meeting
- When preparing for the Restorative Meeting, be sure to
 - Align services with restorative values and model fidelity (see 3.6: Distinguishing Restorative Practices and Intervention-Based Services and 3.7: Requirements for Restorative Alignment in Agreements)
 - Follow SSMART guidelines for all action items (see Part 8: Developing the Agreement)

Section 5.11: Preparing for the Inclusion of Both Parties in the Youth Diversion Team Process

- Include both the youth who caused harm and those harmed whenever appropriate and safe
- Refer to the appropriate material in Section 5.11 to prepare all parties for meaningful participation in the Restorative Meeting
- Explain how inclusion supports accountability, healing, and voice
- Emphasize trauma-informed engagement, emotional safety, and consent
- Use inclusion to strengthen understanding and reduce ongoing tension
- Reference related sections for guidance:
 - [*1.5: Core Framework and Professional Standards*](#)
 - [*1.10: Language that Upholds Trauma-Informed Restorative Values*](#)
 - [*2.8: Restorative Engagement of Those Harmed*](#)

Section 5.12: Preparation for the Restorative Meeting Process

- Begin discussing the restorative process and accountability during intake (see Section 1.8 and Part 3)
- Use reflective conversations to build understanding, empathy, ownership, and motivation
- Introduce Trust and Relationship-Building Questions to youth and family; the youth selects two questions for the meeting (see [*Section 3.9.1*](#))

- Explain these questions shift the focus to who each person is beyond the incident
- Present Restorative Questions to youth and those affected to explore what happened, who was affected, responsibility, and repair (see [Section 3.9.2](#))
 - Intake conversations reduce anxiety, promote readiness, and encourage engagement
 - Emphasize accountability as voluntary ownership and meaningful repair by the youth
- Introduce the 4-Quadrant Agreement Process and Questions to prepare for repairing harm to self, others, family, and community (see [Section 3.9.3](#))
 - Clarify that the Restorative Agreement is co-created during the Restorative Meeting with all participants
 - Intake discussions generate ideas and prepare for deeper restorative dialogue

Section 5.13: Explain the Restorative Meeting Process

- The Restorative Meeting process involves two conversations, one with:
 - Youth who caused harm and their parent/guardian
 - Those directly harmed (if willing)
- Meeting Structure (4 phases):
 - Getting Acquainted — introductions, roles, relationship-building
 - Restorative Dialogue — sharing experiences guided by Restorative Questions
 - Making Agreements — co-creating values-based agreement using 4-Quadrant Process
 - Closing and Appreciation — recognition and closure
- Meeting Location:
 - Quiet, neutral space promoting emotional safety
 - Show room and seating arrangement during intake if possible
- Participants:
 - Required: youth who caused harm, parent/guardian, trained facilitator, volunteers
 - Possible: those harmed (voluntary), referring officer/law enforcement, school rep, support persons
- Restorative Tone:
 - Focus on dialogue, empathy, shared accountability — not punishment

- Equal seating to reflect respect and inclusion
- Facilitator Role:
 - Neutral guide, balanced participation, structured questions
 - Manage emotional and physical safety
 - Focus on responsibility and restoration
- Speaking Order:
 - Ask harmed participants if they want to talk first or after the youth
 - If no harmed participants, the youth speaks first after the facilitator opens
 - Youth who caused harm do not decide the speaking order

Section 5.14: Bringing a Support Person to the Restorative Meeting

- Encourage youth who caused harm and those harmed to bring one trusted adult supporter (e.g., relative, teacher, coach, mentor).
- A well-chosen supporter provides emotional grounding, encourages accountability, and helps maintain a respectful, balanced environment.
- Supporters can:
 - Offer comfort and reassurance during the meeting
 - Help those harmed feel grounded and confident
 - Balance power dynamics if others have support present
 - Clarify meeting aspects or gently advocate for the harmed party
 - Validate experiences and uphold dignity throughout the process
- Limit supporters to one per party to maintain focus and emotional safety.
- Share Restorative Questions at intake with supporters to prepare them for meaningful participation.

Section 5.15: When the Youth Does Not Accept Accountability

- Staff assess the youth's readiness for restorative diversion during intake
- Participation is voluntary and requires the youth's willingness to take responsibility and repair harm
- If the youth refuses accountability despite supportive dialogue and reflection opportunities, restorative diversion is not appropriate
- Examples of refusal include statements like "It wasn't me" or "I was there, but I didn't do anything"

- Such cases must be returned to the referring agency after thorough documentation
- All reasonable efforts to promote understanding and encourage accountability must be made before returning the case

Section 5.16: Conflict of Interest Considerations

- Raise suspected conflicts of interest confidentially as early as possible, ideally during or just after intake, and before the Youth Diversion Team meeting
- Follow guidance in *Section 10.9* if a conflict is known or suspected
- Possible conflicts include:
 - Personal, family, or close social relationships with involved parties
 - Prior involvement in the incident
 - Professional roles impacting neutrality (e.g., therapist, school staff)
 - Any situation raising bias concerns, intentional or not
- When uncertain, err on the side of caution
- Early addressing of conflicts preserves trust, fairness, and process integrity
- Document conflict-related decisions briefly without sensitive details

Section 5.17: Scheduling the Restorative Meeting

- After intake, diversion staff schedules the Youth Diversion Team meeting
- Coordinate with the youth who caused harm, their family, and those directly impacted (if attending) to find a suitable date/time
- Include the availability of key participants, including Youth Diversion Team volunteers
- Schedule the meeting promptly to maintain momentum and encourage timely engagement
- Consider cultural, language, and accessibility needs when scheduling
- Once the date is set, notify all participants, providing precise details on the meeting format, location, and expectations

Appendix I: Checklist – Post-Meeting and Case Closure

The following checklist outlines the essential steps for monitoring progress after the Youth Diversion Team meeting and for formally closing a case, whether it is successful or unsuccessful. It ensures consistent documentation, supportive follow-up, and clear communication with youth, families, and referring agencies. These steps help maintain the integrity of the restorative process, reinforce accountability, and offer continued opportunities for growth and connection even when the original plan is not fully completed.

Section 9.1 Quick Reference – Case Management Sessions and Follow-up Monitoring

- **Documentation:** Required for all contacts, updates, and changes, in person, phone, text, or email. Include rationale and consent (see *Sections 10.2 & 10.3*). Include date and content of contact.
- **Monitor Follow-Up Schedule:** This is built into each SMART goal and tailored to the youth's needs and support level (see *Section 8.4*). Ongoing monitoring topics may include, but are not limited to:
 - Agreement compliance
 - Access to services
 - School attendance and behavior
 - Community conduct
 - Updates from service providers
 - Acknowledging progress and offering encouragement
- **Schedule and Document Follow-Ups:** May occur upon request or if concerns arise; continue until formal case closure.
- **Schedule and Document Courtesy Check-Ins:** Even when no concerns exist, this shows care and maintains connection.
- **Schedule and Document Follow-Up Meetings:**
 - Work with families and available team members; gather input from absent members securely
 - Required if barriers, lack of progress, or concerns from youth, family, or service providers emerge
 - Must include the youth and parent/guardian—no meeting without them
- **Possible Reasons for a Follow-Up Meeting:**
 - Major plan revisions or extensions
 - Need for additional support

- Discussion of noncompliance and consequences
- Early closure due to legal or exceptional issues

Section 9.2: Balancing Support and Accountability When Barriers Arise

- Acknowledge real-life challenges that may impact follow-through
- Refer to the intake assessment to ensure goals remain realistic
- Monitor for new or emerging barriers during follow-up
- Respond with empathy while upholding accountability
- Document when the youth is making sincere efforts but struggling
- Adjust timelines or access methods when appropriate
- Keep the core expectations of the Agreement intact
- Continue regular progress checks
- Provide support alongside clear accountability
- Note all updates, changes, and rationales in case documentation

Section 9.3: Case Closure

The Closing Meeting, Regardless of Outcome:

- Hold a final meeting with the whole Youth Diversion Team whenever possible
- If the entire team is unavailable, hold the meeting with the case manager and available team members
- Use the meeting to acknowledge the youth's efforts and formally close the case
- If a meeting isn't possible, send a written letter to the youth and family as a last resort
- If youth and family cannot be reached after reasonable efforts, proceed with administrative closure

Successful Cases

- Confirm the youth has completed all Agreement terms and the 6-month timeline
- Contact the youth and the parent/guardian to schedule the closing meeting (preferably in person)
- Hold a case closing meeting with the full or partial Youth Diversion Team
- Acknowledge and celebrate the youth and family's efforts and growth
- Reflect on what supported their success (e.g., resilience, support, services)

- Encourage continued participation in positive programs or relationships
- Offer help to repair remaining relationships if needed
- Provide referrals or ongoing support if appropriate
- Collect anonymous feedback through an exit survey (on-site or digital preferred)
- Notify the referring agency of successful completion
- Send a follow-up letter within one week summarizing success and resources
- Document the method of closure and rationale in the case file

Unsuccessful Cases

- Review case documentation to understand why the diversion plan was not completed
- Identify patterns, obstacles, or insights from the case
- Contact the parent or guardian and the youth to explain the outcome and schedule a closing meeting
- If no response, send a letter explaining the result, next steps, and support options
- If the family reengages, explain the outcome and possible next steps
- Emphasize that support is still available from the Youth Diversion Team and Youth Service Bureau
- Encourage completion of an anonymous exit questionnaire to gather feedback
- Provide onsite or digital options for survey completion; mail if no meeting occurs
- Keep all case materials and documentation in the case file
- Inform the referring agency that the diversion process was attempted but unsuccessful, and explain why
- If the court was not the original referral, allow the referring agency to decide the next steps based on relevant factors
- Document the method and rationale for the case closure in the file

Section 9.6: Case File Closure & Internal Record Keeping

- Confirm all documents are complete and accurate (e.g., Agreement, follow-up notes, communications)
- Enter the final status into the case management system.
- Mark case as closed in physical or digital records.
- Archive per confidentiality and retention policy.

- Note if any follow-up support referrals were made beyond closure.

Section 9.7: Stakeholder Feedback

- Gathering feedback from youth, family, the harmed party, and volunteers.
- Method (survey – youth and parent, interview).
- Use of insights for program improvement.
- Optional but recommended:
- Collect feedback from youth, family, harmed parties, and volunteers.
- Use of feedback to improve the program and future meetings.
- Include sample questions or forms if applicable.

Section 9.8: Staff & Volunteer Debrief and Reflection

- Team reflection for complex or high-impact cases.
- Emotional check-in for staff well-being.
- Opportunity to identify lessons learned.
- Encourage brief team debriefs for complex cases.
- Opportunity for staff reflection and wellness check-in.

Appendix J: Youth Exit Survey

YDT Youth Exit Survey- Questions	Yes	No	Not Sure
Do you generally feel that your YDT <i>experience overall was a positive one?</i>			
Do you generally feel that the members of the YDT <i>understood your needs?</i>			
Do you generally feel that the members of the YDT <i>understood the situation?</i>			
Do you generally feel that the members of the YDT <i>were transparent about the process?</i>			
Do you generally feel that the members of the YDT <i>gave you the information you needed during the process?</i>			
Do you generally feel that the members of the YDT <i>were supportive during the process?</i>			
Do you generally feel that the members of the YDT <i>were knowledgeable about the process?</i>			
Do you generally feel that the members of the YDT <i>supported you in completing the process?</i>			
Do you generally feel that <i>you were included in the process at all steps?</i>			
Do you generally feel that <i>your thoughts and/or opinions were considered</i> when the agreement was developed?			
Do you generally feel that <i>your needs were considered</i> when the agreement was developed?			
Do you generally feel that the resulting agreement <i>provided the right support to repair harm that the person(s) harmed/victim(s) experienced?</i>			
Do you generally feel that the resulting agreement <i>provided the right support to repair harm that your family experienced?</i>			
Do you generally feel that the resulting agreement <i>provided the right support to repair harm that the community experienced?</i>			
Do you generally feel that you were <i>helped by the overall process?</i>			
Do you generally feel that you were <i>connected with any services and/or support that you needed to better handle situations like this in the future?</i>			

Do you generally feel that this process will <i>help you to better handle situations at home, at school, or in the community that may arise in the future?</i>			
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Please use the space below to provide any additional thoughts you have on the overall YDT process. Comments can address the specific questions above or address additional areas not covered above.

Appendix K: Parent Exit Survey

YDT Parent Exit Survey- Questions	Yes	No	Not Sure
Do you generally feel that your child's YDT <i>experience overall was a positive one</i> ?			
Do you generally feel that the members of the YDT <i>understood your child's needs</i> ?			
Do you generally feel that the members of the YDT <i>understood the situation</i> ?			
Do you generally feel that the members of the YDT <i>were transparent about the process</i> ?			
Do you generally feel that the members of the YDT <i>gave you and your child the information you needed during the process</i> ?			
Do you generally feel that the members of the YDT <i>were supportive during the process</i> ?			
Do you generally feel that the members of the YDT <i>were knowledgeable about the process</i> ?			
Do you generally feel that the members of the YDT <i>supported your child in completing the process</i> ?			
Do you generally feel that <i>you and your child were included in the process at all steps</i> ?			
Do you generally feel that <i>you and your child's thoughts and/or opinions were considered</i> when the agreement was developed?			
Do you generally feel that <i>your child's needs were considered</i> when the agreement was developed?			
Do you generally feel that the resulting agreement <i>provided the right support to repair harm that the person(s) harmed/victim(s) experienced</i> ?			
Do you generally feel that the resulting agreement <i>provided the right support to repair harm that your family experienced</i> ?			
Do you generally feel that the resulting agreement <i>provided the right support to repair harm that the community experienced</i> ?			
Do you generally feel that your child was <i>helped by the overall process</i> ?			

HOMELESS ENCAMPMENTS IN PUBLIC PARKS

August 20, 2025



Objective: To provide an overview on homelessness and communicate our department's current approaches (and challenges) for addressing homelessness in Bristol's public parks and to seek feedback from Park Commissioners

of Individuals Experiencing Homelessness

Key Figures

- A total of 771,480 people in the United States experienced homelessness in 2024 (around 23 of every 10,000 people).
- The number of people experiencing homelessness in the United States on a single night in 2024 was the highest ever recorded.
- Connecticut has an estimated 3,410 individuals experiencing homelessness (13% increase from 2023)
- Estimated 25-30 *documented* individuals in Bristol experiencing homelessness

Sources: U.S. Department of Housing & Urban Development 2024 Annual Homelessness Assessment Report & Coordinated Access Network "CAN"

Key Understandings Around Homelessness

- Each individual experiencing homelessness has a unique story
- Important to recognize that many people are one medical bill/job layoff away from experiencing homelessness themselves
- All State homeless shelters are at capacity and there is a housing crisis that results in an inability to secure housing for individuals
- So where do people go? Public places, very commonly parks that provide privacy, shelter and a sense of security

*Ordinance Violation of: **Hours of operation.** No person shall enter park property after the closing hour established by the board of park commissioners (Code 1960, § 8-2; Ord. of 9-8-77; Ord. of 8-13-84; Ord. of 8-9-93; Ord. of 2-14-06; Ord. of 11-10-15)*

Note: Only law enforcement officers can issue citations for violation of city ordinances. Park employees do not have citation powers.

Overview of the Park Specific Challenges (Park specific)

Staff Capacity & Limitations	Current Actions	Long Term Challenges Around Sustainability
- Insufficient # of park employees to maintain 1,000 acres of public park land according to national statistics. Directing parks employees to clean up encampments takes them away from their main job functions which impacts operations (ballfields, pools, trash collection, repairs, etc.). - Insufficient training, PPE and lack of approved protocol for handling encampments that can not be dealt with using machinery.	- Working with the Mayor's Office and City Departments to develop a formal protocol, that extends beyond our park policy, for handling encampments that balances both the dignity of the individuals experiencing homelessness and the need for timely removal of encampments to protect the health and well-being of park users and our front-line staff. - Hiring a 3rd party vendor to handle clean-ups that transfers liability and addresses the staffing capacity challenges previously mentioned. - Community Services developing a resource guide that outlines available supports and contact information for local non-profits. The guides will be provided to Bristol Police to give to individuals when they are being noticed to vacate the property.	- An aggressive approach to cleaning every encampment that gets reported will result in significant costs to the department/city. Furthermore, with no place for individuals to go, they will likely return to another park location to set up camp which will result in an endless cycle = more funding needed. - Consideration on a philosophy and cost-benefit analysis for addressing priority encampments near recreational amenities and not deep wooded encampments? - More prevention programs offered either by city agencies or community non-profits. - Designated spaces for unhoused individuals in the face of homeless shelters being at capacity and an affordable housing crisis?

WHAT CAN YOU DO AS A COMMISSIONER?

- Ask questions on this presentation to ensure you have a complete understanding of the issues and approaches being taken by the department.
- Provide feedback on the approaches to ensure we are in alignment with our views and maximizing our impact with the available resources.
- Be a park champion by communicating the approaches and challenges of the department to the greater community.



Board Member Self-Assessment

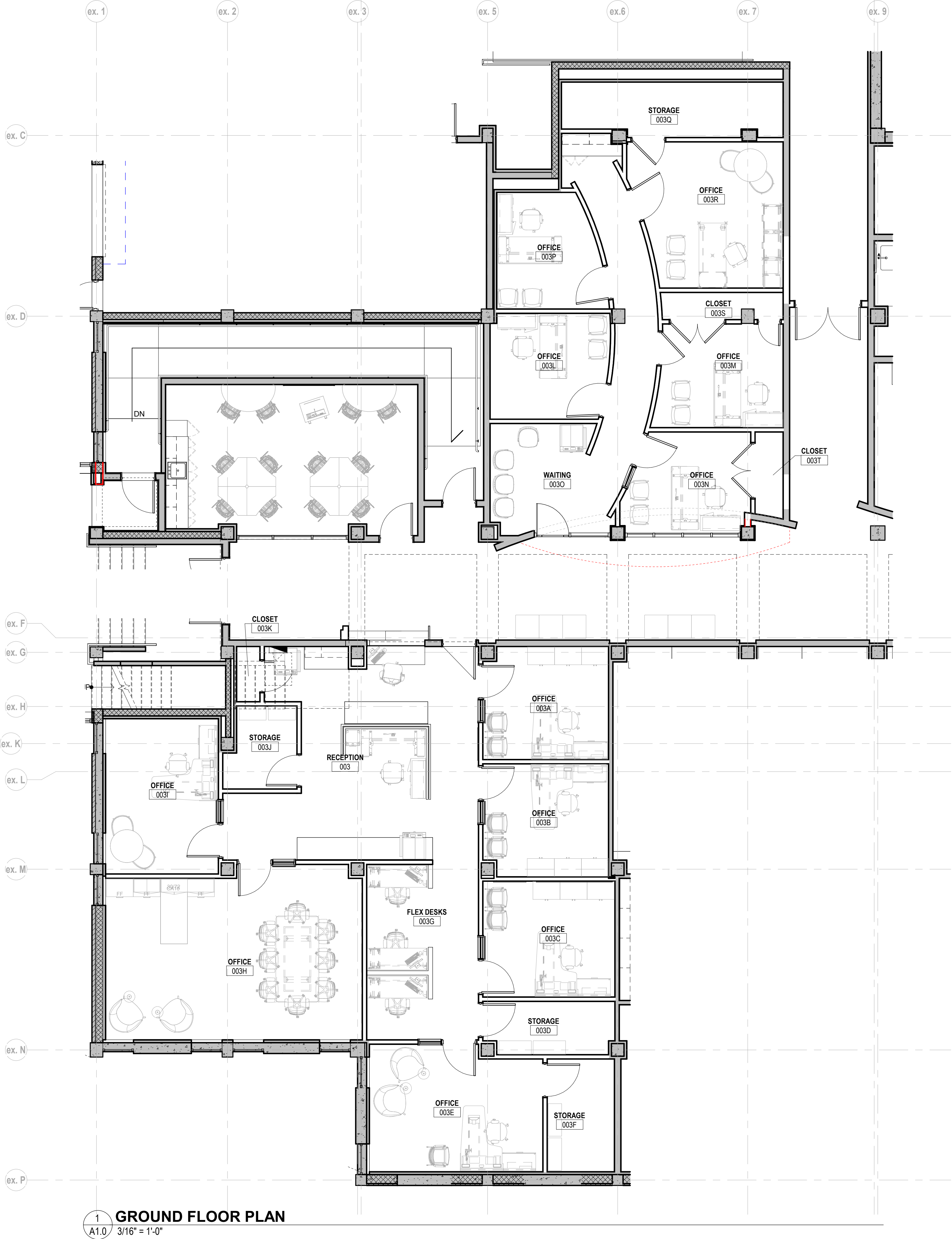
The following self-assessment tool was created to allow existing and prospective new board members to reflect on their service and experiences that help or will help inform how they participate in their board work. The self-assessment also helps staff identify gaps in expertise that we can then recruit for with future vacancies in order to have a board that is diverse in both areas of interest, skill and community make-up. From the identified gaps, desired board member profiles will be developed and submitted to the Mayor's Office for future consideration.

1. What was your motivation for serving on a board?

2. Please circle which skills and/or areas of experience you have (select all that apply).

☐ Accreditation ☐ ADA/Accessibility ☐ Architecture/Engineering ☐ Arts & Culture ☐ Business Management ☐ Communications ☐ Community Engagement ☐ Education ☐ Environment ☐ Event Planning ☐ Finance ☐ Fundraising ☐ Governance	☐ Grant Writing/Management ☐ Health & Wellness ☐ Insurance/Liability/Risk Management ☐ Law ☐ Marketing ☐ Park Operations ☐ Planning/Design ☐ Policy ☐ Recreational Programming ☐ Research/Data Analysis ☐ Strategic Planning ☐ Technology ☐ Youth Development
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3. Are there other skills, experiences, relationships or areas of expertise that can be utilized in your board service to benefit the BPRYCS Department in our service to the Bristol community?



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A1.0
GROUND FLOOR PLAN
3/16" = 1'-0"

QA+M
architecture
QuisenberryArcariMalik
195 Scott Swamp Road
Farmington, CT 06032
qamarch.com

NEW OFFICES FOR:

**DEPT. OF PARKS,
RECREATION, YOUTH
& COMMUNITY
SERVICES**

111 NORTH MAIN STREET
BRISTOL, CT
Project #: 2115

Revisions
Issue Dates:



PROGRESS SET:
JULY 24, 2025

GROUND FLOOR PLAN

A1.0