THE EAST ISLAND NETWORK FOR ENGLISH LANGUAGE SERVICES

REISA

2024 YOUTH NETWORK FORUM REPORT

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Executive Summary

Objective

The forum's objectives were to provide a context and summary of various youth initiatives and to collectively plan for future projects adapted to the English-speaking minority community. With a focus on English-speaking youth and the Youth Criminal Justice Act, the forum offered the opportunity for our partners to share their insights, their expertise, and spark fresh ideas and new perspectives for our collective work. Partners had the chance to network with other professionals with one common objective: helping our city's youth. The forum included representation from both English and French-language organizations.

Participants

REISA's 5th annual Youth Network Partners Forum brought together 24 participants from 16 different organizations currently working on increasing access to English-language services in the East and North of Montreal. The list included, 3 high schools, 10 community organizations, 4 Carrefour Jeunesse Emploi (CJE), 1 School Board, 1 representative from the Ville-de-Montreal arrondissement RDP-PAT, 1 representative from the Collectif Jeunesse in Saint Leonard, 1 representative from the Secretariat aux Relations avec les Quebecois d'expression anglaise (SRQEA), and 1 representative from the Community Health and Social Service Network (CHSSN).

Participants Feedback

Feedback from participating organization was anonymously collected and shared at the end of the report.

Forum Invitation

CHSSN YOUTH NETWORK | RÉSEAU JEUNESSE

REISA The East Island Network for English Language Services

Secrétariat aux relations avec les Québécois d'expression anglaise Québec

YOUTH NETWORK FORUM

At the Youth Network Forum, we're excited to welcome **four panelists and guest speaker!** They'll be sharing their unique insights and answering questions on their areas of expertise, sparking fresh ideas and new perspectives for our **collective work**. Don't miss this chance to connect with experts, exchange knowledge, and **strengthen our commitment to supporting youth across the community!**

Adrienne Winrow
Executive Director at Y4Y

Jonathan Sbrollini
Camp LIFT Co-Director

Stefany Margot Camacho
CJE Saint Laurent

Rob Leclerc
Project Development Officer at EMSB

Tracey Moore
Youth Probation Officer at Batshaw

Tuesday
3 Dec, 2024

Time
09:00 - 11:30 AM

Location
8420 Boul. Lacordaire

Forum Agenda

Attendance List

NAME	EMAIL	ORGANIZATION
Jennie	trstleonard2@pactderue.org	PACT de rue
Julie Crevier	julie.crevier@montreal.ca	Ville de Montréal arrondissement RDP-PAT
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Marine Janssens	m.janssens@cje-centrenord.com	CJE Centre-Nord
Jennifer Cooke	Jcooke@chssn.org	The Community Health and Social Service Network (CHSSN)
Vince Lacroce	vlacroce@emsb.qc.ca	EMSB - Perspectives High School
Gerry Tullio	gtullio@emsb.qc.ca	EMSB –Laurier Macdonald High School
Colin Throness	colin@avenuesmontreal.ca	EMSB
Ramona Potesta	rpotesta@emsb.qc.ca	EMSB – Community Learning Center – Laurier Macdonald High School
Stefany Margot Camacho	stefany.margotcamacho@cjestlaurent.org	CJE Saint-Laurent
Isabella Giosi	Isabella.giosi@y4yquebec.org	Y4Y Quebec
Samuel Gex-Fabry	coordo@cje-rdp.org	CJE RDP
Lara Tannous	Lara.tannous@cjestlaurent.org	CJE Saint-Laurent
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Roberto Leclerc	rleclerc@emsb.qc.ca	EMSB – Perspectives High School
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Arwa Al Afandi	representation@reisa.ca	REISA
Kayla Leonard	Interns.reisa@gmail.com	REISA

Presentations

The presentations consisted of one panel of four professionals from different youth organizations in the East and North of Montreal, followed by a presentation from Batshaw's Youth Probation Officer, Tracey Moore on the Youth Criminal Justice Act.

REISA: Opening of the Youth Network Forum

Claudia Maiolo; Interim Executive Director

C. Maiolo opened the 5th annual Youth Network Forum with an introduction to REISA, the guest speakers, and expressed her gratitude for having the presence of funders, and partners, both long-standing and new.

Panel Discussion: Empowering English-Speaking Youth: Positives, Challenges, and Initiatives for Growth

Judy Yankowski, the panel moderator, introduced the panelists and invited each panelist to share more about themselves and the organization they are representing. The panel's format was an open discussion. There were questions posed by the moderator and questions posed by the audience. The audience was invited to ask questions throughout the panel discussion.

Four Panelists

Jonathan Sbrollini - Camp LIFT

In 2016, Jonathan Sbrollini co-founded Camp LIFT with a mission to support troubled youth by promoting healthy lifestyle choices. His background in counseling and work with high schools revealed a need for year-round guidance, especially during summer breaks. Camp LIFT's first youth camp launched in August 2016, gaining widespread success. Over the years, Camp LIFT has grown to serve over 5,000 youth annually, delivering health promotion workshops across 20 high schools exclusively in the English Montreal School Board. Recognized by the Quebec Ministry of Health and Social Service and many community networks, it continues to be a leading force in youth development and wellness initiatives.

Adrienne Winrow - Y4Y - Youth for Youth

A graduate of the Political Science program at Concordia, Adrienne Winrow has been working and volunteering in the non-profit sector for over 20 years. Since her start with Y4Y Quebec, she has overseen dozens of youth-led projects and initiatives, promoted research conducted by and for the English-speaking youth community, and travelled the province to learn about the issues facing our youth firsthand. Currently, she volunteers at her sons' schools and is a proud Soccer Mom.

Stefany Margot Camacho - Carrefour Jeunesse Emploi Saint Laurent

With nearly 20 years of experience supporting both youth and adults, Stefany is committed to helping individuals reach their full potential. Stefany holds a bachelor's degree in psychology and Sociology from the University of Montreal. She has worked as a Linguistic Support Teacher within the Heritage Language Program (PELO) at the Montreal School Service Center (CSSDM), focusing on language development and cultural awareness. Additionally, Ishe served as a psychosocial worker, assisting families affected by domestic violence in Montreal. Currently, she hold two roles at CJE Saint-Laurent: Socio-professional Support Worker and Business Development and Partnership Manager. In these roles, she collaborates with organizations, schools, and businesses to create opportunities for youth, always driven by a desire to empower and uplift others.

Roberto Leclerc - Perspectives High School and Avenues

As Project Development Officer for the EMSB's Outreach Network, working with Perspectives I and II high schools, Robert is involved in building partnerships and liaising with community organizations, writing small grants, teaching cooking classes for Leadership and Entrepreneurship, coaching students, and organizing recreational activities. He served three years on the board of CJE Centre Nord and is the co-founder and co-director of Avenues Montreal. This non-profit supports

youth transitioning out of high school by creating individualized, strength-based roadmaps and fostering connections with community organizations.

Opening the Panel & Discussion

*Please note that responses to the questions are summarized for the purpose of the report, not all information and/or discussion points are included.

After the panelists finished their introductions, J. Yankowski opened the floor to the audience for questions. No questions came up initially.

J. Yankowski proceeded to begin with the predetermined questions. Each panelist was sent two questions in order to prepare for the panel.

Question: The Youth on Boards program at Y4Y Quebec supports English-speaking youth to gain the skills needed to feel confident when seeking a Board position in a community organization. How do you think this initiative empowers young people to make meaningful contributions to their communities and develop as leaders?

A. Winrow - The youth onboard program was developed a couple of years ago, based on what they knew was offered to French-speakers through the youth secretariate. The training for the original program was free but entirely in French. Y4Y created a program which is an immersive two-day experience so that youth can learn how to serve their community by joining a board of directors. The program equips them with the skills and confidence they need, to serve in governance roles in their communities. There have been over 150 youth trained so far with two more cohorts coming up.

Adrienne shared three ideas for organizations looking to integrate youth into their boards.

First, she suggested creating a mini board. This group would meet less frequently than a full board of directors but would still allow youth to develop the skills needed for board participation.

Second, she recommended implementing a mentoring program, pairing a young person with an experienced board member who has served for a long time.

Adrienne also emphasized the importance of training for young participants. She noted that Y4Y offers free training for youth, with upcoming dates available on their website.

Lastly, she proposed giving youth small tasks, such as conducting research or preparing a report or presentation for the board. This approach helps young members feel they have contributed meaningfully, providing them with a sense of accomplishment and value early on.

Question from the audience – I want to know how you get youth involved in your activities and encourage registrations and participation.

J. Sbrollini answers the question – LIFT exclusively serves youth who are part of the English Montreal School Board (EMSB). Students eligible for the summer program are those already participating in our activities during the school year. LIFT continues to support these students in the summertime through its collaboration with EMSB schools.

S. Margot Camacho adds into this question - At the CJE, we offer a program called *Connexion Emploi*, an 8-week paid initiative. While the program does welcome English-speaking participants, a basic understanding of French is required. Applicants must pass an interview to be accepted. Once enrolled, participants are provided with tools and guidance to help them search for a summer job.

Follow up question - Are there any waiting lists for this program?

S. Margot Camacho – Applicants must first apply, with a new group starting in January. The application process is similar to applying for a job. Once the application is submitted, the CJE will contact the applicant to schedule an interview. While the program accepts English-speaking youth, a basic understanding of French is required.

Question from the audience - I know that each CJE is slightly different, what does the CJE Saint Laurent do in terms of outreach within the school sector?

S. Margot Camacho – I visit a school once a week to help students create CVs. Occasionally, students who are struggling in school are referred to me to assist them in finding a job. While I explain the importance of finding employment, I emphasize that finishing school should remain their top priority.

We also deliver workshops in schools on topics such as applying for jobs, following up on applications, and navigating the job market. This year, we participated in the *Roulo Bulo* project at Vanier College, where we set up a truck to inform students about our services and how we can assist them in finding employment. During this initiative, we also explored the challenges students face when applying for jobs, particularly those related to language barriers.

J. Yankowski asks R. Leclerc a question – How do you approach the diverse needs of English-speaking youth, particularly in helping them navigate their post-high school options in areas like well-being, education, and employment?

R. Leclerc – I wear two hats: one within the school system and another outside of it. The approach I take in both roles is quite similar. With the youth we work with, we often find that while they are somewhat aware of the resources available to them, they still wish for more programs and support. In schools, we offer many of these resources, but students frequently express a desire for additional options.

Many former students return to school feeling confused about their next steps after high school. Often, they lack adult guidance in their lives and come back to ask for help with tasks like applying for jobs or further education. The main reason they seek this support is that they had a designated point person at the school with whom they had built a trusted relationship.

In my own work, I've felt frustrated when referring students to programs and services, only to see them not attend. My colleagues and I recognized that students with complex needs require an additional layer of support.

Through *Avenues*, we receive referrals for students who have left high school. The process is straightforward: we meet with them and build a small support team, which often includes a peer or a community member they trust. We meet youth informally, recognizing that many have a distrust of institutions. Meetings might take place in a café, museum, or other casual setting. Together, we chart a map of resources tailored to their needs.

Building trusting relationships is key to facilitating resource sharing. While there has been significant mobilization within schools, more dialogue is needed between higher-level stakeholders, schools, and community organizations. It's essential to evaluate and improve how youth are referred to services and programs.

Avenues is a case management program with experiential learning built into it. It provides a way for youth to build meaningful connections with community organizations.**J. Yankowski** – Does anyone want to add anything

Question from audience – My question is for Jonathan and concerns students who are enrolled in more concentrated academic programs due to their involvement in elite sports (*sport-étude*). These students often face significant pressure to maintain high academic performance while excelling in their sport. Do your programs offer any mental health support to help these students cope with the demands of being honor roll students and elite athletes?

J. Sbrollini – In the past, I worked with a French high school on the South Shore. Before *Camp Lift* became what it is today, we had always focused on promoting healthy lifestyle habits. Many of the workers at *Camp Lift* have a range of competencies, such as addiction counseling, as well as Canadian fitness professional certifications. If a worker lacks competencies in physical health, we provide in-house training to help them acquire those skills.

We focus on addressing the underlying causes of substance use. When I was working on the South Shore, while many students were experiencing stress, it was mostly a minority who engaged in risky behaviors. Conversations with these students often centered on psychosocial relationships and taking responsibility for their choices. We aimed to bring their attention to their true goals and how certain behaviors could hinder their success in achieving them.

Ultimately, it's about pairing the right worker with the student to help build trust and foster meaningful connections.

Question from audience – On the topic of addiction, I am finding one type of addiction that is growing a lot over the years is screens and video games! Do you guys do any of that?

J. Sbrollini – There are similar mechanisms in place, but we are not the ones providing those types of services within the high school. This is a broader conversation, and other organizations are specifically established to do this type of work. While we do have some expertise in this area, we offer a workshop in collaboration with a French organization, *Bien-être Numérique*. However, we were unable to lead the workshop ourselves, as another organization was funded to organize it.

J. Yankowski – Stress seems to be a huge issue, especially since COVID. Working with youth we see that they struggle, in your personal opinion, what are the basic skills that kids need today to

succeed in life? And what can we offer them to succeed? What services and programs can help youth cope, especially when it comes to screens?

J. Sbrollini – When it comes to screen time, it should be addressed at a much younger age than the teenage years. Often, young people aren't given the opportunity to express themselves, open up, and feel safe doing so. In my opinion, I strongly support promoting healthy lifestyle habits, with physical activity being a key component. Post-pandemic, we've seen that 1 in 4 youth may be living sedentary lifestyles. This means that while they are engaging with screen time, they are also isolating themselves and spending time alone.

In schools on the East End, we are seeing an increase in violent issues, but I don't believe this is solely linked to screen use.

Question from audience – This question is open to anyone on the panel. In our schools with greater needs, where truancy is a significant issue, getting students to buy into a program can be challenging, especially when they don't even want to come to school. Maintaining consistency is also a struggle. How do you address these challenges when working with schools? Are there programs available for students who face specific academic challenges?**S. Margot Camacho** – The French school board provides us with a list of students who have been flagged for a specific reason, and we try to reach out to them by offering volunteer activities. We make an effort to contact them up to three times if we don't receive a response. Sometimes, students may transfer from one school to another, making it difficult to reach them.

When they come to our organization, some students are dealing with challenges at home, so we try to refer them to the appropriate professionals. We also present other options if they're not interested in returning to school, such as exploring job opportunities. We collaborate with the school board to connect with these at-risk youth and propose alternative activities to help get them out of the house

A. Winrow – I just want to mention that Y4Y has worked closely in the past with *Le Réseau de l'École de la Rue* in Quebec. Traditionally, they serve the French-speaking community, but they organized a pilot project in English-speaking communities that is currently being developed and deployed. This project targets former students who have left the school system for various reasons, many of whom are not engaged in employment or educational training.

École de la Rue focuses on reaffiliation to society. They serve as a first point of contact and work closely with CJE's, schools, and school boards. They have a strong track record of helping young people reintegrate into society, and the focus is on helping them define their own journey moving forward.

R. Leclerc – Everyone who works with me knows that I tend to resist one-time workshops and exercises. When someone comes into the school, I often encourage them to stay on a weekly or bi-weekly basis. I believe this is one of the best ways to ensure long-term impact.

Regarding stress management, I think stress workshops are valuable, but they need to be paired with real-life situations. For example, this year I worked with a teacher in the cooking program, and in addition to that, we're taking students on food tours. The students will interview local

business owners and interact with them, which can be very stressful for some youth. So, I believe that in-class workshops, when linked to real-life experiences, can be both valuable and successful.

Question from audience – I heard Jonathan mention this earlier—how difficult it can be to create a bridge between what you do and providing youth with access to external organizations that can help facilitate programs after they leave your organization. How do you manage to convince them that these organizations are trustworthy, and how do you help them feel comfortable getting involved with them?

J. Sbrollini – I am a strong believer in synergetic collaborations. By that, I mean partnerships, co-animations, and various forms of collaboration. What I would suggest is coming to co-animate a workshop with us. We would need to discuss this with the school board for permission, but when it comes to facilitating services or community outreach after school or through extracurricular activities, there needs to be an overlap of workers who can collaborate effectively. Engagement and trust-building are fundamental. An overlap of services is a great way to achieve this.

A. Winrow – I just wanted to take a moment to discuss the untapped potential in many schools that we've observed. Schools and organizations in this room are working hard to reach youth with their programs and services, but there is still a gap. In many schools, not enough youth feel empowered to communicate positively and use their peer influence to share their experiences with the services they've used. Young people often seek something when a need arises, but they don't know about it in advance.

Y4Y will be piloting a project to create a model and structured platform where older students can effectively transfer knowledge and experiences to younger students in a sustainable way, ensuring continuity throughout their school years. This peer-to-peer knowledge transfer is crucial because youth tend to receive information better from their peers and accept expertise in a different way, without the formality of authority.

J. Yankowski – What I'm hearing is so encouraging: we have to work together. There's no "I" in the word "team." If we collaborate hand-in-hand, there's no competition, and we all share the same goal, which is to help our English-speaking youth. So, I think the key takeaway here is that we all need to work together.

The Youth Criminal Justice Act: Presentation by Batshaw's Tracey Moore

Following the panel, Judy Yankowski introduced Tracey Moore from Batshaw to present on The Youth Criminal Justice Act.

*Information on the next few pages is taken directly from the PowerPoint slides presented at the forum.

Tracey Moore has spent her professional career working in the helping and correctional milieux. First, as a self-awareness group animator in various federal institutions and then co-directing a drop-in centre for ex-offenders. Upon graduating from McGill University in Social Work, she began working in Youth Protection but has spent the last 16-years specializing in services for young offenders. Tracey taught at John Abbott College, in both the Correctional Intervention and Police Technology Programs. She continues to guest lecture at McGill, Concordia, and at community organizations.

Highlights from Tracey's presentation:

Tracey T. Moore discussed how the YCJA applies to youth aged 12 to 17 at the time of the offense, who have been charged with an offense under any of our four federal laws:

- The Criminal Code of Canada
- The Controlled Drugs and Substance Act
- The Cannabis Act
- The Youth Criminal Justice Act

She discussed the Youth Criminal Justice Act in more detail and the declaration of principles. Please refer to the following slides for more information.

The Youth Criminal Justice Act Declaration of Principle (Art. 3 YCJA):

a) Protection of the public, by:

- Holding a young person accountable through measures that are proportionate to the seriousness of the offence and the degree of responsibility of the young person;
- Promote rehabilitation and reintegration of the young person;
- Support the prevention of crime by referring the youth to community resources and services.

b) The criminal justice system for youth must be separate from adults, based on the principle of diminished moral blameworthiness or culpability, and must emphasize the following:

- Rehabilitation and reintegration;
- Fair and proportionate accountability, reduced level of maturity;
- Enhanced procedural protection to ensure that the young person is treated fairly and that their rights are protected;
- Timely intervention that reinforces the link between the offending behaviour and its consequences;
- The promptness and speed with which persons responsible for enforcing this Act, given young person's perception of time.

The Youth Criminal Justice Act

c) Within the limits of fair and proportionate accountability, the measures taken against the young person who commits offences should:

- Reinforce respect for societal values;
- Encourage the repair of harm done to victims and to the community;
- Be meaningful to the individual, given his needs and level of development, and where appropriate, involve the parents, the extended family, the community, and social agencies, in the rehabilitation process;
- Respect gender, ethnic, cultural and linguistic differences and respond to the needs of Aboriginal young persons and of young persons with special requirements, and;

The Youth Criminal Justice Act

d) Special considerations apply in respect of proceedings against young persons and, in particular:

- Young persons have rights and freedoms, such as to be heard in the and participate in the process, to decisions that affect them, and young persons have special guarantees of their rights and freedoms;
- Victims should be treated with courtesy, compassion and respect for their dignity and privacy and should suffer the minimum degree of inconvenience owing to their involvement with the youth criminal justice system;
- Victims should be provided with information about the proceedings and given an opportunity to participate and be heard, and;
- Parents should be informed of measures or proceedings involving their children and be encouraged to support them in addressing their offending behaviour.

The YJCA also recognizes that it is not necessary to impose a judicial consequence on a young person in order to hold them accountable.

The Youth Criminal Justice Act

When a young person commits a criminal offense, he may be dealt with **outside the judicial system** by the way of an **Extrajudicial Measure** (i.e. a warning from a police officer, without official charges being laid against him). Art. 6 YCJA;

And/Or:

A youth may be sanctioned without adjudication (without going in front of a judge), via the **Extrajudicial Sanctions** Program, Art. 10 YCJA;

Court:

A youth can be sanctioned by the court with a wide range of **Judicial Measures** imposed on the youth as a consequence for the offence (Art. 42 YCJA). A wide range of measures/sentences are available, given youth's assessment.

T.Moore then provided some definitions and explanations of important terms.

Probation:

- A community-based measure which includes conditions that the young person must respect for the duration of his probation, usually from 6-months to a maximum of 24-months, with 12-months as the most common. If he does not respect these conditions, he could be charged with a new offence (a breach), if he fails to do so (Art. 137 YCJA);
- Probation with and without follow-up.

Deferred Custody and Supervision (Art. 42(5) YCJA)

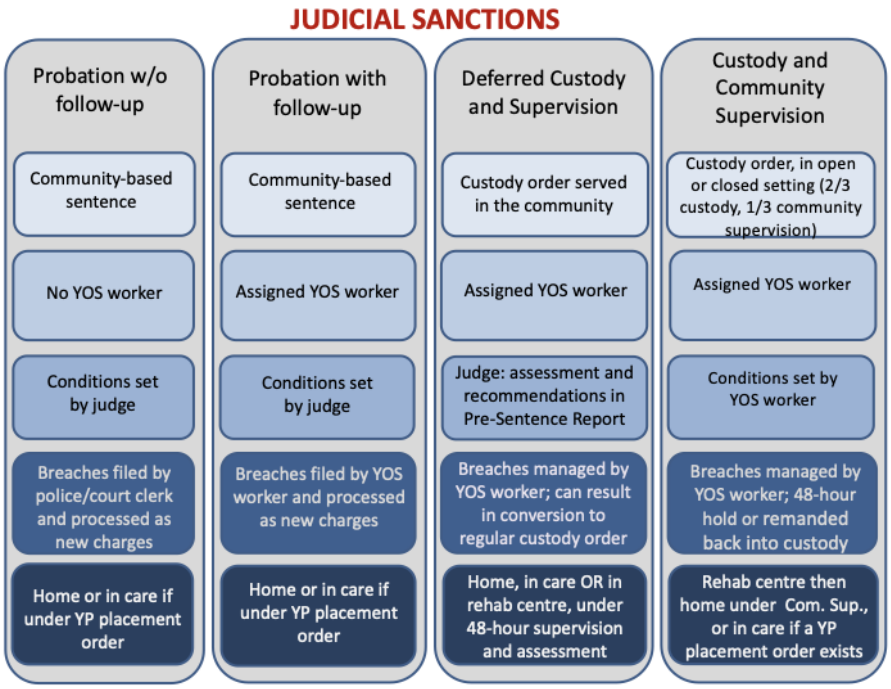
- A highly restrictive, community-based sentence, where the young person has strict conditions to respect during a set period of time (of not more than 6 months), or else be held in custody of he fails to respect the conditions;
- This type of sentence would be for a serious offense, meeting the criteria of custody, but given the young person's differential assessment, (i.e., involvement in school, extracurricular activities, job), he remains in custody, within the community.

Custody and Supervision (Art. 83)

- The most restrictive sentence, reserved for very serious offences, or for repeat offenders, where a young person is held in an "**open**" or "**closed**" rehabilitation centre, for a determined period of time, then released back home under very close supervision;
- **Custody** sentences are divided into a detention portion (2/3 of the duration), and a community supervision portion (the final 1/3 of the sentence). For example, on a 9-month

sentence, the youth will spend 6-months (2/3rds) IN custody, and 3-months ON community supervision;

- If the youth fails to comply with a condition of his community supervision, he can be returned to custody for the balance of his sentence. This process requires returning to court.



T.Moore then discussed The Provincial Director and Young Offenders Services.

While the Youth Criminal Justice Act is a **federal law,** its **application is a provincial responsibility**, so there are differences in how it is managed in different provinces.

In Quebec, it is the **Provincial Director** (also responsible for the Department of Youth Protection), who is mandated to oversee the implementation of the YCJA. At Batshaw Youth and Family Centres, youth workers in the Department of Young Offenders Services (YOS) are appointed to act on behalf of the Provincial Director.

The Provincial Director's Mandate includes:

- Upon the request from the prosecution (Directeur des Poursuites Criminelles et Penales (DPCP): to evaluate the eligibility of the young person charged with certain offences for the **Extrajudicial Sanctions Program**. This program entitles candidates to be held accountable for an alleged offence *without official adjudication and therefore, without receiving a criminal record.*
- Upon request by a Youth Court Judge: to prepare a **Pre-sentence Report** (art. 40 YCJA) assessing a young person who has been found guilty or pled guilty to one, or several offences,

and making sentencing recommendations based on the young person's psychological functioning, family situation, antecedents, and risk and protective factors.

The Youth Criminal Justice Act

Other services offered at Young Offenders Services include:

Group-Based Intervention – for the court-ordered clientele, offered several times per year, for the following Programs:

- **Aggression Replacement Training (ART),** based on Arnold Goldstein's approach, adapted to Young Offender clientele;
- **Victim Sensitization Program (VSP),** which uses a moral reasoning approach to help the young person to develop empathy and a clearer understanding of how their actions impacted the victims and society.

The Youth Criminal Justice Act

- **Youth Court Liaison Services** to young persons who are not known or active with YOS, or who are undergoing judicial proceedings:
- **Support to family and young persons arrested and detained** after the alleged commission of a serious crime;
- **Family accompaniment during the initial stages of court** (arraignment and bail hearing);
- **Repatriation services** for youth residing outside the jurisdiction but who have been charged in the District of Montreal;
- **Assistance to families in situations of detention** when a young person is charged with violence in the home, in collaboration with internal and external partners, notably the crise-ado-famille-enfance (CAFE) program, offered by the CSSS.

T.Moore explained the clinical approach at Young Offenders Services. They aim to reduce the risk of future offending by:

1. **Understanding the problem** of young people committing delinquent acts (assessing).
2. Helping them make changes to support their pro-social development (intervening) – **Responding to their individual needs.**

The Youth Criminal Justice Act

Our clinical approach is **client-centered** and **strength-based.** In working with our clients, we apply the concept of **differential assessment,** which refers to the methodical evaluation of the young person by looking not only at the crimes, but at a broad range of psycho-social factors. The goal is to identify **areas of need** and **strength** (protective factors) in:

- The young person's characteristics, personality and attitudes;
- The family environment;
- The social environmental (school, work, peers, recreation, substance use);
- The resources available to him in his formal and informal networks.

The Youth Criminal Justice Act

- In assessing and intervening with our clients, we support our professional judgement with the use of clinically validated socio-criminological **instruments to estimate risk of recidivism**, identify risk factors for re-offending, and to better understand the personality of our clients. We also **use clinical tools** to support our assessment of the young person's **developmental needs (the Child Development Chart)**, his family background **(the Strength-based Genogram)** and his network of supports **(the Connection Ecomap).**

The Youth Criminal Justice Act

- The YOS team also collaborates with internal partners to ensure that interventions are coherent and consistent with the services being offered to youth who are also receiving services under Youth Protection Act.
- Furthermore, YOS youth workers are actively involved with residential services when a young person is under a custodial sentence and adapt intervention to the Circle of Courage Model used in these settings.
- Finally, YOS works in close partnership with judicial, educational, and community resource networks.

The presentation was concluded with the limits of the mandate under the YCJA

Youth workers, with a legal mandate under the YCJA, have different powers than those held by workers under the Youth Protection Act. For example:

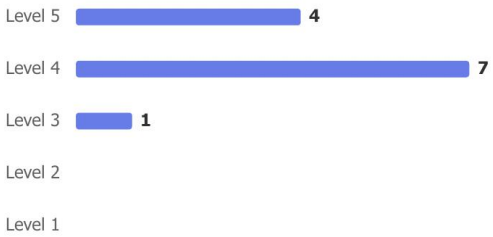
- We do not have the power to request an **extension to our services** based on the client's needs.
- Our intervention is limited by the duration of the original court order (i.e., 6-months, 12-months). As such, a very important part of our work involves helping the client set-up a reliable network of support in his family and community.
- Youth workers, with a legal mandate under the YCJA, have different powers than those held by workers under the Youth Protection Act. For example:
    - We do not have the power to request an **extension to our services** based on the client's needs. Our intervention is limited by the duration of the original court order (i.e., 6-months, 12-months). As such, a very important part of our work involves helping the client set-up a reliable network of support in his family and community.
- Our power is limited to making recommendations. **Only a judge has the power to change a sentence, including deciding to remand a person into custody.** Even when a situation of high-risk seems apparent, we must petition the court and the final decision rests with the Youth Court.
- Furthermore, all of our recommendations to the Youth Court are subject to the challenges of both the prosecution and the defense attorneys and workers are not represented by a lawyer to support their clinical recommendations.
- There are also **times when our mandate under the YCJA does not include any direct intervention** and we therefore cannot maintain active contact with the young person (e.g., community work orders, or, after the completion of an Extra-judicial Sanction assessment).

Participant Feedback

A post-forum survey was sent out and 12 out of 24 participants provided feedback following the event. Participants were given from December 3rd to December 12th, 2024, to fill in the feedback form through Microsoft Forms. The feedback form included a total of 6 required questions and 2 non-required questions. Participants were asked about their overall satisfaction with the event, how they found the presentations, and what they thought about their overall experience, their key takeaways, and areas for improvement.

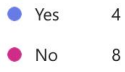
1. Overall, how satisfied are you with the event?

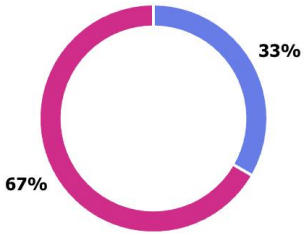
More details



2. Is this your first time attending a REISA event?

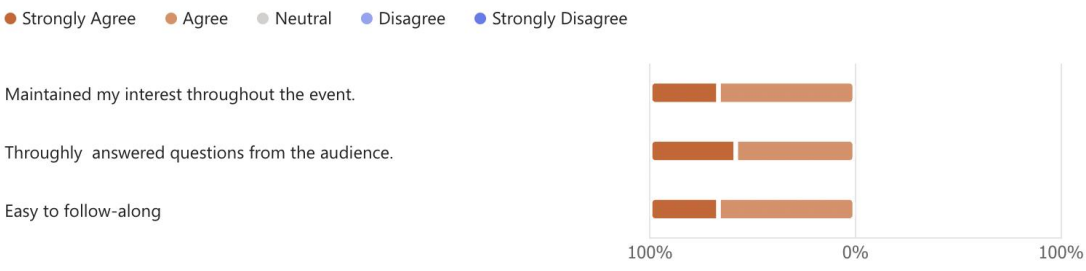
More details





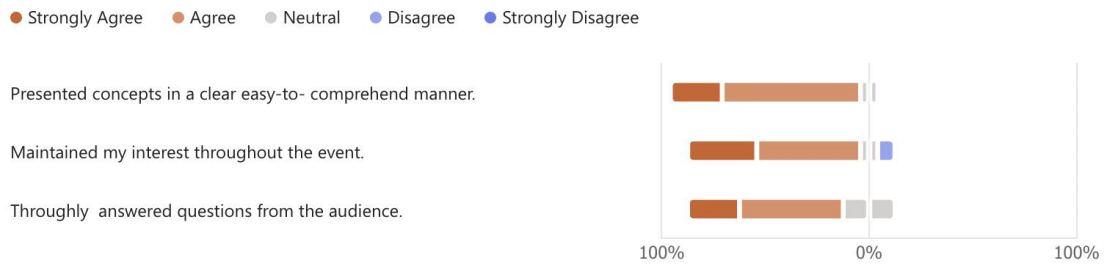
3. How would you rate the panel discussion?

More details



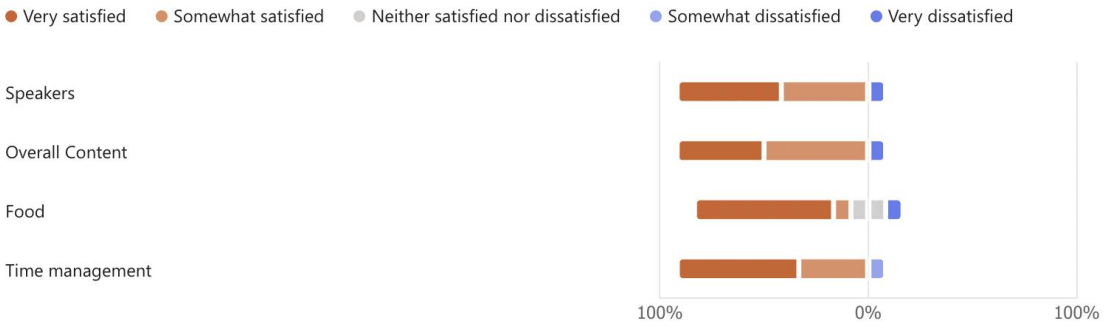
4. How would you rate the presentation on the Youth Criminal Justice Act by Tracey Moore?

More details



5. How satisfied are you with the following elements of the event?

More details



6. What aspects of the forum did you find most engaging or valuable?

More details

12
Responses

Latest Responses
"The exchange of ideas and expertise"
"The question and answer period"
"Great networking opportunity"
...

3 respondents (25%) answered panelists for this question.

Participants mainly found that the panel discussion and networking opportunities were the most engaging and valuable to them. Others mentioned the presentation on the YCJA and getting to know different English-speaking partners.

7. How could the event be improved?

More details

10
Responses

Latest Responses
"Breaking up into groups"
"More partners"
...

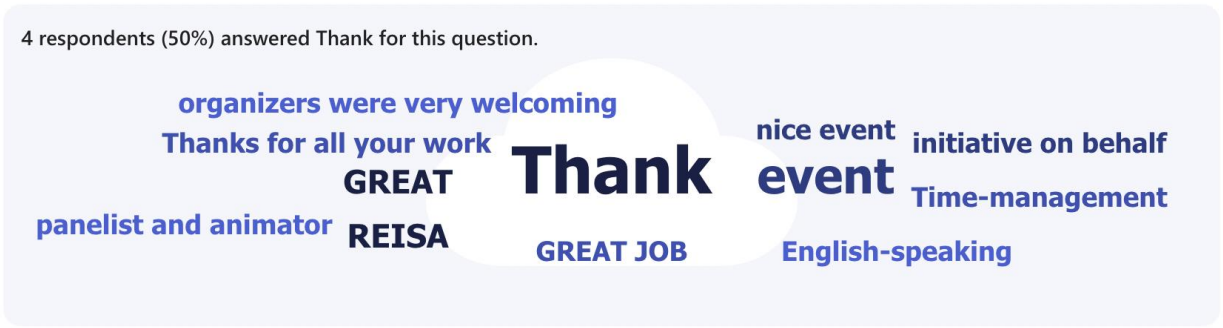
Participants stated that they would like more interactive segments and more time to break out into small groups. Others mentioned having more partners in the room and more social media content to be filmed.

8. Additional comments

More details

8
Responses

Latest Responses
...



Overall partners thanked the team!