



## SPECIAL MEETING

This public meeting is being held consistent with the Oklahoma Open Meeting Act, 25 O.S. §§ 301-314.

**OKLAHOMA COMMISSION ON CHILDREN AND YOUTH  
CAMERON BUILDING  
2915 N. CLASSEN SUITE 300  
OKLAHOMA CITY, OK 73106**

**Friday, February 24, 2023  
10:00 a.m.**

Zoom Meeting Link: <https://zoom.us/j/98812504547?pwd=QUNOYWRFNzZoVTlhOHJTQUc4U3hxQT09>

Meeting ID: 988 1250 4547  
Dial in by phone: 346-248-7799 Passcode: 110977

The following Commissioners will be attending via the Zoom virtual platform:

Brenda Myers  
Comanche County Courthouse  
315 SW 5<sup>th</sup> Street, Room 200  
Lawton, OK 73501  
(580) 581-4565

Brad Wilson  
Mordy, Mordy, Pfrehm & Wilson, P.C.  
110 West Main  
P.O. Box 457  
Ardmore, OK 73402  
(580) 223-4384

**Public Comment:** Please sign up to speak by contacting Kathleen Arrieta, OCCY Executive Assistant, *no later than 8:00 p.m. on Thursday, February 23rd at (405) 606-4913 or [Kathleen.Arrieta@occy.ok.gov](mailto:Kathleen.Arrieta@occy.ok.gov)* if you plan to speak virtually. Those who are speaking in person at the meeting *must sign up on the public comment sheet prior to the initiation of the meeting.* Please provide your name (and spelling of your name if attending virtually by telephone call), the organization you represent (if applicable), and the subject matter of your remarks. Public comments will be limited to *three* minutes per person. Should you wish to provide documents to the Commissioners, please send them to their individual emails listed on the OCCY website.

**Meeting Etiquette:** To provide the best connectivity for all virtual attendees, we ask that only the Commissioners use the video option when attending the meeting. The only exception will be when a presenter or guest attendee is speaking. All others should join the meeting by audio connection only. Thank you for your cooperation.

**AGENDA**  
**Friday, February 24, 2023**  
**10:00 a.m.**

- I. Welcome, Introductions, and Determination of Quorum  
*Chairperson John Schneider*
  - *Introduction of Commissioners*
  - *Introduction of Assistant Attorney General*
  - *Determination of Quorum*
- II. Public Comment
- III. Review of the Amended Minutes from the September 26, 2022 Regular Commission Meeting  
*Chairperson John Schneider*

*Discussion and possible vote to modify and/or approve the minutes.*
- IV. Review of the Minutes from the December 1, 2022 Special Commission Meeting  
*Chairperson John Schneider*

*Discussion and possible vote to modify and/or approve the minutes.*
- V. Presentation and Approval of the Finance Report  
*Megan Patton,*  
*OMES Financial Manager*

*Discussion and possible vote to approve the finance report.*
- VI. Formal Adoption of OCCY Rule Changes by OCCY Commissioners Following Public Comment Period.  
*Marcia Johnson,*  
*OCCY Legislative Liaison*

*Discussion and possible action.*
- VII. HB 1028 Prohibiting the Use of Corporal Punishment on Students with Disabilities (Rep. John Talley)  
*Sherry Fair, Executive Director*  
*Parent Promise*

*Discussion and possible vote to add to OCCY's Legislative Agenda.*
- VIII. Proposed Bill to Financially Support Foster Youth Who Are Aging Out  
*Emma Morris, Health Care and Revenue Policy Analyst, and Jill Mencke Youth Justice Policy Analyst; Oklahoma Policy Institute*

*Discussion and possible vote to add to the OCCY's Legislative Agenda.*
- IX. Presentation: Juvenile Competency Restoration Outpatient Program  
*Kathy LaFortune, J.D., Ph.D.*  
*Licensed Attorney and Psychologist*

*Discussion and possible vote.*

- X. Director's Report: A Report Regarding Agency Activities and Personnel Changes  
*Discussion* *Annette Wisk Jacobi,  
OCCY Executive Director*
  
- XI. Announcements *Commissioners*  
*Reports only; no discussion*
  
- XII. Chairperson Comments *Chairperson John Schneider*
  
- XIII. Adjournment *Chairperson John Schneider*

*Note: The Board may vote to table an agenda item or change the sequence of the agenda.*

***Next Meeting: Friday, April 14<sup>th</sup> at 9:00 a.m.***

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## COMMISSION MEETING MINUTES

**Special Meeting  
September 26, 2022  
10:00 a.m.**

### **AMENDED**

Commissioners present in person: Rachel Holt, Kalie Kerth, Carrie Slatton-Hodges, Ginarie Harrington, Joy Hofmeister, Jonathan Hall, Jason Hicks, Kevin Corbett, and John Schneider

Commissioners present virtually: Mike Warren attended virtually without video after the audio/visual equipment malfunctioned. He could not appear via video, and therefore did not vote.

Guests present: Sandra Balzer, Lana Turner-Addison, Terry Smith, Sid Brown, Brandy Bahm, Betty Hawkins-Emery, Constanzia Nizza, Joe Dorman, Pat Damron, and Michael McNutt

Staff present: Annette Wisk Jacobi, Mark James, Cherra Taylor, Rob Agnew, Lisa Rhoades, Makala Pittman, Nicole George, Marcia Johnson, Keith Pirtle, Isabel Rodriguez, Elizabeth Kaup, Joseph McGrath, Danielle Dill, and Harold Jergenson

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### **Welcome, Introductions, and Determination of Quorum**

– *Chairperson John Schneider*

Chairperson Schneider called the meeting to order at 10:02 a.m.

Commissioner Harrington arrived to the meeting at 10:15 a.m.

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### **Presentation and Approval of the State Fiscal Year 2024 OCCY Budget Request**

– *Mark James, Assistant Director*

Assistant Director James presented the State Fiscal Year (SFY) 2024 Budget Proposal to the commissioners for approval. Some of the information provided included:

- OCCY will request a flat budget for SFY 2024.
- Ninety percent of the SFY 2023 appropriations were spent on personnel costs.
- In addition to appropriations, OCCY received funding from contracts with the Oklahoma State Department of Health, the Oklahoma Partnership for School Readiness, the Oklahoma Department of Human Services as well as federal Title IV-E and Community Justice Act Grant funds.
- Projected carryover from SFY 2022 and SFT 2023 is \$550,000.
- Phase 1 of the new OCCY database was not completed as expected during SFY 2022, leaving \$200,000 carryover. Phase 1 is expected to be completed by December 2022.
- Of the \$550,000 in carryover, \$60,000 has yet to be designated for programs and/or services.

**A handout was provided.**

Superintendent Hofmeister moved to approve OCCY's budget proposal for State Fiscal Year 2024. Commissioner Kerth seconded the motion. All of members present voted in the affirmative.

## **Presentation on the Freestanding Multidisciplinary Teams: Annual Review and Proposed Determination of Functioning Status**

– Pat Damron

Pat Damron, OCCY's contracted Freestanding Multidisciplinary Teams (FSMDT) manager, presented on the history of the FSMDTs and the annual survey results. She then presented the list of FSMDTs that were deemed "functioning" after their annual reviews and recommended to receive funds for Calendar Year 2023. Some of the information provided include:

- Multidisciplinary teams were created to reduce trauma for victims and minimize gaps in the investigations.
- The five required members for the teams consist of the district attorney, child welfare specialist, mental health professional, law enforcement official, and a medical professional.
- The State of Oklahoma has 37 FSMDTs and 20 Child Advocacy Centers (CACs).
- Survey data included: 50% of alleged victims reported to the teams were between the ages of 0 – 6 years; 57% of the alleged victims were white; 43% of the cases reported alleged sexual abuse; 61% of alleged perpetrators were parents or stepparents; and 48% of the cases involved drugs and alcohol.
- Some of the barriers many teams faced include poor communication, staff turnover, and changes in the court system due to the McGirt Ruling.

Ms. Damron reported that 37 FSMDTs met the standards of a functioning team and requested Commissioners' approval for funding the teams for CY 2023. The teams are as follows:

- Adair
- Atoka
- Beckham (Roger Mills)
- Blaine
- Cherokee
- Choctaw
- Coal
- Comanche
- Craig
- Creek
- Custer/Washita
- Garvin
- Grady
- Haskell
- Jackson (Greer, Harmon, Kiowa, Tilliman)
- Johnston
- Kingfisher
- Latimer
- Lincoln
- Logan
- Love
- Marshall
- Mayes
- McClain
- McIntosh
- Murray
- Noble
- Nowata
- Okfuskee
- Oklahoma
- Okmulgee
- Pushmataha
- Seminole
- Stephens (Jefferson)
- Texas (Beaver, Cimarron, Harper)
- Wagoner
- Woodward (Alfalfa, Dewey, Major, Woods)

**A handout was provided.**

Commissioner Hall moved to approve funding for the thirty-seven Freestanding Multidisciplinary Teams for CY 2023. District Attorney Hicks seconded the motion. All members present voted in the affirmative.

Superintendent Hofmeister left the meeting at 10:36 a.m.

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### **Review of the Minutes from the March 25, 2022, Special Commission Meeting**

– Chairperson John Schneider

Director Holt requested that the part, “after vote was counted” be removed as commissioners didn’t vote during executive session. No other requests or comments were given.

**A handout was provided.**

Director Holt moved to approve the minutes with the requested changes. Commissioner Kerth seconded the motion. All members present voted in the affirmative.

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### **Review of the Minutes from the June 17, 2022, Regular Commission Meeting**

– Chairperson John Schneider

**A handout was provided.**

Commissioner Hall moved to approve the minutes as written. Secretary Corbett seconded the motion. All members present voted in the affirmative.

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### **Presentation and Approval of the Finance Report**

– Brandy Bahm

Ms. Bahm provided an overview of the financial report through August 31, 2022.

**A handout was provided.**

Commissioner Slatton-Hodges moved to approve the Finance Report. Commissioner Kerth seconded the motion. All members present voted in the affirmative.

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### **Public Comments**

Public comments were given by:

- Betty Hawkins-Emery, Parent Partnership Board member and the Co-Chair of the Alliance National Parent Partnership Council, thanked the Commissioners for giving parents a voice. She also shared that Parent Partnership Board member Dr. Lana Turner-Addison has been advocating for childcare services and that grants are available for start up day cares.
  - Sid Brown, former OCCY Commissioner, thanked Terry Smith for his role in writing the book, “Throwaway Kids” and gave his account on what had occurred prior and during the class action lawsuit.
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### **Presentation of “Throw Away Kids: Reforming Oklahoma’s Juvenile Justice System” - Book**

– Terry Smith

Terry Smith co-authored the book “Throwaway Kids” with Bob Burke. Mr. Burke is a noted attorney and historian who has written over 150 books about Oklahoma historical figures and events.

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The book begins with the history of children’s legal issues during the seventeenth and eighteenth centuries. It then covers the beginnings of Oklahoma’s care for children. Kate Barnard advocated for children’s issues as early as 1906 and was the first woman to be elected as a state official in Oklahoma. She served Oklahoma’s first Commissioner of Charities and Corrections.

The book moves onto the days when Lloyd E. Rader was the Director of the Oklahoma Department of Human Services. In the late 1970s, attorney Steven Novick brought the class action lawsuit against the Department of Human Services. The complaints in the lawsuit included extreme restraint practices, excessive isolation, sexual abuse, and forced prostitution.

Many reforms in the child serving system resulted from the lawsuit including the creation of OCCY and the Oklahoma Institute for Child Advocacy in 1982. In addition, the Office of Juvenile Affairs was spun off from the Oklahoma Department of Human Services in 1995.

The books are sold through the Oklahoma Hall of Fame Museum.

***Books were provided.***

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**Report from the OCCY Parent Partnership Board (PPB)**

– *Dr. Lana Turner-Addison*

Dr. Turner, PPB member, provided an update of the activities for which PPB has participated from June 2022 to September 2022. Some of the activities include:

- A Memorandum of Understanding between OCCY, the Children’s Trust Fund Alliance, and Oklahoma Partnership for School Readiness was established.
  - PPB members served in an advisory capacity to the OCCY Homeless Children and Youth Steering Committee as well as the Strengthening Youth Custody and Transition Services Advisory Committee.
  - Dr. Turner organized “The Back-to-School Parent and Community Enrichment Extravaganza” in North Tulsa.
  - La’Chanda Stephens-Totimeh, PPB member served on the planning committee for the 2022 Oklahoma Fatherhood Summit scheduled for October 14, 2022.
  - Four PPB members will be attending the 2022 Children’s Trust Fund Alliance/Prevent Child Abuse America Annual Meeting in November 2022.
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**Legislative Report**

– *Marcia Johnson*

Marcia Johnson, OCCY’s Legislative Liaison, provided an update on the legislative bills pertaining to children. The legislative updates Ms. Johnson highlighted were:

- The second special legislative session will begin on September 28, 2022.
- Twenty-five American Rescue Plan Act funding bills were passed and sent to the Governor.
- An interim study on homeless students will be heard on September 27, 2022.
- An interim study on extending earned income tax credit to former foster youth who aged out of the child welfare system will be heard on October 13, 2022.

Ms. Johnson announced that that the swearing-in ceremony will take place on November 16, 2022.

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**Director’s Report**

– *Annette Jacobi, Executive Director*

Director Jacobi reported that Jimmy Widdifield, FSMDT Program Manager, and Amanda Jett, Executive Assistant resigned their positions with OCCY for other opportunities. Director Jacobi stated that the process to hire new staff is underway. She requested assistance from the commissioners in hiring a business manager. She also thanked the commissioners for all the work they do in serving the children of Oklahoma.

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### **Announcements**

– *Commissioners*

No announcements were given.

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### **Chairperson Comments**

– *Chairperson John Schneider*

Chairperson Schneider thanked Terry Smith for his presentation.

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### **Adjournment**

– *Chairperson John Schneider*

Director Holt moved to adjourn the Commission meeting. Commissioner Slatton-Hodges seconded the motion. The Commission meeting adjourned at 11:36 a.m.

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### **Future Meeting Dates**

December 1, 2022 Special Meeting





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## COMMISSION MEETING MINUTES

**Special Meeting  
December 1, 2022  
9:00 a.m.**

Commissioners present in person: Jackie Aaron, Melinda Freundt, Samantha Galloway, Jonathan Hall, Ginarie Harrington, Jason Hicks, Rachel Holt, Kalie Kerth, and Lindsay Laird.

Commissioners present virtually: Brenda Myers, Mike Warren, and Brad Wilson.

Guests present: Michael D. Aleman, Susan Agel, Brandy Bahm, Sandra Balzer, Erica Beauford, Joe Dorman, Randy Dowell, Adrienne Elder, Rory Grimes, Betty Hawkins-Emery, Constanzia Nizza, Lynda Steel, John Talley, Wanda Felty, Tamara Bryan, John Reisenberg, and La'Chanda Stephens-Totimeh.

Staff present: Annette Wisk Jacobi, Mark James, Robert Agnew, Kathleen Arrieta, Danielle Dill, Nicole George, Elizabeth Kaup, Harold Jergenson, Marcia Johnson, Ellen Lohrenz, Joseph McGrath, Keith Pirtle, Lisa Rhoades, Isabel Rodriguez, and Cherra Taylor.

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### **Welcome, Introductions, and Determination of Quorum**

– *Vice Chairperson Kalie Kerth*

Vice Chairperson Kerth called the meeting to order at 9:07 a.m.

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### **Public Comments**

Public comments were given by:

- Joe Dorman, Oklahoma Institute for Child Advocacy (OICA): OICA had a successful Fall Forum and is submitting OICA's Legislative Agenda to lawmakers on December 1, 2022. He asked the OCCY Commission to consider including OICA's Legislative Agenda as part of their own agenda.
- Betty Hawkins-Emery, Parent Partnership Board (PPB) member and the Co-Chair of the Alliance National Parent Partnership Council: Ms. Hawkins-Emery and others from the PPB attended the Children's Trust Fund Alliance and Conference in Denver. She thanked OCCY and Oklahoma Partnership for School Readiness for sending them to the conference, from which they received vital information about Parent Partnership Boards across the country which they will use for their own advocacy.

**Review of the Minutes from the September 26, 2022 Regular Commission Meeting**

– Vice Chairperson Kalie Kerth

**A handout was provided.**

Commissioner Holt moved to approve the minutes as written. Commissioner Harington seconded the motion. The majority of members present voted in the affirmative. Director Fruendt, Interim Director Galloway, and Commissioner Laird abstained from the vote. The motion passed.

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**Presentation and Approval of the Proposed OCCY Commission Meeting dates for Calendar Year 2023.**

– Vice Chairperson Kalie Kerth

The 2023 meeting dates are January 13, April 14, June 23, August 18, September 15, and November 3.

**A handout was provided.**

Commissioner Laird moved to approve the dates as submitted. Commissioner Aaron seconded the motion. All members present voted in the affirmative. The motion passed.

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**Presentation and Approval of the Finance Report**

– Brandy Bahm

Ms. Bahm provided an overview of the financial report through October 31, 2022. To date, OCCY has a budget of \$4,475,769 and as of October 31<sup>st</sup>, the agency has spent \$1,689,094 for a total variance of \$2,786,674.

Commissioner Laird requested that a guide of funding codes be listed so that the financials are more easily understood.

**A handout was provided.**

Commissioner Laird moved to approve the Finance Report. Commissioner Hall seconded the motion. All members present voted in the affirmative.

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**Report from the Parent Partnership Board (PPB)**

*Isabel Rodriguez, OCCY Community Planner*

Ms. Rodriguez thanked the Commission, OCCY Staff and OPSR for the support and the opportunity given to four of the PPB members to attend the 2022 Children Trust Fund Alliance Annual Meeting in Denver. This meeting provided them with the opportunity to connect with other parents and professionals from different states and national organizations, build their leadership skills, and increase their knowledge of important issues impacting children and families. She invited the Commissioners to attend the Parent

Partnership Board meetings and thanked Commissioner Schneider for attending the Annual Meeting as well as connecting with the parents. Ms. Rodriguez noted that Annette Wisk Jacobi was honored at the Conference for her years of service as treasurer for the Alliance.

### **Legislative Report – Agency Request Bills**

– *Marcia Johnson*

- **Identifying Students Experiencing Homelessness (Rep. John Talley)** – The Homeless Children and Youth Steering Committee expressed concerns that schools are underreporting homelessness among students to the State Department of Education (SDE). This bill will direct the SDE to work with the OCCY’s Homeless Children and Youth Steering Committee to design and adopt a standard form that will be completed by the parent or guardian of every student annually at enrollment. Another provision of the bill will require the SDE to report the number of students experiencing homelessness by district to the Commission, Speaker Pro Tempore of the Senate, Chair of the Senate Education Committee, Speaker of the House, Chair of the House Education Committee, and the Governor. Representative Talley stated that a form with new language was needed to determine the extent of the issue of homeless youth in Oklahoma.

*Interim Director Galloway moved to support the Identifying Students Experiencing Homelessness Bill. Commissioner Harrington seconded the motion. All members present voted in the affirmative.*

- **Supporting Youth Formerly in Foster Care to Transition to Independence (Rep. Mark Lawson).** This bill will provide an annual stipend or another type of financial support that does not involve direct payment—to youth, ages 18-25, who are verified to have been in the state’s foster care system on their 16th birthday and later aged out.

Concerns arose regarding about direct payments to a young adult, who may not be able to manage their finances. Discussions continue to determine the final outcome.

The Commissioners were requested to vote to support the continued work on the formation of the bill.

The Commissioners expressed concern that not enough information is available to move forward with support. Interim Director Galloway stated that the workgroup is leaning towards a monthly stipend and that DHS will provide administrative support, but at this time there is not enough information for a vote.

*This discussion was tabled until more information could be presented to the Commission.*

- **OCCY Administration Bill – no author as of yet.** This bill will modify language to make operations more efficient and will also delete outdated language.
  - Deleting certain defined terms not used in the sections of Title 10 governing OCCY;
  - Modifying composition of the Commission by deleting a representative of a community partnership board;
  - Deleting all other references to community partnership boards, which are no longer functioning;

- Clarifying the term limitation of a person appointed to fill the remainder of a vacant term on the Commission;
- Requiring the director of OCCY to prepare an annual report summarizing the activities of the agency;
- Requiring the assistance of the Parent Partnership Board in preparing the State Plan for Services to Children and Youth;
- Requiring the State Plan for Services to Children and Youth to be updated every 3 years instead of annually and providing that copies of the plan be sent to the President Pro Tempore of the Senate, Speaker of the House and the Governor;
- Clarifying the responsibilities of the Parent Partnership Board;
- Modifying the yearly RFP requirement for the Mentoring Children of Incarcerated Parents program to every 5 years;
- Exempting local Post Adjudication Review Boards (PARB) from the requirements of the Oklahoma Open Meeting Act and; and
- Extending the terms of local PARB members from three to five years.

Director Holt moved to support the OCCY Administration Bill. Commissioner Aaron seconded the motion. All members present voted in the affirmative.

- **Support for High Quality Legal Representation.** This bill will establish a system of high-quality legal representation for children and parents involved in the child welfare system. It was asked what “high-quality legal representation” means. Director Jacobi answered that it means, in part, having contracted attorneys who have lower caseloads, have been provided specific trainings, and have a multi-disciplinary team that can support them and their clients.

**A handout was provided.**

Commissioner Laird moved to support the High Quality Legal Representation Bill. Interim Director Galloway seconded the motion. All members present voted in the affirmative.

- **Support for Seatbelt for Children aged 8-17 Years Old (no author yet).** This bill will restore the requirement that children between the ages of 8-17 wear a seatbelt when riding in the backseat of a vehicle.

**A handout was provided.**

District Attorney Hicks moved to support the Seatbelt for Children aged 8-17 Year-Old Bill. Commissioner Hall seconded the motion. All members present voted in the affirmative.

- **Handle with Care OK Legislation – Adrienne Elder presented along with Master Sergeant Michael Aleman.** This legislation is designed to advance partnerships between law enforcement and schools to help provide a safe and supportive academic environment for children recently exposed to traumatic events known as “adverse childhood experiences” (ACEs).

Ms. Elder has been working with multiple leaders within agencies to do this work, so the costs of implementation are going to be low. There are monthly planning calls to continue to work together better. The first version of this legislation will be submitted on January 18<sup>th</sup> for the February 2023 Legislative Session. Ms. Elder asked OCCY to add this to our legislative agenda and asked each Commissioner to designate staff to attend HWC Planning meetings.

Master Sergeant Aleman spoke about this legislation from the law enforcement perspective. The HWC police unit, comprised of officers, responds to HWC reports, and coordinates with local non-profits to help get the child or family services immediately. He stated that it is vitally important that we grow this program statewide.

***A handout was provided.***

*Director Holt moved to support the Handle with Care OK Initiative. Interim Director Galloway seconded the motion. All members present voted in the affirmative.*

**Interim Director Galloway left the meeting at 10:30 a.m.**

- **Proposed OCCY Administrative Rules**

There are two chapters in OCCY's administrative rules that need to be modified. The changes are in response to statutory changes that were made several years ago. Director Holt asked that the office address also be stricken from the administrative rules.

***A handout was provided.***

*Director Holt moved to adopt all as proposed with an amendment to strike 135:1-1-1.2. completely. Director Fruendt seconded the motion. All members present voted in the affirmative.*

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### **State Auditor and Inspector's OCCY Operational Audit Report**

*Erica Beauford, Auditor, State Auditor & Inspector's Office*

Ms. Beauford gave an overview of the OCCY performance audit for the period of January 1, 2018 – June 30, 2022. There was one finding related to inventory control, which OCCY has already addressed. She thanked Annette Wisk Jacobi, Mark James and the OCCY staff for their cooperation and complimented them on the audit results.

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### **Presentation: Oklahoma Respiratory Season Update**

*Jolie Stone, State Epidemiologist, Oklahoma State Department of Health*

Ms. Stone gave an overview of Respiratory Syncytial Virus (RSV) and the health implications for children. In Oklahoma and nationwide, the RSV positivity rate has been higher than usual for the 2022-2023 respiratory season, due partially to COVID-19 mitigation measures such as masks and isolation, causing immunity to RSV to wane. There may be another RSV spike in early spring 2023.

Seasonal influenza is elevated across the county, with Oklahoma State at a high level. Nationwide, hospitalization rates for influenzas have not been this high since 2010. Influenza positivity began climbing

at the end of October, earlier than the usual rise in December. Oklahoma is on track to have the highest levels of influenza positivity since the 2017-2018 Influenza season.

This respiratory season may be worse because of several factors, such as a possible winter spike in COVID, the changing epidemiology of RSV and Influenza, and a lower influenza vaccination rate compared to previous years.

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**Presentation: Oklahoma Children’s Hospital Behavioral Health Center**

*Randy Dowell, CEO, University Hospitals Authority and Trust*

Oklahoma Children’s Hospital is building a Behavioral Health Center on their campus. This center will specialize in children who are difficult to place in out of home care because of concurrent health disorders or a dual diagnosis.

Suicidal ideation has grown exponentially. One in five Oklahoma children/youth suffer from depression, anxiety, mood disorders, post-traumatic stress and/or other serious ailments. Suicide is the second leading cause of death among children/youth ages 10-24 in Oklahoma, and the state ranks 33<sup>rd</sup> in the nation for access to mental health services and support.

The new facility will be the third largest juvenile mental health facility in the United States. It will serve as a premier training facility for a variety of healthcare providers in the state and the nation.

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**Presentation: Helping Every Life and Parent (H.E.L.P.)**

*Juli Merciez, Chair, H.E.L.P. Task Force*

The H.E.L.P. Task Force was created to examine ways to support life, mothers, parents and the public in the State of Oklahoma. The Task Force recommendations include:

- create a website that compiles resources, initiatives, programs, and educational information for pregnant women and parents;
- create a statewide network and process to make Abortion Pill Reversal available;
- expand funding for pregnancy centers through the Choosing Childbirth Act;
- amend the Oklahoma Adoption Code (10O.S. § 7505-3.2(C)) to increase the initial amount authorized to be expended on birth mother living and transportation expenses from \$1,000 to \$3,500 without first obtaining court approval;
- expand health services to women in all areas of the state and address the social determinants of health including improved access to care and reliable transportation for women;
- seek support for the new Pregnancy Resource Navigator (PRN) program administered by the Oklahoma State Department of Health;
- expand home visiting and case management services; and
- raise the federal poverty level (FPL) for SoonerCare income eligibility for pregnancy and postpartum coverage from 138% to 205% FPL and to extend postpartum coverage from 60 days to 12 months continuous coverage.

### **Director's Report**

– *Annette Wisk Jacobi, Executive Director*

In the interest of time, Ms. Jacobi asked that Commissioners contact her after the meeting with any questions or concerns regarding her written report.

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### **Announcements**

– *Commissioners*

Commissioner Laird noted that the Parent Partnership Board is looking for nominations and encouraged the Commissions to refer parents to apply.

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### **Chairperson Comments**

– *Vice Chairperson Kalie Kerth*

*No comments were given*

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### **Adjournment**

– *Vice Chairperson Kalie Kerth*

*District Attorney Hicks moved to adjourn the Commission meeting. The Commission meeting adjourned at 11:50 a.m.*

***NEXT MEETING: JANUARY 13, 2023 AT 9:00 a.m.***



Comm on Children and Youth  
 Business Unit - 12700 - Sub-Major  
 FY-2023 Operating Budget Comparison Summary by Business Unit/Account  
 as of January 31, 2023

OCPGL341  
 01-FEB-2023  
 11:34:21.000000\_AM

12700 - Comm on Children and Youth  
 Department: 0100002 - 8800001

Account Description	Annual Budget	YTD Budget	Expenses	Encumbrance	Pre-Encumbrance	Total Exp, Enc, Pre-Enc	Annual Variance	YTD Variance	Annual %	YTD %
511 Salary Expense	1,613,110	940,981	879,605.48	0.00	0.00	879,605.48	733,504.52	61,375.12	54.53	93.48
512 Insur.Prem-Hlth-Life,etc	338,842	197,658	163,267.87	1,979.66	0.00	165,247.53	173,594.47	32,410.14	48.77	83.60
513 FICA-Retirement Contributions	397,981	232,155	210,015.35	0.00	0.00	210,015.35	187,965.65	22,139.86	52.77	90.46
515 Professional Services	1,023,337	596,946	353,579.64	297,455.37	14,000.00	665,035.01	358,301.99	-68,089.50	64.99	111.41
519 Inter/Intra Agy Pmt-Pers Svcs	10,300	6,008	270.58	3,329.42	0.00	3,600.00	6,700.00	2,408.24	34.95	59.92
521 Travel - Reimbursements	48,800	28,466	8,701.90	0.00	0.00	8,701.90	40,098.10	19,764.02	17.83	30.57
522 Travel - Agency Direct Pmts	108,893	63,520	40,695.92	9,496.60	0.00	50,192.52	58,700.44	13,327.93	46.09	79.02
531 Misc. Administrative Expenses	55,769	32,532	21,548.68	29,381.28	0.00	50,929.96	4,839.04	-18,398.30	91.32	156.56
532 Rent Expense	134,820	78,645	59,493.42	50,706.11	0.00	110,199.53	24,620.47	-31,554.67	81.74	140.12
533 Maintenance & Repair Expense	101,865	59,421	694.00	493.93	0.00	1,187.93	100,677.07	58,233.25	1.17	2.00
534 Specialized Sup & Mat.Expense	2,250	1,312	183.11	359.94	0.00	543.05	1,706.95	769.31	24.14	41.38
535 Production,Safety,Security Exp	0	0	440.00	0.00	0.00	440.00	-440.00	-440.00	~	~
536 General Operating Expenses	33,452	19,513	6,467.27	9,880.57	0.00	16,347.84	17,104.16	3,165.43	48.87	83.78
537 Shop Expense	50	29	0.00	0.00	0.00	0.00	50.00	29.12	0.00	0.00
541 Office Furniture & Equipment	13,600	7,933	0.00	233.72	0.00	233.72	13,366.28	7,699.52	1.72	2.95
542 Library Equipment-Resources	2,500	1,458	1,740.59	0.00	0.00	1,740.59	759.41	-282.28	69.62	119.36
552 Scholar.,Tuition,Incentive Pmt	50	29	0.00	0.00	0.00	0.00	50.00	29.12	0.00	0.00
554 Program Reimb,Litigation Costs	941,350	549,121	795,031.59	79,519.45	0.00	874,551.04	66,798.96	-325,430.23	92.90	159.26
601 AFP Encumbrances	0	0	0.00	11,796.98	0.00	11,796.98	-11,796.98	-11,796.98	~	~
Totals	4,826,969	2,815,728	2,541,735.40	494,633.03	14,000.00	3,050,368.43	1,776,600.53	-234,640.90	63.19	108.33
Class Funding	Annual Budget	YTD Budget	Expenses	Encumbrance	Pre-Encumbrance	Total Exp, Enc, Pre-Enc	Annual Variance	YTD Variance	Annual %	YTD %
19121 Carryover	200,000	116,667	200,000.00	0.00	0.00	200,000.00	0.00	-83,333.38	100.00	171.43
19211 FY12 Carryover	351,200	204,866	0.00	0.00	0.00	0.00	351,199.96	204,866.20	0.00	0.00
19301 GRF	2,509,414	1,463,823	1,309,278.05	133,707.97	14,000.00	1,456,986.02	1,052,427.98	6,837.32	58.06	99.53
20000 Okla. Comm On Children & Youth	986,355	575,371	316,973.70	340,482.67	0.00	657,456.37	328,898.63	-82,085.00	66.66	114.27
21000 CAMTA Revolving Fund	780,000	455,000	715,483.65	20,442.39	0.00	735,926.04	44,073.96	-280,926.04	94.35	161.74
Totals	4,826,969	2,815,728	2,541,735.40	494,633.03	14,000.00	3,050,368.43	1,776,600.53	-234,640.90	63.19	108.33

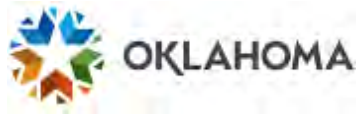




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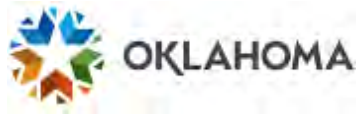
<u>Business Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
12700										
	191									0.00
	19101	01	21	1,491,710.74	.00	.00	.00	1,491,710.74	.00	
	19101	88	21	69,885.28	.00	.00	.00	69,885.28	.00	
	19111	01	22	200,000.00	.00	.00	.00	200,000.00	.00	
	19111	88	22	333,817.98	.00	.00	35,610.35	298,207.63	.00	
	19121	88	23	200,000.00	.00	.00	200,000.00	.00	.00	
				<u>2,295,414.00</u>			<u>235,610.35</u>	<u>2,059,803.65</u>		
	192									415,545.20
	19201	01	22	2,072,630.24	.00	48,565.41	37,596.50	1,986,468.33	.00	
	19201	88	22	85,583.80	.00	15,779.83	4,609.84	65,194.13	.00	
	19211	01	23	251,199.96	.00	.00	.00	.00	251,199.96	
	19211	88	23	100,000.00	.00	.00	.00	.00	100,000.00	
				<u>2,509,414.00</u>		<u>64,345.24</u>	<u>42,206.34</u>	<u>2,051,662.46</u>	<u>351,199.96</u>	
	193									154,547.95
	19301	01	23	2,436,643.00	14,000.00	98,289.77	1,284,715.76	.00	1,039,637.47	
	19301	88	23	72,771.00	.00	35,418.20	24,562.29	.00	12,790.51	
				<u>2,509,414.00</u>	<u>14,000.00</u>	<u>133,707.97</u>	<u>1,309,278.05</u>		<u>1,052,427.98</u>	
	200									320,363.06
	20000	01	21	1,019,357.00	.00	360.00	.00	30,693.85	988,303.15	
	20000	01	22	1,061,451.00	.00	102,214.88	112,369.26	413,511.48	433,355.38	
	20000	01	23	901,510.00	.00	334,065.29	302,628.33	.00	264,816.38	
	20000	88	21	235,000.00	.00	.00	.00	10,726.10	224,273.90	
	20000	88	22	61,500.00	.00	.00	19,694.58	27,997.37	13,808.05	



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<u>Business Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
12700										
	200									320,363.06
	20000	88	23	84,845.00	.00	6,417.38	14,345.37	.00	64,082.25	
				3,363,663.00		443,057.55	449,037.54	482,928.80	1,988,639.11	
	210									40,884.97
	21000	01	21	935,310.00	.00	.00	.00	830,467.20	104,842.80	
	21000	01	22	994,971.44	.00	.00	.00	994,970.98	.46	
	21000	01	23	780,000.00	.00	20,442.39	715,483.65	.00	44,073.96	
	21000	88	21	4,000.00	.00	.00	.00	3,634.12	365.88	
				2,714,281.44		20,442.39	715,483.65	1,829,072.30	149,283.10	
	994									(97.80)
Business Unit Totals				13,392,186.44	14,000.00	661,553.15	2,751,615.93	6,423,467.21	3,541,550.15	931,243.38



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<u>Business</u>	<u>Unit</u>	<u>Class</u>	<u>Dept</u>	<u>Bud Ref</u>	<u>Allocations</u>	<u>Pre Encumbered</u>	<u>Encumbered</u>	<u>Current Yr Exp</u>	<u>Prior Yr Exp</u>	<u>Allotment Budget</u>	<u>Available Cash</u>
Grand Totals					<u>13,392,186.44</u>	<u>14,000.00</u>	<u>661,553.15</u>	<u>2,751,615.93</u>	<u>6,423,467.21</u>	<u>3,541,550.15</u>	<u>931,243.38</u>



State of Oklahoma  
 Summary of Receipts and Disbursements  
 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

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**BUSINESS UNIT 12700**  
**CLASS 191**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			<b>0.00</b>	<b>0.00</b>				<b>0.00</b>	<b>235,610.35</b>
1-Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	235,610.35
2-Aug	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	235,610.35
3-Sep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	235,610.35
4-Oct	0.00	2,277.00	0.00	0.00	0.00	0.00	0.00	0.00	233,333.35
5-Nov	0.00	233,333.35	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
6-Dec	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
7-Jan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
Column Totals:	0.00	235,610.35	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:		0.00	0.00						
<b>Class/Fund Balances:</b>							0.00	0.00	
							Current Ledger Balance-Liabilities:	0.00	
							<b>*Budgeted Cash Balance:</b>	<b>0.00</b>	

\*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma  
 Summary of Receipts and Disbursements  
 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

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**BUSINESS UNIT 12700**  
**CLASS 192**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			<b>0.00</b>	<b>0.00</b>				<b>0.00</b>	<b>462,990.25</b>
1-Jul	0.00	33,129.99	0.00	0.00	0.00	0.00	0.00	0.00	429,860.26
2-Aug	0.00	6,435.50	0.00	0.00	0.00	0.00	0.00	0.00	423,424.76
3-Sep	0.00	7,278.00	0.00	0.00	0.00	0.00	0.00	0.00	416,146.76
4-Oct	0.00	601.56	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
5-Nov	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
6-Dec	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
7-Jan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	415,545.20
Column Totals:	<u>0.00</u>	<u>47,445.05</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		
Current Ledger Balance:			<u>0.00</u>	<u>0.00</u>					
<b>Class/Fund Balances:</b>							<u>0.00</u>	<u>415,545.20</u>	
							Current Ledger Balance-Liabilities:	0.00	
							<b>*Budgeted Cash Balance:</b>	<u>415,545.20</u>	

\*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma  
 Summary of Receipts and Disbursements  
 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

**BUSINESS UNIT 12700**  
**CLASS 193**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			<b>0.00</b>	<b>0.00</b>				<b>0.00</b>	<b>-0.00</b>
1-Jul	0.00	170,299.46	(1,344.34)	0.00	0.00	(209,118.00)	0.00	0.00	40,162.88
2-Aug	0.00	190,118.13	(5,469.96)	0.00	0.00	(209,118.00)	0.00	0.00	64,632.71
3-Sep	0.00	185,036.77	6,535.55	0.00	0.00	(209,118.00)	0.00	0.00	82,178.39
4-Oct	0.00	202,807.75	(9,288.46)	0.00	0.00	(209,118.00)	0.00	0.00	97,777.10
5-Nov	0.00	187,030.09	8,872.30	0.00	0.00	(209,118.00)	0.00	0.00	110,992.71
6-Dec	0.00	190,339.31	0.00	0.00	0.00	(209,118.00)	0.00	0.00	129,771.40
7-Jan	0.00	183,646.54	694.91	0.00	0.00	(209,118.00)	0.00	0.00	154,547.95
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	154,547.95
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	154,547.95
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	154,547.95
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	154,547.95
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	154,547.95
Column Totals:	<u>0.00</u>	<u>1,309,278.05</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>(1,463,826.00)</u>	<u>0.00</u>		
Current Ledger Balance:			<u>0.00</u>	<u>0.00</u>					

**Class/Fund Balances:**

<u>0.00</u>	<u>154,547.95</u>
Current Ledger Balance-Liabilities:	0.00
<b>*Budgeted Cash Balance:</b>	<b>154,547.95</b>

\*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



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 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

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**BUSINESS UNIT 12700**  
**CLASS 200**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			<b>0.00</b>	<b>0.00</b>				<b>0.00</b>	<b>567,880.01</b>
1-Jul	(14,023.35)	45,114.99	(4,222.92)	0.00	0.00	0.00	0.00	0.00	541,011.29
2-Aug	(9,206.69)	103,922.63	2,947.32	0.00	0.00	0.00	0.00	0.00	443,348.03
3-Sep	(11,588.63)	40,894.11	1,275.60	0.00	0.00	0.00	0.00	0.00	412,766.95
4-Oct	(689.44)	50,020.51	(2,621.25)	0.00	0.00	0.00	0.00	0.00	366,057.13
5-Nov	(12,424.33)	102,353.45	2,410.00	0.00	0.00	0.00	0.00	0.00	273,718.01
6-Dec	(121,045.38)	34,904.01	(1,038.75)	0.00	0.00	0.00	0.00	0.00	360,898.13
7-Jan	(33,507.77)	72,792.84	(276.09)	0.00	0.00	0.00	0.00	0.00	321,889.15
Column Totals:	(202,485.59)	450,002.54	(1,526.09)	0.00	0.00	0.00	0.00		
Current Ledger Balance:			<u>(1,526.09)</u>	<u>0.00</u>					
<b>Class/Fund Balances:</b>							<u>0.00</u>	<u>321,889.15</u>	
							Current Ledger Balance-Liabilities:	(1,526.09)	
							<b>*Budgeted Cash Balance:</b>	<b>320,363.06</b>	

\*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma  
 Summary of Receipts and Disbursements  
 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

**BUSINESS UNIT 12700**  
**CLASS 210**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			<b>0.00</b>	<b>0.00</b>				<b>0.00</b>	<b>0.14</b>
1-Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
2-Aug	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
3-Sep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
4-Oct	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
5-Nov	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14
6-Dec	(756,368.48)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	756,368.62
7-Jan	0.00	715,483.65	0.00	0.00	0.00	0.00	0.00	0.00	40,884.97
Column Totals:	(756,368.48)	715,483.65	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			<u>0.00</u>	<u>0.00</u>					
<b>Class/Fund Balances:</b>							<u>0.00</u>	<u><b>40,884.97</b></u>	
							Current Ledger Balance-Liabilities:	0.00	
							<b>*Budgeted Cash Balance:</b>	<u><b>40,884.97</b></u>	

\*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.





State of Oklahoma  
 Summary of Receipts and Disbursements  
 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

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**BUSINESS UNIT 12700**  
**CLASS 994**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			<b>0.00</b>	<b>0.00</b>				<b>0.00</b>	<b>-0.00</b>
1-Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.00)
2-Aug	0.00	0.00	(441.53)	0.00	0.00	0.00	0.00	0.00	441.53
3-Sep	0.00	0.00	441.53	0.00	0.00	0.00	0.00	0.00	(0.00)
4-Oct	0.00	0.00	(517.80)	0.00	0.00	0.00	0.00	0.00	517.80
5-Nov	0.00	0.00	517.80	0.00	0.00	0.00	0.00	0.00	(0.00)
6-Dec	0.00	0.00	0.00	0.00	97.80	0.00	0.00	0.00	(97.80)
7-Jan	0.00	0.00	(466.30)	0.00	0.00	0.00	0.00	0.00	368.50
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	368.50
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	368.50
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	368.50
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	368.50
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	368.50
Column Totals:	<u>0.00</u>	<u>0.00</u>	<u>(466.30)</u>	<u>0.00</u>	<u>97.80</u>	<u>0.00</u>	<u>0.00</u>		
Current Ledger Balance:			<u>(466.30)</u>	<u>0.00</u>					
<b>Class/Fund Balances:</b>							<u>0.00</u>	<u>368.50</u>	
							Current Ledger Balance-Liabilities:		(466.30)
							<b>*Budgeted Cash Balance:</b>		<b>(97.80)</b>

\*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma  
Summary of Receipts and Disbursements  
From Business Unit 12700 To Business Unit 12700  
For the Month of January, 2023

2/1/2023  
11:25:10 AM  
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State of Oklahoma  
 Summary of Receipts and Disbursements  
 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

**BUSINESS UNIT 12700**  
**CLASS 79901**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
0-Beg			<b>0.00</b>	<b>0.00</b>				<b>0.00</b>	<b>14,023.35</b>
1-Jul	4,816.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,206.69
2-Aug	(2,381.94)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,588.63
3-Sep	10,899.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	689.44
4-Oct	(11,734.89)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,424.33
5-Nov	(68,812.18)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	81,236.51
6-Dec	47,728.74	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,507.77
7-Jan	(23,727.01)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	57,234.78
8-Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	57,234.78
9-Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	57,234.78
10-Apr	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	57,234.78
11-May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	57,234.78
12-Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	57,234.78
Column Totals:	(43,211.43)	0.00	0.00	0.00	0.00	0.00	0.00		
Current Ledger Balance:			<u>0.00</u>	<u>0.00</u>					
<b>Class/Fund Balances:</b>								<u>0.00</u>	<u>57,234.78</u>
								Current Ledger Balance-Liabilities:	0.00
								<b>*Budgeted Cash Balance:</b>	<u>57,234.78</u>

\*Should agree with Cash Balance from Allotment Budget and Cash Balance (ABC) report.



State of Oklahoma  
 Summary of Receipts and Disbursements  
 From Business Unit 12700 To Business Unit 12700  
 For the Month of January, 2023

2/1/2023  
 11:25:10 AM  
 Page 9

**BUSINESS UNIT 12700**

**CLASS**

Acctg Period	Revenue (Credit) Debit 4xxxxx	Expenditures (Credit) Debit 5xxxxx	Change in Liabilities (Incr) Decr 2xxxxx	Change in Receivables Incr (Decr) 1xxxxx	Net Payroll Withholdings (Credit) Debit 633xxx	Transfers In (Credit) 631100 and 631150	Transfers Out Debit 621000,621150, 631200, and 499600	Balance Or Changes In Investment (Credit) Debit 632100	Ending Cash Balance
Column Totals:	(1,002,065.50)	2,757,819.64	(1,992.39)	0.00	97.80	(1,463,826.00)	0.00		
Prior Year AP BU Balance:			<u>0.00</u>	<u>0.00</u>					
Current AP Business Unit Balance:			<u><u>(1,992.39)</u></u>	<u><u>0.00</u></u>					
<b>Business Unit Balances:</b>							<u><u>0.00</u></u>	<u><u>990,470.55</u></u>	



# House Bill 1028 / Senate Bill 670

**Representative John Talley / Senator Kay Floyd**

**Provides safe haven for school children with disabilities. Protects students with disabilities entitled to special education services in accordance with IDEA.**

## Your Support Is Critical:

Every state that continues to allow corporal punishment has the highest child abuse numbers, including Oklahoma. (In 2021, **Oklahoma had 7th highest** substantiated rate of neglect and abuse among the 50 states.)

Oklahoma school districts reportedly used corporal punishment on 4,000 students in 2017-18: ranking Oklahoma **5<sup>th</sup> for the highest number of students subjected to physical punishment in the country by school officials** as self-reported by Oklahoma School districts. Of those reported cases, **21% was disciplinary action on children with disabilities.**



Pediatricians are a source of advice for parents and guardians including advice on the management of child behavior and discipline strategies. According to the American Academy of Pediatrics, adverse disciplinary strategies, including all forms of corporal punishment, punishment, are minimally effective in the short-term and not effective in the long-term. With new evidence, researchers link corporal punishment to an increased risk of negative behavioral, cognitive, psychosocial, and emotional outcomes for children.

## The Case: It's Time for Change

Corporal punishment, **which is never appropriate for any child, is particularly abusive for students with disabilities** whose medical conditions may be worsened as a consequence. For instance, Sickle cell anemia is a condition which is characterized by pain crises, or “unpredictable episodes of severe and sometimes excruciating pain.” <sup>1</sup>

Physical punishment **can be especially traumatic for students on the autism spectrum** because individuals with autism have increased pain sensitivity and pain-related anxiety. <sup>2</sup>

The association between corporal punishment and adverse adult health outcomes was examined in a 2017 report that analyzed original data from the 1998 ACE study, which **recommended that spanking be considered as an additional independent risk factor, similar in nature and effect to other ACEs.** <sup>3</sup>

According to the Oklahoma State Department of Education, **state school districts have access to trainings in the Multi-Tiered System of Supports regarding behavior.** Through their school climate and prevention scenerios, the OSDE has multiple resources and trainings for support systems for academics and behavior: [www.otiss.net/](http://www.otiss.net/)

**Contact information:** Carolynn MacAllister, (405) 747-7499, [Camac17@gmail.com](mailto:Camac17@gmail.com)

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### Footnotes:

1. “Health Supervision for Children With Sickle Cell Disease,” *Pediatrics*. 2002.
2. "Increased Pain Sensitivity and Pain-Related Anxiety in Individuals with Autism." Pain Reports 2020.
3. "Spanking and Adult Mental Health Impairment: The Case for the Designation of Spanking as an Adverse Childhood Experience." *Child Abuse & Neglect*. 2017.

# OK House Bill 1028 and Senate Bill 670 Coalition



**Oklahoma Chapter**

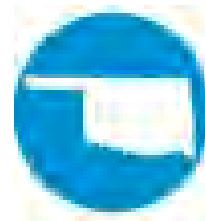
American Academy of Pediatrics  
INCORPORATED IN OKLAHOMA



Youth Services of Tulsa



**care**  
center



INSTITUTE  
FOR CHILD  
ADVOCACY

THE PARENT  
CHILD CENTER  
OF TULSA

parent promise



Prevent Child Abuse  
Oklahoma™



LeadLearnLive



**The Arc**  
of Oklahoma

**RPC**  
Resilience Payne County



Bethesda, Inc.



Children's Advocacy  
Centers of Oklahoma

*Stronger together. united for children*



AUTISM  
FOUNDATION  
of OKLAHOMA

**ABHC**

BUILDING A HEALTHY, CONNECTED, RESILIENT COMMUNITY

# Oklahoma Outpatient Juvenile Competency Remediation Program- Tulsa County and Oklahoma County Pilot Programming

## What is Juvenile Competency Remediation?

Within the last 30 years, the need for juvenile competency remediation services has increased rapidly. Due Process protections for juveniles beginning in the 1960s (*In re Gault* and *Kent*) and in the 1980s with more serious consequences for juvenile delinquency. Thus, juvenile competency remediation is a relatively new field of practice. Oklahoma was one of the last states to recognize in case law or statute the right of a juvenile to be competent in delinquency court. Research is ongoing to determine techniques, methods and settings in which to effectively relay information and reasoning/decision making skills to juveniles deemed not competent though likely to become so with remediation. A program such as this should fashion the juvenile competency remediation program to the needs of each juvenile referred for services. This flexibility optimizes the likelihood that sessions will be engaging and effective.

Oklahoma has recognized in its statutory provisions in 10A O.S. that grounds for a finding of incompetence can include developmental disability, mental illness, and developmental immaturity. When included in statute, developmental immaturity may be addressed because it further impedes how juveniles think and act. Some juveniles because of their age alone can lack functional abilities for competency.

Adult models of competency restoration are often too narrow to be completely useful with delinquent youth so specialized programming must be developed. Furthermore, most juveniles present with milder symptoms of mental illness and do not need to be hospitalized. Beds in Oklahoma are scarce as well, so the least restrictive alternative for many juveniles would mean outpatient restoration and should be the norm.

There can be many challenges, however, including inadequate parental supervision of the juvenile, parental health and substance abuse problems, and homelessness.

Importantly, at the present time, there are no consensus on best practices, but the following areas are considered viable for meeting such a standard.

Providers should have adequate experience and training. Remediation providers should have experience educating youth of different ages, cultural backgrounds, and with different clinical and developmental challenges.

Providers must understand key elements of the legal construct of competency, their role, and familiarity in using training materials.

Juveniles should receive individualized instruction by identifying specific skills deficits.

Clinical services should be individualized for any mental health issues affecting the juvenile's competency related abilities.

Case management services should be available to address the needs of the juvenile in the community while participating in the restoration program.

### **General Topics to be Addressed in the Restoration Process include:**

Issues frequently addressed in juvenile remediation sessions include:

- factual and rational understanding of the allegations
- roles of court principals (e.g., judge, district attorney, defense attorney)
- plea options and potential consequences of them
- problem-solving skills
- the delinquency process
- skills for aiding in one's defense (testify relevantly if necessary)
- sentencing options (i.e., penalties)

### **Strategies:**

Strategies that may be used to facilitate competency remediation include:

- Role playing
- Video/Audio
- Educational games
- Didactic training
- Stress management
- Continued communication with the juvenile's community support network (e.g. social worker, case manager, medical provider)

### **Referral Process**

If the Court orders a juvenile to obtain competency remediation services, the program administrator should be contacted directly. At the time of the referral, documentation needed includes: the delinquency petition(s), recent competency evaluation(s), pertinent mental health, medical, educational or other records, the appropriate court order, and contact information for the parents or guardians.

There are several remediation programs that are available online that could be tailored for use in Oklahoma. One mentioned in the article by Gowensmith is the Attainment Curriculum for Trial Competence (ACTC), initially developed at Utah State University. The ACTC consists of 10 modules addressing courtroom procedure, participant, decision making and reasoning skills to improve the juvenile's ability to assist one's attorney. These modules are delivered over the course of weeks for weekly, biweekly or triweekly sessions (one-hour each session). The ACTC training addresses the need to evaluate the juvenile's health needs, level of adaptive functioning and learning style. The funding for the Utah program was provided by the state's Department of Human Services, mandating in the juvenile competency law the use of state funding to provide the court ordered Juvenile Competence Restoration Services (JCERS).



Typical time spent with each juvenile in this program is about 35 hours total over the course of 6 months. The average cost per hour for all employees was \$58 in 2012 for a total of about \$2031 per youth on average for the period of restoration. Remediation was less likely when an intellectual disability or related condition was primary.

Remediation services can be delivered by social workers, counselors, and intellectual disability specialists. Remediation providers will also connect the juvenile to psychotherapy or psychiatric/psychopharmacological services so that the likelihood of the juvenile remaining in the community is heightened and the client can receive the maximum benefit from the JCRS.

In Utah, after the program was established a Remediation Program Administrator was also hired. The Remediation Program Administrator receives the referral and the remediation providers are statutorily required to submit a remediation plan to the court within 30 days of the court's remediation order, as well as a remediation progress report every 90 days. This program in Utah also developed a remediation provider training program, and a system of coaching remediation providers on individualizing the ACTC.

Remediation services are conducted in the least restrictive setting/environment which may include several appropriate settings such as a public library, counseling center, school, or other public space. Occasionally, the services are offered in the client's home, but some programs discourage this because of distractions in the home. Therefore, there is no need for a large office space since there are few employees and sometimes the services may be conducted remotely.

Importantly, the outcome data showed that the use of the ACT restoration program decreased the number of days needed for restoration and increased the percentage of juveniles restored from 56 to 95%. The improved outcomes are believed to be the result of appropriate training and supervision by the Administrator.

There are other models such as the Arizona program in Maricopa County. Initially, the program was funded through the county budget and contracted through the State's AOC. This was determined to be expensive and ineffective. The Juvenile Court there then hired directly remediation providers and a program supervisor into the JCRS, with great savings to the system. Then the remediation positions were subsequently incorporated into the Court Administration to improve accountability, oversight and fiscal responsibility. Remediation providers in that jurisdiction were hired with education, experience, and training in education and teaching, juvenile justice, and case work experience. Utah emphasizes connecting youth to appropriate community based programming.

Proposal for Outpatient JCRS in Oklahoma and Tulsa Counties:

Hired a part time administrator in each pilot program to arrange the training for the providers and case managers.

Hire retired public school special education teachers to provide the restoration services on a part time basis at a cost of \$50/hour. In the past, a special education teacher was hired on a voluntary basis but this is not appropriate for establishing someone in this position to do

these services on a regular basis. This teacher had recommended several years ago that an hourly fee of \$35/hour would be appropriate. Considering the current climate, the increased hourly rate is reasonable for this service.

Hire a case manager to assist providing referrals for resources in the community (counseling, etc.) at a cost of \$50/hour.

Contract with a psychiatrist to provide medication services on a part time basis.

Perhaps the administrator could office in a work space such as The Root in Tulsa for a reasonable cost to organize the hub of the program here. There may be a similar work space in Oklahoma County to accomplish this for that jurisdiction.

## Legal Terms

**Adjudication:** Giving or pronouncing a judgment or decree, or the rendering of a decision on a matter before a court.

**Arraignment:** The first hearing after a petition has been filed. The juvenile will be asked whether the charges brought against him or her are true or false and to enter a plea accordingly.

**Arraignment Waiver:** A form which will allow the juvenile to bypass the arraignment and proceed to the pre-trial.

**Citation:** An abbreviated referral, issued by law enforcement, requiring the juvenile to appear on a particular day to answer to a specific charge.

**Contempt of Court:** Any act involving disrespect to the court or failure to obey its rules or orders. Contempt of court carries a maximum of 30 days in jail or detention.

**Delinquency:** The commission of an illegal act by a juvenile.

**Dispositional Report:** A written report relating to the child's mental, physical, and social history, submitted by the juvenile probation department or other designated agency, to assist the judge in determining a proper disposition.

**Expungement:** A court order allowing the destruction or sealing of records after the passage of a specified period of time or when the person reaches a specified age and has not committed another offense.

**Felony:** A felony is a major crime for which the maximum imprisonment is more than one year in a state correctional institution. The court may also impose a fine. Felonies are classified into four categories: capital, 1st degree, 2nd degree, and 3rd degree.

**Guardian Ad Litem:** A lawyer appointed by a court to represent the "best interests of the child" or incompetent person during court proceedings.

**Hearing:** A formal proceeding with definite issues of law or of fact to be heard.

**Intake Officer:** A probation officer employed by the court. The officer will evaluate whether a child should appear before a juvenile judge or be sentenced non-judicially.

**Misdemeanor:** A minor offense, lower than a felony, which is punishable by a county jail term of up to one year and/or a fine, but not prison. Misdemeanors are classified into three categories: Class A, B, and C.

**Non-Judicial Agreement:** A written agreement between the child, the child's parent, and the intake officer. It will stipulate that no petition be filed with the court if your child admits to the charges and complies with the terms of the agreement.

**Order to Show Cause:** Court order requiring a party to appear and show cause why the court should not take a particular course of action. If a party fails to obey a court order (like going to counseling or submitting to a UA (urinalysis)). The court may ask the party to explain why the court order was not obeyed, and to impose punishment. If the party fails to appear or to give sufficient reasons why the court should take no action, the court will take the action.

**Petition:** A civil pleading filed to initiate a matter in Juvenile Court, setting forth the alleged grounds for the court to take jurisdiction of the case and asking the court to do so and intervene.

**Plea:** The defendant's formal response to a criminal charge.

**Plea in Abeyance:** If you plead in abeyance, your admission is put on hold while you complete the requirements ordered by the Judge. Upon completion of these terms, the guilty plea is withdrawn and the charges are dismissed.

**Plea Bargain:** A situation whereby the prosecutor and defense attorney negotiate a mutually satisfactory disposition of the case. The court and the defendant must approve of any settlements. For example, a guilty plea may be exchanged for a lesser charge or a sentencing recommendation.

**Preliminary Inquiry:** An investigation and study conducted by the probation department upon receiving a referral to determine whether further action should be taken.

**Probation:** A sentence releasing a juvenile into the community or a treatment facility under the supervision of a probation officer, requiring compliance with certain conditions.

**Referral:** A written report submitted by a law enforcement officer or other person who has reason to believe a juvenile has committed a crime that would place the child within the jurisdiction of the Juvenile Court.

**Restitution:** Court-ordered payment to restore goods or money to the victim of a crime by the offender.

**Status Offense:** Misbehavior which would not be criminal if committed by an adult (e.g., truancy, runaway, etc.), but is defined as an offense when committed by a minor because of the minor's status.

<https://www.utcourts.gov/courts/juv/intro/glossary.htm>

<http://www.justice.gov/usao/eousa/kidspage/glossary.html>

### How Did I Get Here?



*Instructor:* To begin, ensure that your client understands the term ‘competency’ since they will be hearing this word throughout their court procedures. Discuss with your client that competency is a skill or ability in a specific subject that can be done well. Ask your client what they are experts in and list those strengths and abilities. Discuss the differences between your client’s interest and your own.

**CLIENT’S STRENGTHS & ABILITIES**

**TRAINER’S STRENGTHS & ABILITIES**

<b>CLIENT’S STRENGTHS &amp; ABILITIES</b>	<b>TRAINER’S STRENGTHS &amp; ABILITIES</b>

## What Different People Do!



**Accountant** - a person that works with the money and accounts of a company.



**Bricklayer** - a person that helps to build houses using bricks.



**Chef/Cook** - a person that prepares food for others, often in a restaurant or café.



**Doctor** - a person you go to see when you are ill or have some type of health problem.



**Electrician** - a person who installs, maintains, operates, or repairs electrical equipment.



**Firefighter** - a person that puts out fires.



**Gardener** - a person that keeps gardens clean and tidy. They take care of the plants in the garden.



**Hairdresser** – a person that cuts your hair or gives it a new style.



**IT Tech** - a person who specializes in information technology.



**Judge** - a qualified person that decides cases in a law court.



**Karate Instructor** - a person who teaches Karate.



**Librarian** - a person that works in a library.



**Mechanic** - a person that repairs machines, especially car motors.



**Narrator** - a person who gives an account or tells the story of events, experiences, etc.



**Optician** - a person that checks your eyes and tries to correct any problems with your sight.



**Pilot** - a person who flies a plane.



**Quality Inspector** – a person who checks the quality of a product or work.



**Receptionist** - a person that is at the reception (entrance) of a company.



**Scientist** - a person that works in the science industry. They do many experiments.



**Teacher** - a person that passes knowledge to students, usually at school.



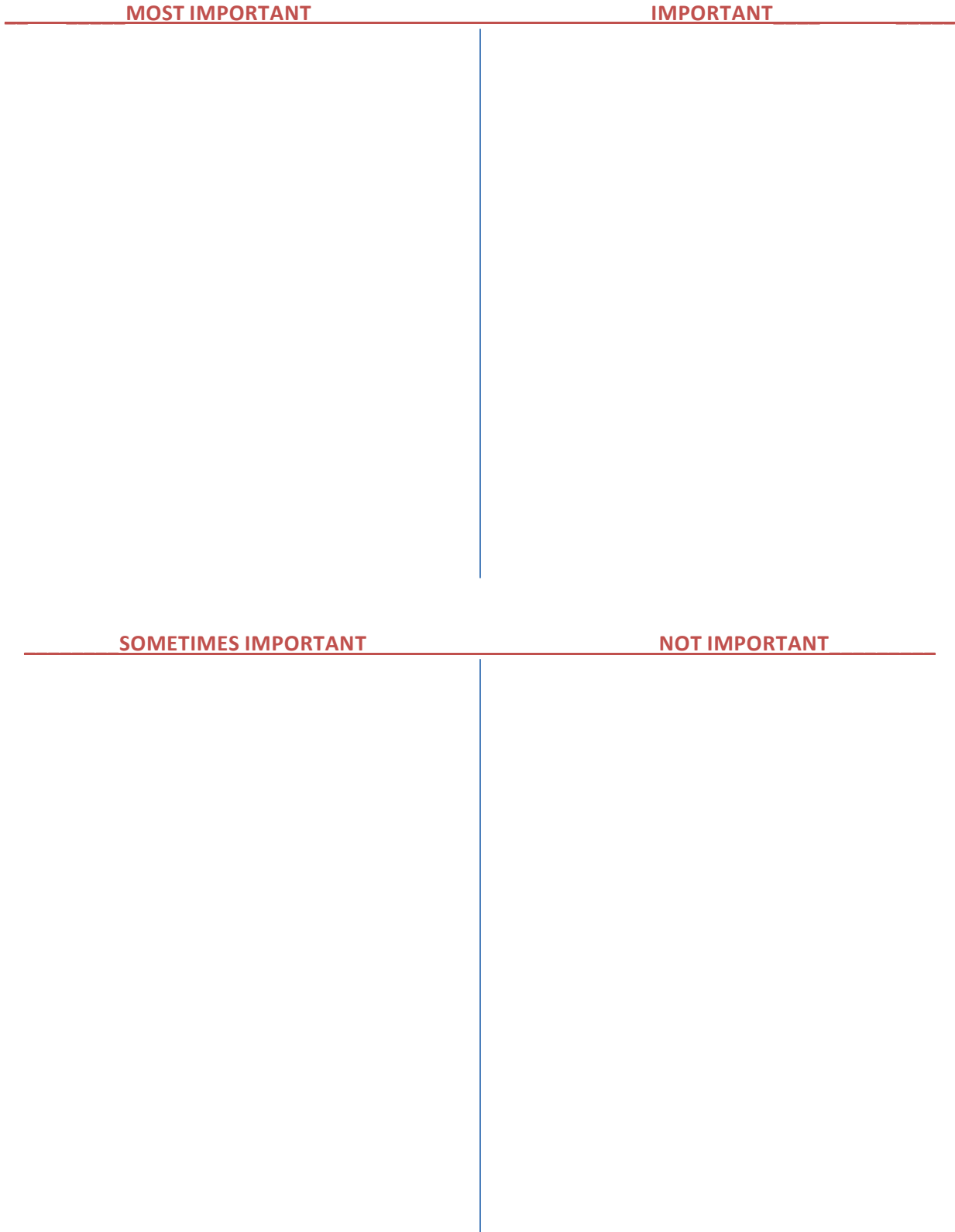
**Usher** - a person who works in a theatre, cinema, sports stadium, etc. and is in charge of guiding the spectators to their assigned seats.



**Veterinarian** - a person trained and authorized to practice medicine and surgery for animals.



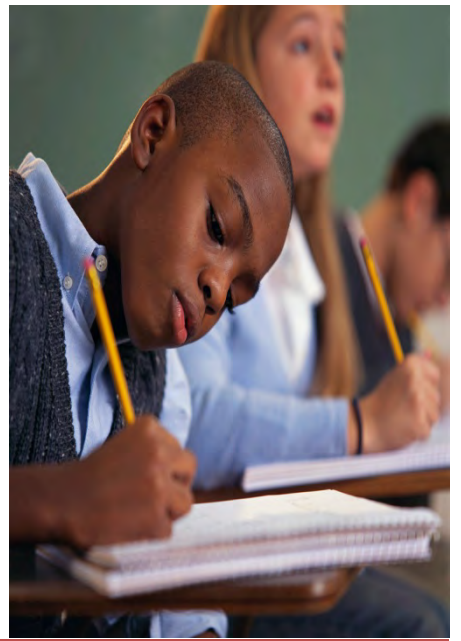
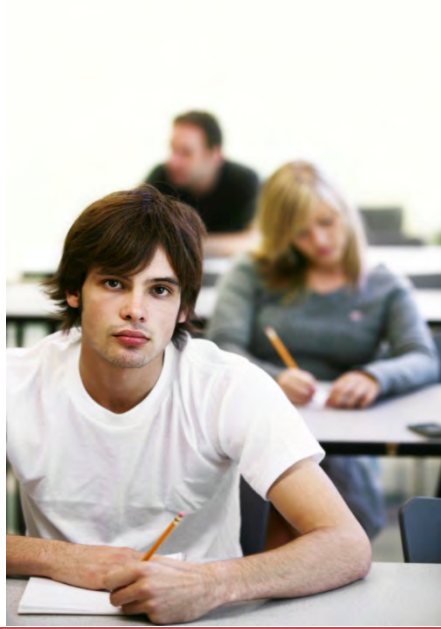
**What's Important and What's Not?**







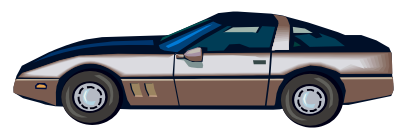




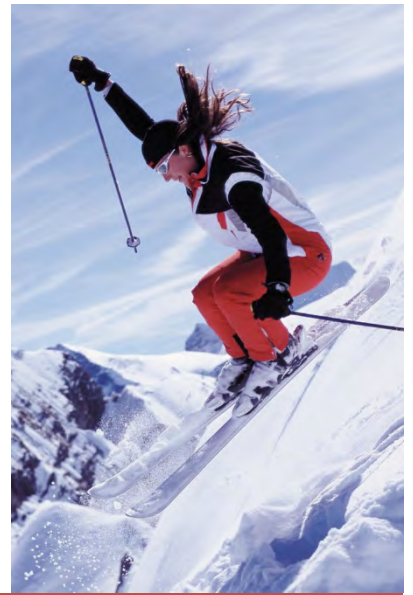
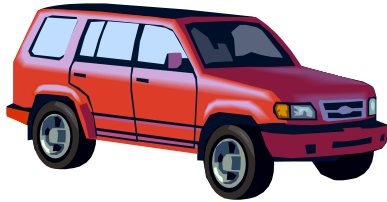












### Learning Contract Worksheet

#### Keeping Track of My training Schedule

Name: \_\_\_\_\_

Remember to call \_\_\_\_\_ If you cannot attend the training.

Trainer's Name

Trainer's Phone Number

Module # \_\_\_\_ Title: \_\_\_\_\_

Content Area	Date	Time	Location	Trainer	Homework	Attended
A) How Did I get Here?	Thurs Jan 3	11:45	SLC Juvenile Courthouse, Room 315 450 South State Street Salt Lake City, UT	Brent Christensen		

Draft

**What's Your Learning Style?**

How do you learn best?

Circle the way you like to learn:



## Module 1 PRE-ASSESSMENT

1. This program will help me get a driver's license. True or False?
2. ACTC stands for Utah Attainment Curriculum for "what" type of Competence?
3. Name two skills that you will learn from the ACTC training that will help you better defend yourself in court.
  - 1.
  - 2.
4. Give an example of a skill or talent that you believe you are competent in.
5. The judge decided that this training will help me. True or False?
6. I have to complete this program because I am in trouble. True or False?
7. Name one reason why this should be a high priority in your life.
8. This training is for people over the age of 21. True or False?
9. I have to be careful about what I say since my trainer can tell my parent(s) or guardian what I said. True or False?
10. My trainer will not be able to answer any of my questions. True or False?
11. Name three reasons why this information is important to learn.
  - 1.
  - 2.
  - 3.



**What's in a Name**

Names of People

Simon Cowell

Nicki Minaj

Tom Cruise

Steve Jobs

Alicia Keys

Defense Attorney's name

Barack Obama

Lebron James

Jim Carrey

Oprah Winfrey

Who is my defense attorney?

Fold on Dotted line

-----  
**Simon Cowell**

Fold on Dotted line

-----  
**Nicki Minaj**

Fold on Dotted line

-----  
**Tom Cruise**

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-----  
**Steve Jobs**

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-----  
**Alicia Keys**

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-----  
**Defense Attorney**

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**Barack Obama**

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-----  
**Lebron James**

Fold on Dotted line

-----  
**Jim Carrey**

Fold on Dotted line

-----  
**Oprah Winfrey**

**My Defense Attorney: Who, What, When, and Where**

Name: \_\_\_\_\_

Assistant's name: \_\_\_\_\_

Address: \_\_\_\_\_

Office phone: \_\_\_\_\_ Other phone: \_\_\_\_\_

Email: \_\_\_\_\_

Hours and days of the week available: \_\_\_\_\_

\_\_\_\_\_

Tasks my attorney can help me with:

\_\_\_\_\_

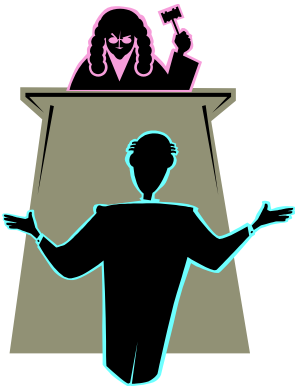
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The Matching Game: What is a Defense Attorney?**

Draw a line from the picture of your attorney to the things that he/she does for you:



- Takes you shopping
- Gives you his/her contact information (phone, etc.)
- Defends you against the charges
- Evaluates the charges
- Gives you a birthday gift
- Plays sports with you
- Prepares a defense
- Listens to what you have to say
- Advises you what to say
- Advocate who speaks for you
- Stays involved
- Investigates and assesses
- Explains to you about court
- Is educated and informed
- Reviews the evidence with you
- Appears in court for all hearings
- Assists you in getting housing

## The Courtroom Game



In the courtroom, there are two sides and both are trying to win.

Both sides have tools and resources.



Each side tries to be smart and effective in order to win the game just the way a coach gives advice to a team.



You are the Captain of your team!





**Look Who's Talking?**

From the list of the things you did yesterday, put them in one of the boxes below according to time frame you did them.

<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## **“My Attorney is My Friend”**

---

Make a list of your friends at:

Church	School
Family	Neighborhood

**How are your friends helpful to you?**

**List the ways your friends help you be healthy and happy.**

## **My Attorney is My Friend!**



**Your attorney is like a friend because:**

Your defense attorney, \_\_\_\_\_, is part of your life just like your friends. In what way is your attorney like your friends?

Think of them as a friend helping you through the court process. What ways do they help?

Your attorney can help you through confusing situations. What is one way your attorney helps clear up confusing situations?

**He/she has your best interests at heart.**

**You can always turn to your attorney for help.**

### **Note from an Attorney**

*"Your Attorney is your best friend in the courtroom and your relationship with your attorney is different than it is with anybody else. But for your attorney to really help you, he or she needs to know what is going on. Be truthful with him or her. Everything that you tell your attorney is private information and your attorney cannot tell that information to anyone else. Your attorney will do the very best they can to help you."*

#### **Points to remember:**

**Your relationship with your attorney is different than anyone else.**

**You can tell your attorney everything.**

**Be truthful.**

**Everything you talk about will be private and no one else will be able to know your conversation.**



**Your attorney will do their best to help you.**

**“Special Rule”**

“Special rules” are created to keep people safe, or to help things work smoothly.

List some special rules that you can think of, for example:

You need to be 16 years old to drive.

You must be a certain height to ride a rollercoaster.

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Confidential Information

*“Your attorney is your best friend in the courtroom and your relationship with your attorney is different than it is anybody else. But for your attorney to really help you he/she needs to know what is going on. Be truthful with him/her. Everything you tell your attorney is private he/she can’t tell that information to anyone else. Your attorney will do the very best they can to help you.”*

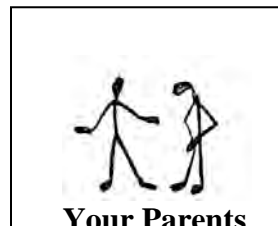
Attorney-client privilege is another “special rule” that is designed to help protect you in the court process. This means when you tell your attorney something he/she cannot tell anyone else.

When you tell something to someone else such as your teachers, probation officer, friends or even parents they can tell someone else what you told them.

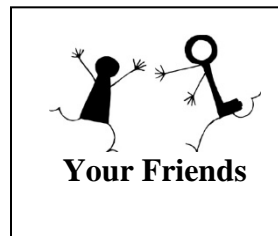
Draw a line from your attorney below to who he/she can discuss the information you have shared.



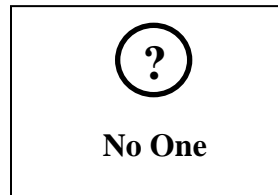
**Your Attorney**



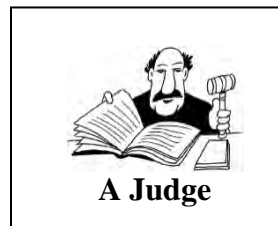
**Your Parents**



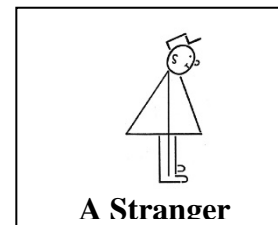
**Your Friends**



**No One**



**A Judge**



**A Stranger**

## Job of The Attainment Trainer



### ATTAINMENT TRAINER'S JOB

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My name:

My qualifications:

Supervisor who I report to:

How I know if I am doing a good job or not:

What I like about my job:

My job is different from your attorney:

**VERY IMPORTANT! Do not tell me things I do not need to know!**

**That SPECIAL RULE (attorney-client privilege) does not apply to me.**



## The Matching Game: What is a Prosecutor?



The prosecutor represents the government's interest and the law.



The prosecutor provides copies of legal statements/ confessions to the court.



The prosecutor shows evidence or proof of the crime to the court.



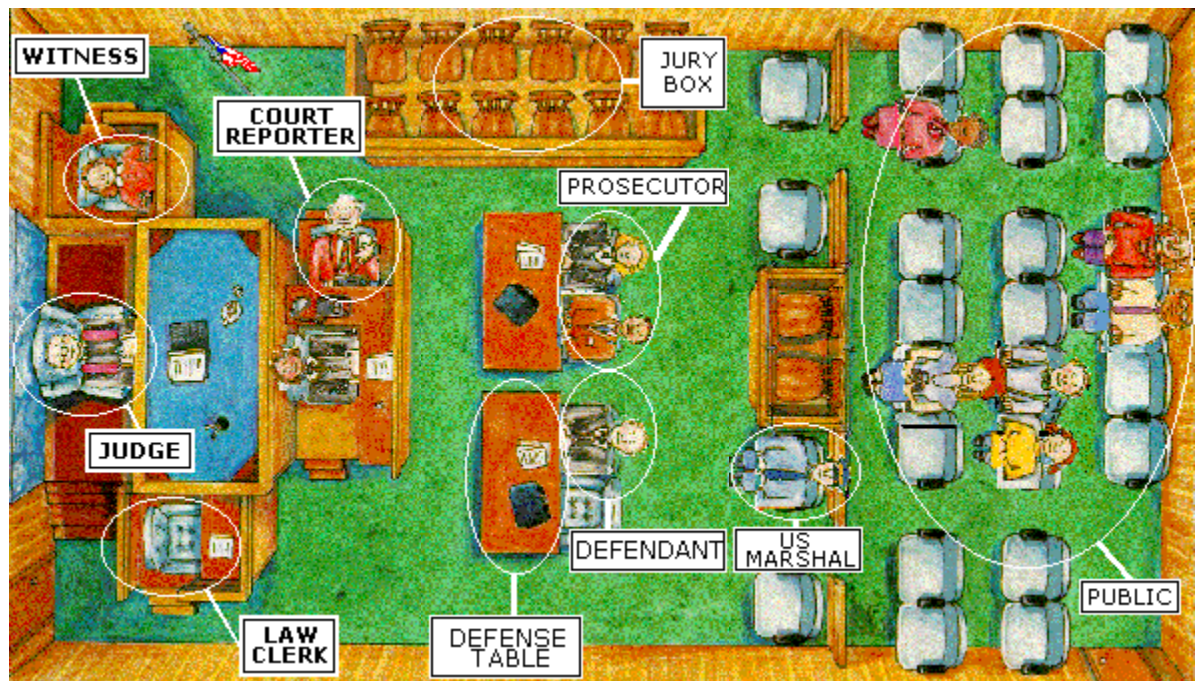
The prosecutor describes the offense to the judge, jury, and/or court.



## Module 2 Pre-Assessment

1. What is your defense attorney's name?
2. What is another word for "attorney"?
3. What is another word for "lawyer"?
4. What is your defense attorney's job?
5. What does your defense attorney do for you?
6. Why do you have a defense attorney?
7. What kinds of things should you tell your defense attorney?
8. If you talk to people other than your defense attorney about your story and charges (like a teacher or probation officer), are those people required by law to keep that information private and confidential?
9. How often can you talk with your defense attorney?
10. Who should you talk to if you want to see your defense attorney?
11. If you tell your defense attorney about what happened, can they tell anyone else?
12. What is attorney-client privilege?
13. What is the job of a prosecutor?
14. What are two other names for a prosecutor?
15. How is the job of a prosecutor different from the job of your defense attorney?
16. Is the job of the prosecutor to help you win your case?
17. Who helps defend you and protect you in court, the defense attorney or the prosecutor?

## Courtroom Staff



Have you ever wondered what is inside of a courtroom?

United States courtrooms may vary the seating locations of where the jury box is located; where the law clerks and court reporters sit; and even where the public seating area (called the "gallery") is placed; but the basic layout of a courtroom always contains the same elements. ***[Note to trainer: a juvenile court may not contain all of these elements such as a jury box. Focus on the areas that are similar.]***

A courtroom contains specific seating areas where the following participate in a trial:

- [the Judge](#)
- [the Witness\(es\)](#)
- [the Law Clerk\(s\)](#)
- [the Court Reporter\(s\)](#)
- [the Defendant](#)
- [the Defense Table](#) (where the defense lawyer sits with the defendant)
- [the Bailiff](#) and
- the seating area for the public.

Courtesy of U.S. Dept. of Justice::[http://www.justice.gov/usao/eousa/kidspage/courtroom\\_personnel.html](http://www.justice.gov/usao/eousa/kidspage/courtroom_personnel.html)

## **Who Does What?**

The Bailiff

The government official with authority to decide lawsuits brought before the courts.

The Defendant

Enforces the rules of behavior in courtrooms.

Represents the defendant and acts as an advocate for that person.

The Defense Attorney

The Judge

The person complained against; in a criminal case, the person accused of the crime.

The Witness

Makes a record of court proceedings and prepares the transcript, and also publishes the court's opinions or decisions.

The Court Reporter

A person called upon, by either side, to give testimony before the court or jury.

# Know Your Rights Word Hunt

Learn the vocabulary of the courtroom

V E R G L W W J Y A P T  
E S E W N U V D T R M E  
R N Y F N O P T O E O S  
D E W P L M A S J X O T  
I F A L B I E Y U W R I  
C E L Q N C J E D I T M  
T D Z M U E U N G T R O  
K D E T A O D R M N U N  
W N O H G X G O E E O Y  
T R Y R U J E T N S C Y  
T W L S V X R T T S Z E  
L J G T V H N A V E U O

ATTAINMENT

ATTORNEY

COURTROOM

DEFENSE

JUDGE

JUDGMENT

JURY

LAWYER

PROSECUTOR

TESTIMONY

VERDICT

WITNESS

# Solution

V E R + + + + + A P T  
E S E + + + + + T R M E  
R N Y + + + + T O + O S  
D E W + + + A S J + O T  
I F A + + I E Y U W R I  
C E L + N C J E D I T M  
T D + M U + U N G T R O  
+ + E T + + D R M N U N  
+ N O + + + G O E E O Y  
T R Y R U J E T N S C +  
+ + + + + + + T T S + +  
+ + + + + + + A + + + +

(Over,Down,Direction)

ATTAINMENT(10,1,SW)

ATTORNEY(8,12,N)

COURTROOM(11,10,N)

DEFENSE(2,7,N)

JUDGE(7,6,S)

JUDGMENT(9,4,S)

JURY(6,10,W)

LAWYER(3,6,N)

PROSECUTOR(11,1,SW)

TESTIMONY(12,1,S)

VERDICT(1,1,S)

WITNESS(10,5,S)

## Word Definitions for Word Hunt

**Judge:** a public officer authorized to hear and decide cases in a court of law; a magistrate charged with the administration of justice.

**Attorney:** a lawyer who represents a person in court.

**Prosecutor:** the public officer in a court in charged with carrying on the prosecution in criminal proceedings.

**Jury:** a group of persons sworn to render a verdict or true Answer on a question officially submitted to them.

**Courtroom:** The official room where the judge and all participants meet for the trial.

**Defense:** a person, who a claim or charge is brought against in court.

**Witness:** an individual who, was a spectator, or eyewitness, to an event and who gives testimony, in a court of law.

**Lawyer:** A person whose profession is to represent clients in a court of law or to advice or act for clients in other legal matters.

**Verdict:** the finding or answer of a jury given to the court concerning a matter submitted to their judgment.

**Testimony:** A truthful telling of the story of the events.

**Judgment:** a judicial decision given by a judge or court .

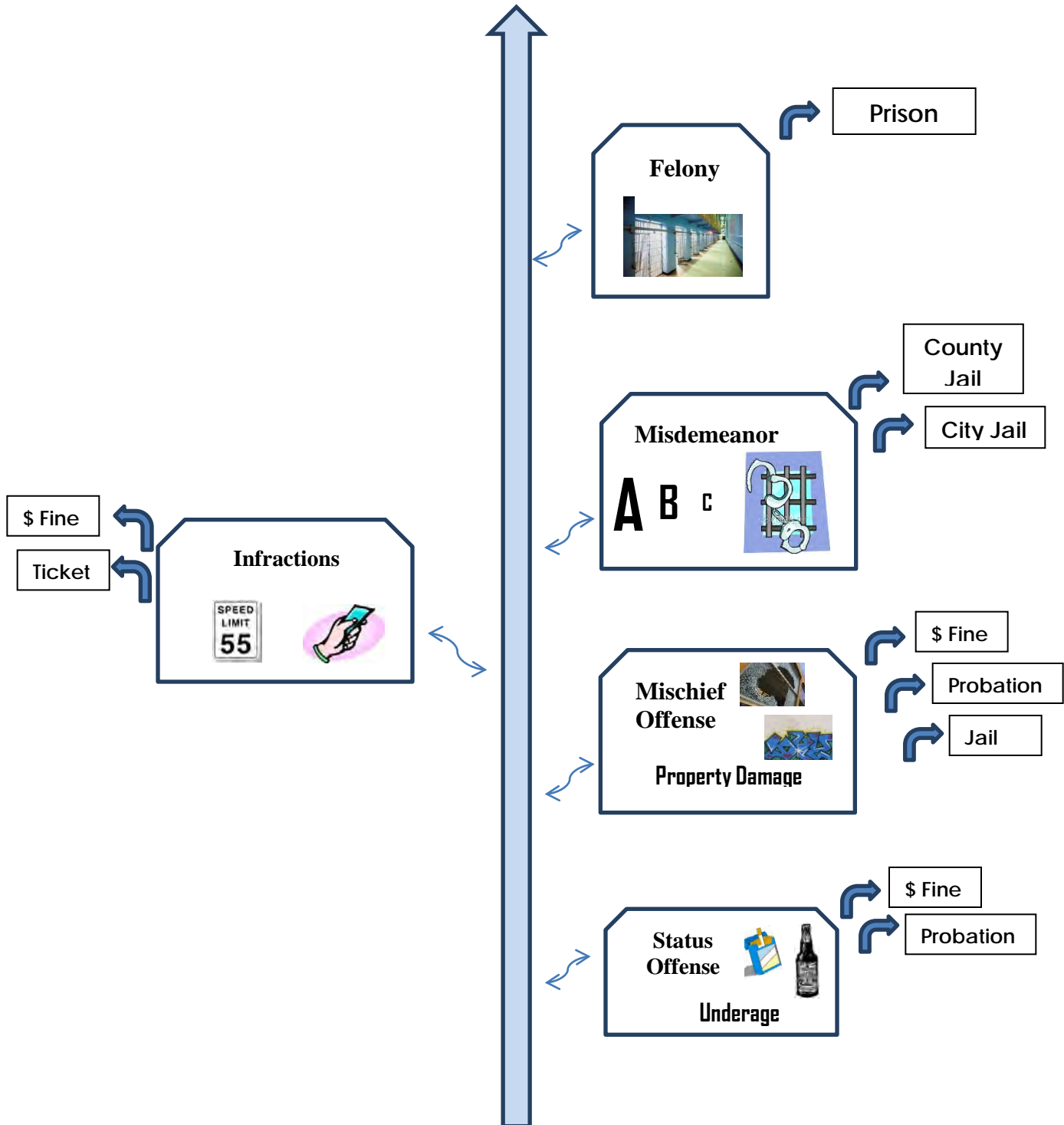
**Attainment:** a legal determination that a person understands the charges against them and is able to help with their defense.

### **Module 3 Pre-Assessment**

1. What does it mean that the court uses a two-sided process?
2. Whose job is it to help you tell your story in the courtroom?
3. Who decides which side of a story is true in the courtroom?
4. Who is considered the accused in a court case?
5. Who is considered the victim in a court case?
6. Which attorney represents the victim in a court case?
7. What does the probation officer do?
8. What is decided during the arraignment or pre-trial?
9. What happens during a trial?
10. If the charges against you are proven to be “not true”, what will happen?
11. If the charges against you are proven to be “true”, what happens next?
12. During the disposition hearing, who decides what will happen to you?

## Charges and Penalties

*Note: Review the different types of crimes and possible penalties.*





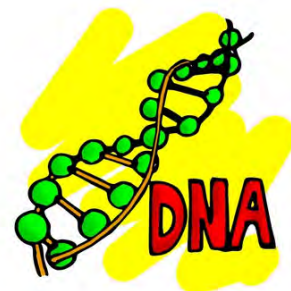
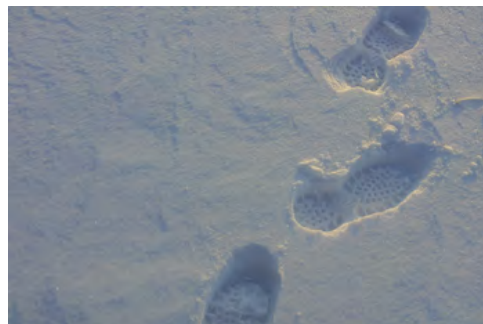
## Understanding Eyewitnesses

*Note: Emphasize that someone else's story is not always the same as the client's story. What someone may have thought was happening was misunderstood. Material evidence is proof of something found that can be used in court.*

### Eyewitnesses



### Material Evidence



### Judges Make Choices

*Note: There is a wide range of choices that a judge has in making decisions.*



### No Laughing Matter

*Note: These are 2 pictures: one is funny and one is serious. Emphasize that the client's charges are serious, and being silly or laughing about their charges is never appropriate.*



**Funny**



**Serious**

## Weights and Measures

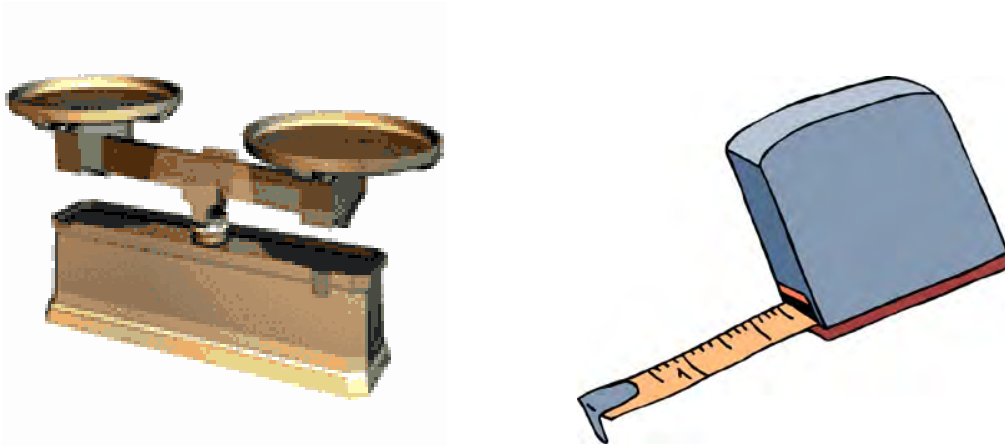
Joint



Exercise

**This is a joint exercise for the trainer and the client.**

*Note: Discuss with the client that some things weigh more or measure larger than others. Some charges are more serious than others. Discuss the charges with the client.*



## Keep Pouring

Joint



Exercise

**This is a joint exercise for the trainer and the client.**

**Materials Needed:** 1 large bottle of water, 1 small bottle of water, and a towel.

***Instructions:*** Start by using 2 bottles of water. Explain to the client that the large bottle represents the criminal offense and the smaller bottle represents the seriousness of the consequences. The trainer will start with a simple example and ask the client to start pouring the water from the larger bottle into the smaller one. If you stole a car, how heavy is the weight of the smaller bottle? Keep pouring...If you stole a car and hit an animal (dog/cat), now how heavy is the consequence? Keep pouring...If you stole a car and caused an accident, how heavy is it now? Keep pouring...If you stole a car and injured or killed another person, is this the heaviest of consequences? Discuss with the client that stealing a car has one consequence, but the punishment also will be determined by what happened after he/she stole the car. This experiment can be used for a variety of different offenses.



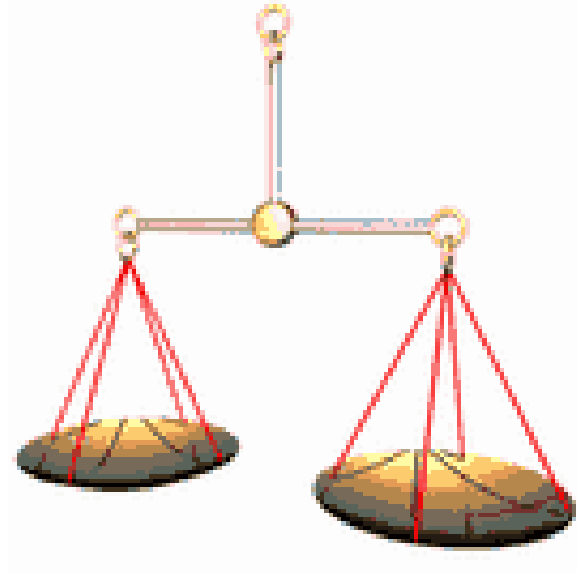
## Module 4 Pre-Assessment

1. What are you charged with?
2. What is the legal name of your charges (for example, infraction versus felony)?
3. Is being charged with something the same as having done what you have been charged with? Why or why not?
4. Name the three main classifications of charges?
5. What is the difference between a misdemeanor and a felony?
6. What is the difference between a charge and an allegation?
7. If someone says you did something wrong, can your charges still be found “not true”?
8. If someone witnessed the alleged crime, are they a character witness or an eyewitness?
9. What does the word *evidence* mean?
10. Who collects evidence?
11. How does a prosecutor prove that you committed a crime?
12. Which is more severe, a felony or a misdemeanor?
13. Which misdemeanor is more severe, Class A or Class C?
14. If you were an adult, could you go to prison for a misdemeanor?

## Weights and Measures

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**Instructions:** Obtain a weight and balance to perform concrete weighing activity.



Dime

Can of soda

Feather

Beads

Brick

Pencil



Discuss different penalties on the balance with the seriousness of the crime matching the penalties. The more the balance tips, the greater the effect on the client's life.

(You could match the original objects weight with progressively more serious crimes to emphasize the effect on the client's life.)



## You be the Judge

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Joint



Exercise

**Describe several court cases and decide what judgment you would make.**

**Sample:** Two boys travelling by bus got off at the wrong stop. They were lost and not sure which way to go when a group of boys angrily approached them and told them to get out of their neighborhood. The gang of boys left, but soon returned with baseball bats. They beat the two lost boys on their heads and backs before eventually leaving them. Help arrived for the lost boys and medical care was provided. Later the boys who did the beating were arrested and tried for assault and bullying.





Module 5  
Content Area C

## Penalties – Could this Happen to Me?

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Circle each possible penalty for your current situation.



Jail time



Loss of bus pass



Banishment



Community service



Fines



Placement in secure facility

## Module 5 Pre-Assessment

1. What does it mean to be sentenced?
2. How are penalties (punishments) determined?
3. What does it mean to be placed in a secure facility?
4. What does it mean to be on probation?
5. Whomakesrestitutiontothe victim?
6. How is the amount of a fine determined?
7. Where can you complete community service?
8. What does *mitigating circumstances* mean?
9. What types of things qualify as mitigating circumstances?
10. How do mitigating circumstances affect sentencing?
11. What does *aggravating factors* mean?
12. Which types of things countas aggravating factors?
13. What impact does aggravating factors have on sentencing?
14. How would different penalties affect my life?



**Fact or Fiction?**

Circle the correct answer below:

In Utah it snows during the winter.	Fact/True	Fiction/False
Pigs can fly.	Fact/True	Fiction/False
When you grow old, your hair turns purple.	Fact/True	Fiction/False
The earth is round.	Fact/True	Fiction/False
Fire engines are black.	Fact/True	Fiction/False
The judge decides my punishment.	Fact/True	Fiction/False
My attorney is on my side.	Fact/True	Fiction/False

**The Way the Story Goes**

Story:

Joe got up early, dressed, and had orange juice for breakfast. During lunch, he decided to have a big glass of milk. When he was ready for bed, he drank two small glasses of water.

Using the story above, answer these questions:

What is the beginning of the story? \_\_\_\_\_

Where does the story start? \_\_\_\_\_

What does Joe do in the middle of the story? \_\_\_\_\_


What does Joe drink at the end of the story? \_\_\_\_\_


## **The Other Parts of a Story: Timeframe, Location, Characters, Actions**

Read the story below and then answer the questions:


*Sara and Sage have been best friends since high school. They were so excited when both of them started working at the same mall. Every Friday night after work they would meet in the food court to walk home together. One night, as they were leaving the mall, they noticed that lights were still on in their favorite clothing store. Sara wanted to show Sage this awesome sweatshirt, so they decided to go into the store. Once in the store, they noticed that no one was there. After looking at the sweatshirt, Sara thought that she would “borrow” the shirt for the evening and go back the next day to pay. As they were leaving the store, a security guard approached them and asked what they were doing. She asked to see a receipt for the sweatshirt. Both Sara and Sage were taken to the security office and the police were called.*


**Answer the following questions:**

Timeframe     When did it take place? \_\_\_\_\_

Location      Where did it take place? \_\_\_\_\_

Characters    Who were the people involved? \_\_\_\_\_

Action(s)     What happened? \_\_\_\_\_

 Why did it happen? \_\_\_\_\_

## The World of Stories



**This is a joint exercise for the trainer and the client.**

***Instructions:*** Using the story below, or one that may be more interesting for the client, review story concepts like beginning, middle, end, timeframe, location, characters, and action. Work with the client to take the story and identify each of these parts of the whole. Review with the client that some stories are “true” (based on fact) and some are “not true” (fiction), and that the client’s story related to the crime needs to be the “true” story.

**Short story by Mike Krath:**

<http://www.eastoftheweb.com/short-stories/UBooks/HighLift.shtml>

### High and Lifted Up

It was a windy day.

The mailman barely made it to the front door. When the door opened, Mrs. Pennington said, "Hello", but before she had a real chance to say "Thank you", the mail blew out of the mailman's hands, into the house, and the front door slammed in his face. Mrs. Pennington ran to pick up the mail.

"Oh my," she said.

Tommy was watching the shutters open and then shut, open and then shut.

"Mom," he said, "may I go outside?"

"Be careful," she said. "it's so windy today."

Tommy crawled down from the window-seat and ran to the door. He opened it with a bang. The wind blew fiercely and snatched the newly recovered mail from Mrs. Pennington's hands and blew it even further into the house.

"Oh my," she said again. Tommy ran outside and the door slammed shut.

Outside, yellow, gold, and red leaves were leaping from swaying trees, landing on the roof, jumping off the roof, and then chasing one another down the street in tiny whirlwinds of merriment.

Tommy watched in fascination.

"If I was a leaf, I would fly clear across the world," Tommy thought and then ran out into the yard among the swirl of colors.

Mrs. Pennington came to the front porch.

"Tommy, I have your jacket. Please put it on."

However, there was no Tommy in the front yard.

"Tommy?"

Tommy was a leaf. He was blowing down the street with the rest of his playmates.

A maple leaf came close-by, touched him, and moved ahead. Tommy met him shortly, brushed against him, and moved further ahead. They swirled around and around, hit cars and poles, flew up into the air and then down again.

"This is fun," Tommy thought.

The maple leaf blew in front of him. It was bright red with well-defined veins. The sunlight shone through it giving it a brilliance never before seen by a little boy's eyes.

"Where do you think we are going?" Tommy asked the leaf.

"Does it matter?" the leaf replied. "Have fun. Life is short."

"I beg to differ" an older leaf said suddenly coming beside them. "The journey may be short, but the end is the beginning."

Tommy pondered this the best a leaf could ponder.

"Where do we end up?"

"If the wind blows you in that direction," the old leaf said, "you will end up in the city dump."

"I don't want that," Tommy said.

"If you are blown in that direction, you will fly high into the air and see things that no leaf has seen before."

"Follow me to the city dump," the maple leaf said. "Most of my friends are there."

The wind blew Tommy and the maple leaf along. Tommy thought of his choices. He wanted to continue to play.

"Okay," Tommy said, "I will go with you to the dump."

The winds shifted and Tommy and the leaf were blown in the direction of the city dump.

The old leaf didn't follow. He was blown further down the block and suddenly lifted up high into the air.

"Hey," he called out, "the sights up here, they are spectacular. Come and see."

Tommy and the maple leaf ignored him.

"I see something. I see the dump." The old leaf cried out. "I see smoke. Come up here. I see fire."

"I see nothing," the maple leaf said.

Tommy saw the fence that surrounded the city dump. He was happy to be with his friend. They would have fun in the dump.

Suddenly, a car pulled up. It was Tommy's mom. Mrs. Pennington wasn't about to let her little boy run into the city dump.

"Not so fast," she said getting out of the car. "You are not allowed to play in there. Don't you see the smoke?"

Tommy watched the maple leaf blow against the wall and struggle to get over. He ran over to get it but was unable to reach it.

Mrs. Pennington walked over and took the leaf. She put it in her pocket.

"There," she said, "it will be safe until we get home."

Tommy smiled, ran to the car, and got in. He rolled down the back window and looked up into the sky. He wondered where the old leaf had gone. Perhaps one day he would see what the old leaf had seen - perhaps.

## Timelines



**This is a joint exercise for the trainer and the client.**

### Materials needed by the trainer:

White board or chalk board

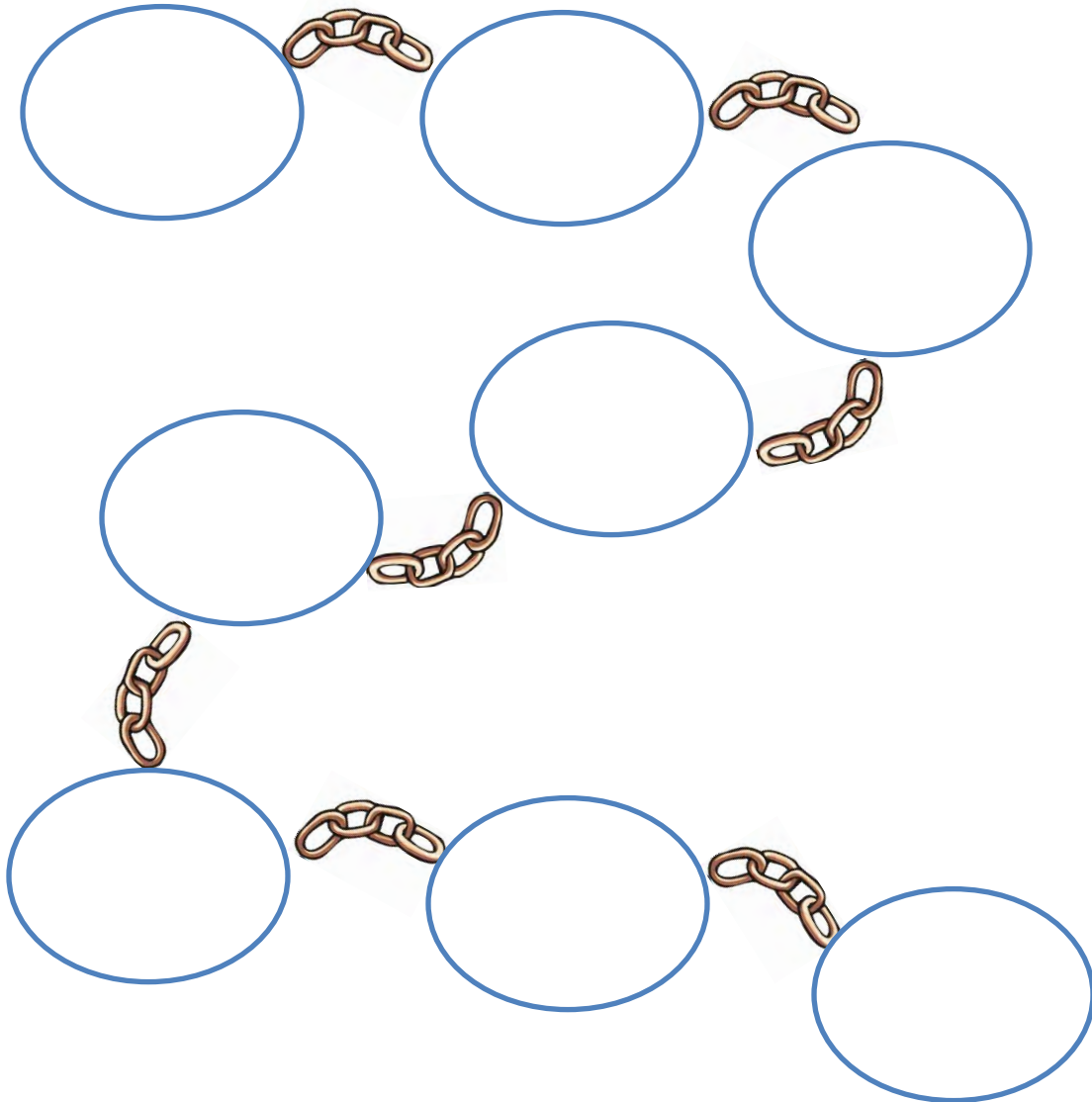
***Instructions:*** Using a whiteboard or chalkboard, have the client create a simple timeline of events based on their favorite story or book from the exercise above. Using the timeline as a reference, ask the client questions about location, characters, actions, etc. to help them tell the story in their own words.

### Thought and Feeling Chains



**This is a joint exercise for the trainer and the client.**

***Instructions:*** Have the client pick a favorite movie or book that they know the story of very well. Guide the client to fill in ovals that are connected into a chain-like pattern that represent the thoughts, feelings, and interpretations of actions related to a character in their story.



## **Inside My Head**



**This is a joint exercise for the trainer and the client.**

### **Materials needed:**

Whiteboard and whiteboard markers or chalkboard and chalk and eraser.

**Instructions:** Make simple illustrations of the events and people that comprise the client's favorite story from a book or movie. Above the people who are illustrated, the trainer can add thought bubbles (like those that appear in graphic novels and comic strips) so the client and trainer can plug-in what the character was thinking and feeling as events unfolded.

## Module 6 Pre-Assessment

1. Is a fact true or not true?
2. Name three facts: (for example, the earth is round, trains move fast, apples are red).
  - 1.
  - 2.
  - 3.
3. If something is not true, is that fact or fiction?
4. Every story has a beginning, a middle, and an \_\_\_\_\_.
5. Your story takes place at the movie theater. Would that be the location or the timeframe?
6. If you say that something happened at 10am, is that the morning, afternoon, or evening?
7. Joe and Amy go to the movies and buy some popcorn. Who are the characters in this story? What actions did they do?
8. Describe a *feeling* that you have experienced in the last week?
9. What is something that you have *thought* about in the past week?
10. What does it mean to *interpret the meaning* of something?
11. Name an *event* that you have participated in during the past month?



## Knowing How to Say No

Draw a circle around the people/person that you can tell your story to? Why?



Mom



Friends



Teacher



Coach



Family



Strangers



Attorney



Counselor

Joint



Exercise

**This is a joint exercise for the trainer and the client.**

### Instructions:

Trainer will act the part of the person trying to get information about your story. Practice these responses:

“Let me talk to my attorney first.”

“I think it’s better to keep that between me and my attorney.”

“I might be able to tell you. Let me talk with my attorney.”

“I don’t mind telling you, but I want my attorney to be there.”

“I don’t want to talk to you about this.”



## Inside Voice/Outside Voice



**This is a joint exercise for the trainer and client.**

**Instructions:** If the concept of “inside and outside voice” has not been established with the client, please model both voices and then have your client point to which kind of voice he is hearing. Have the client practice both voices.



## YOUR GROWN-UP VOICE



**This is a joint exercise for the trainer and client.**

**Instructions:** Some clients will revert to a babyish voice when they are anxious. The client may need to be reminded that they must speak in their “grown-up” voice when they are telling their story. Have your client practice his/her grown-up voice.

# FACE TO FACE

## Find Your Face:



**This is a joint exercise for the trainer and the client.**

***Instructions:*** Some clients, particularly those with Autism, will have great difficulty making appropriate eye contact with their listener. The attainment trainer will not have the time or expertise to necessarily change this feature in a client. They can, however, teach the client the concept of “find my face” which directs a client with eye contact issues to look in the general direction of someone’s face when speaking. Even children who struggle with eye contact tend to be able to gain this skill. The skill might never be learned independently, however, so the attorney could be made aware to remind the client of this when the client is speaking in court.



Look At My Face

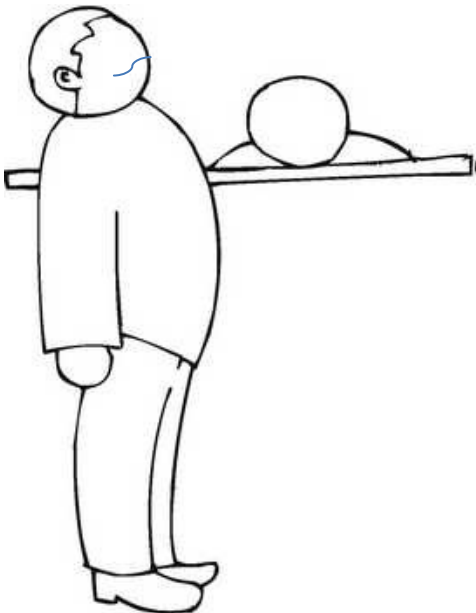


## Court Communication Role Play



**This a joint exercise for the trainer and the client.**

**Instructions:** It may be helpful for the client to practice telling his/her story to the judge (you will play the role of the judge). As you proceed, you can gently make suggestions to speak slower, louder, or other suggested improvements. Switch roles so you're the client and the client is the judge. Continue this role play until the client can explain the difference between the two roles and can clearly tell you how he/she will speak in the courtroom.



Tell your story to the judge



Pretend to be the judge

## Module 7 Pre-Assessment

1. Why is it important to tell your story to your defense attorney?
2. Should you talk to family, friends, or coworkers about what happened?
3. Your defense attorney knows the laws, can advise you on the best strategies on when and how to tell your story, and can answer your questions. True or False?
4. May your attorney share your story with other people?
5. What are some ways you can say no if your friends want to hear your story?
6. Should you tell your defense attorney everything that happened?
7. Should you tell your story in court as quickly as possible, in a loud voice?
8. Where is it best to look when you tell your story?
9. What other ways do we communicate besides using words?
10. What should you do if someone does not tell the truth about you or what happened?

## **Role Playing**



**This is a joint exercise for the trainer and the client.**

**Instructions:** The trainer will pretend to be the attorney and will role play asking the client questions about a pretend case (use a fictional situation that is not the same as the charges facing the client to avoid discussing details of their ongoing case). You may want to revisit the story in Module 6 and have the client role play someone in the story as you help them practice communicating with their attorney. This exercise is all about helping the client to talk clearly with their attorney and answer questions thoroughly. The scenario you use to facilitate this teaching is up to you.

### **My Hopes**

Draw or write a description about how you are hoping to have your case turn out.

## Establishing a Client-Attorney Partnership

**Instructions for the trainer:** Detailed information about Arraignment & Trial can be found at <https://www.utcourts.gov/courts/juv/intro/trial.htm>.

### **Fill in the Blanks**

A plea is an answer you give the judge when he asks you whether you committed the crime you've been charged with or not.

Guilty and not guilty are words that are used in court cases that involve grown-ups.

Below are three different kinds of pleas and the definitions:

<b>Plea</b>	<b>Definition of Plea</b>
Admit	If you did what you are charged with or if you are sure the prosecutor can prove the case against you.
Deny	If you did not do what you are charged with or you believe the prosecutor cannot prove you committed the crime you are charged with.
No Contest	This means you are not admitting that you did the crime you are being charged with but you have decided not to fight the charges.

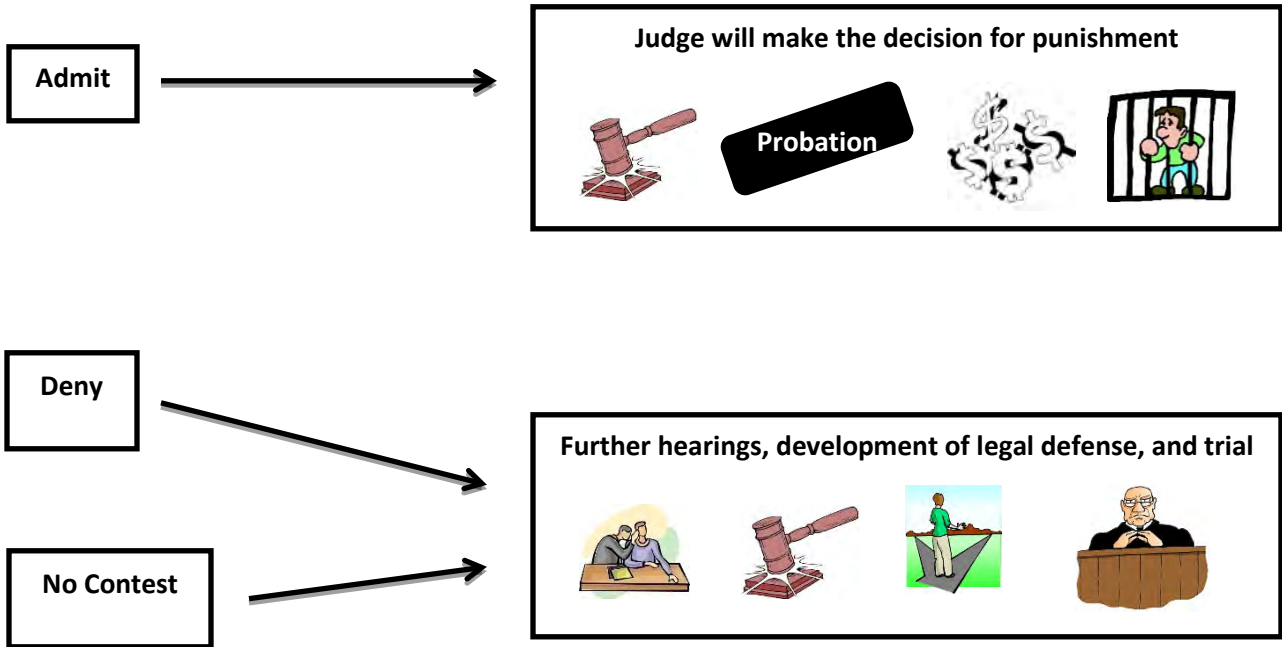
**Please fill in the blanks below with the right plea from the table above:**

You will plea \_\_\_\_\_ if you did not do the crime that you are being charged with.

You will plea \_\_\_\_\_ if you don't want to admit to the crime but you don't want to fight the charges.

You will plea \_\_\_\_\_ if you did the crime that you are being charged with.

# Where Will This Plea Take Me?





## **Plea Agreements**

Read through the list below of advantages and disadvantages of a plea agreement. Write an A in the blank if it is an advantage. Write a D in the blank if it is a disadvantage.

### **Admitting to the Charges:**

- \_\_\_\_\_ You could enter a “plea agreement”.
- \_\_\_\_\_ If you admit to the charges, you might be “rewarded” with a lighter (lesser) sentence (penalty/punishment).
- \_\_\_\_\_ You are admitting you committed a crime.
- \_\_\_\_\_ You cannot explain any of the circumstances around the crime that might help other people better understand why you did what you did.
- \_\_\_\_\_ The court process will probably be really quick.

### **Denying the Charges:**

- \_\_\_\_\_ You are saying you did not do anything wrong.
- \_\_\_\_\_ If the charges are proven, you may end up getting a heavier (harsher) sentence (penalty/punishment).
- \_\_\_\_\_ The prosecutor has the responsibility to prove the charges against you.

### **Pleading No Contest:**

- \_\_\_\_\_ You will not have a chance to tell your side of the story and defend yourself in court.
- \_\_\_\_\_ Will avoid the delay in waiting for a trial and sentencing.
- \_\_\_\_\_ If part of a plea bargain (see next section) it may result in a reduced sentence.

## Module 8 Pre-Assessment

1. Define the word partnership.
2. Give an example of a personal partnership.
3. Which is more important, telling the truth to your attorney or telling your attorney the story they want to hear?
4. Who can provide you with the best legal advice on what to plea, your attorney or the judge?
5. Name the three plea options.
6. By admitting to the alleged offense, you will receive no punishment. True or False?
7. If you deny the charges, will you be able to tell your side of the story? True or False?
8. Which plea will prevent you from participating in a trial?
9. The judge is the best person to ask about a plea agreement. True or False?
9. What is it called if you want your attorney to try and work out a deal with the prosecutor?
11. You can be forced to take a plea agreement. True or False?

## The Importance of Testimony



Describe the events that led to your arrest. If you have forgotten some of the events, tell accurately about the facts that you remember.

Write a few sentences about what led to your arrest.

Joint




Exercise

**Instructions:** Discuss the following material with your client. When a witness is on the stand and gives incorrect evidence, you should be able to calmly tell your attorney the part that is not correct.

You could do this by:

1) Writing your lawyer a note.



2)  Telling your lawyer that the witness is telling something that is not true.

3) Quietly getting your lawyer's attention and writing him/her a note.

You should not yell out that the witness is lying.

You should have your lawyer speak for you.



When you testify, you should give a truthful answer to the questions that you are asked. If you forget anything, do not make things up. You may not lie when giving your testimony.



Joint



Exercise

**Instructions:** Practice answering open-ended questions about your story with the following starters:

**“Where”** did the events take place?

**“Who”** was there?

**“What”** happened next?

### **Video of Sample Testimony**

This YouTube video is informational and applicable to the grant. However, it is **NOT FOR USE** with the client or for use in this workbook.

<http://www.youtube.com/watch?v=BDZa9IHnk8w>

This YouTube video offers some suggestions for behavior, dress, eye contact, etc. The opening example of what not to do, is somewhat comical and could be skipped if you think the client will not get the humor.

<http://www.youtube.com/watch?v=UMA3dhtvEV0&list=PL99042A7FE28EC2FE&index=1>

**Pros and Cons of Testifying**



The client and trainer will list the perceived advantages and disadvantages of testifying under the appropriate heading. The client can keep this list and share it with their attorney to promote good decision-making about testifying.

PRO's of Testifying

CON's of Testifying

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PRO's of Testifying	CON's of Testifying

## Do You Swear to Tell the Whole Truth?



The trainer will provide age appropriate movie clips and videos that will demonstrate a witness being asked to take an oath before testifying.

This can be used as reference information for the trainer. The training is directed toward “first responders”, however, the general information is relevant to the client for learning about the swearing in process.

[http://www.childwelfare.gov/pubs/usermanuals/first\\_responders/chapter4.cfm](http://www.childwelfare.gov/pubs/usermanuals/first_responders/chapter4.cfm)

Testifying in court can be an intimidating experience for those who are new to it, as well as for those who have testified many times. This chapter provides an overview of the court process.

The most basic rule for testifying is to show up to court on time, well-groomed, and dressed appropriately. Prior to attending court, the client should ensure that they have reviewed their testimony with their lawyer so that their knowledge is complete and includes information on dates, times, and locations.

## Chapter 4 Testifying in Court

### In This Chapter

- Preparing for court
- Guidelines for testifying
- What to expect during the trial
- The juvenile court process
- The criminal court process

First responders often are required to testify in court about cases of suspected child maltreatment. This provides them with an opportunity to present the information and evidence they have collected during their response and investigation. Testifying in court can be an intimidating experience for those who are new to it, as well as for those who have testified many times. This chapter provides an overview of the court process.

### Preparation for Court

The most basic rule for testifying is to show up to court on time, well-groomed, and dressed appropriately. The first responder should wear clean and professional clothing. Prior to attending court, the first responder should ensure that the case file is organized, complete, and current. This includes making certain that the evidence and interview logs are complete and include information on dates, times, and locations. The first responder should thoroughly review and be familiar with the information in the case file. Prior to the trial, the prosecutor might meet with the first responder to discuss the case and prepare the first responder for possible questions. It is helpful to prosecutors to know the first responder's answers to questions prior to asking them in court.

## Guidelines for Testifying

The following are guidelines to testifying in court:

- **Be prepared.** Have a thorough knowledge of the case. This will help the first responder to be more confident and more persuasive.
- **Listen to each question and pause before answering.** The first responder should not let the attorney rush her.
- **Ask for clarification if needed.** If the first responder is asked a question she does not understand, she should have the attorney repeat, clarify, or rephrase it.
- **Answer only the question asked.** The first responder should not volunteer additional information or discuss tangential subjects.
- **Do not be afraid to respond "I don't know."** If the first responder does not know the answer to a question, she should not be afraid to say so. This may enhance the first responder's credibility.
- **Do not give an opinion unless asked to do so.** The first responder should only testify to the facts within her personal knowledge and experience. She should be specific and give exact times and dates. She should describe events step-by-step rather than narrate long stories.
- **Avoid taking sides.** The first responder's responsibility is to present the evidence truthfully and accurately.
- **Speak a little louder, slower, and more distinctly than normal.** This helps the judge, attorneys, and others to understand the responses. The answer must be spoken; the first responder should not shrug her shoulders or nod her head.
- **Make eye contact.** If a jury is present, the first responder should make eye contact with them while answering questions.
- **Use an open body posture.** The first responder should keep her hands on the witness table for the jury to view. This gives an open, truthful, and confident appearance.
- **Use appropriate language.** Never use professional jargon or slang.
- **Always tell the truth.** The first responder should not compromise her credibility.<sup>120</sup>

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### During the Trial

The prosecuting party, which might be called the prosecutor, District Attorney, Commonwealth Attorney, Corporation Counsel, or State's Attorney, may question first responders in several stages, including direct examination, cross-examination, and rebuttal examination. This questioning generally is open-ended. This allows the witness to explain the answers fully in order to present the court with evidence to support that party's position. Direct examination usually includes the following:

- The witness's name is called, and then she approaches the witness stand
- She takes an oath and swears to answer truthfully
- The attorney may ask for the following:
  - The witness's name, occupation, and place of employment

The length of time at her current job, title, and type of work  
Her job qualifications  
How she knows the child or family  
What happened at specific times and places  
Any other pertinent information.

During the direct examination, it is important that the first responder carefully listen to all questions that are asked and to request clarification if a question is not fully understood. The first responder should be polite and respectful to all court personnel. Additionally, the first responder should be aware that she is not expected to know the answers to every question. If the first responder does not know or remember the answer, she should state this. It is important to be honest. Mistakes may be made in any investigation, and the first responder should not attempt to cover up these mistakes.<sup>121</sup>

After direct examination, the first responder is subjected to cross-examination, which usually is conducted by the alleged offender's attorney. The purpose of cross-examination is to find inconsistencies or fault in the first responder's testimony and to expose any weaknesses. The attorney typically uses closed-ended questions that require a yes or no response. If the first responder tries to give a more complete, explanatory answer, it usually is not allowed. Being cross-examined can be one of the most difficult parts of testifying. Typically, the attorney tries to cast doubt on the thoroughness of the investigation and the first responder's interpretation of the facts. The attorney also may allude to the possibility that the judgment and the actions of the first responder were clouded by her opinions about the alleged offender. The first responder should not become angered by statements made by the defense team and should stay in control of her emotions at all times. She should remember not to take the cross-examination personally; the defense attorney is doing his job.

Defense attorneys use various techniques during cross-examination. If the first responder understands these techniques, it will be easier to keep her poise when answering questions. [Exhibit 4-1](#) describes common techniques used during cross-examination.

If the prosecutor believes that a rebuttal is needed after the cross-examination, he will conduct a redirect examination. The focus of the redirect examination is to address issues raised on cross-examination that need to be cleared up or answered more completely.



## Exhibit 4-1 Types of Questions Used During Cross-Examination

The following are types of questions that attorneys may use strategically during cross-examination:

- **Leading Questions.** A leading question suggests by its wording that the answer should be either yes or no and has wording that attempts to guide the first responder's answer. For example, in a neglect case where one of the allegations is that a baby was left at home without adult supervision, the defense attorney might ask, "Isn't it true that the baby's 14-year-old sister was in the home whenever the mother went out?" In this case, the answer may be yes, but the first responder may want to explain that the sister is not mature enough to care for the baby. The first responder usually will be allowed to explain an answer when only a yes or a no would be misleading. If this is the case, the first responder should begin her response by saying that the question requires an explanation rather than by answering yes or no and then trying to explain. If the attorney insists on a yes or no response, the first responder should turn to the judge and ask if she may continue. If the explanation is not permitted, the prosecutor can give the first responder an opportunity to give a complete answer during redirect testimony.
- **Rapid-fire questions.** The defense attorney hopes to confuse or to upset the witness by asking a string of leading questions in rapid succession (e.g., "Isn't it true that there were other adults in the house at the time of the maltreatment? Isn't it true that they could have committed the abuse? Was it your bias toward my client that made him the primary suspect?"). Since each question requires an answer, the first responder has control over the pace of the response. The first responder should pause to think about each question before answering. The first responder should also ask for the question to be repeated or clarified if necessary.
- **Compound questions.** The first responder may be asked a question that contains multiple parts. For example, "You saw the bruises on the child and the belt in the living room and assumed that the father caused the bruises, isn't that true?" The prosecutor should object to the question. If the prosecutor does not object, the first responder should say that he does not understand the question and that it requires a two-part answer or request that the question be repeated. Witnesses do not have to answer compound questions.<sup>122</sup>

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### The Juvenile Court Process

Juvenile courts typically hear cases of child maltreatment, delinquency, and status offenses (i.e., cases in which an action is a crime only if the offender is a minor, such as underage drinking), as well as those involving adoptions and terminations of parental rights (TPRs). In alleged child maltreatment cases, the juvenile court determines whether there was maltreatment, orders any necessary services for children and families, and monitors the interventions. While not all first responders will be involved in all aspects of the juvenile court process, the following sections outline the key stages, which may vary across jurisdictions.

#### Petition for Removal

A child protection proceeding begins with the filing of a petition for removal, which contains the key facts of the child maltreatment case. In most States, only child protective services (CPS) can file the petition, but some also permit other public officials or private citizens to do so. Once the petition is filed, it must be served (presented) to the caretakers accused of maltreatment. Ideally, no child should be removed from a family until after a petition is filed and the court has conducted an initial hearing at which the parents were present and had

an opportunity to be heard. In reality, however, most removals are authorized without the parents present, and the first hearing is conducted after the removal has occurred. This may occur in emergency circumstances where the child should be immediately removed from the home for safety reasons. In this case, a petition would be filed after the removal. CPS workers and law enforcement officers should be familiar with the protocols in their jurisdiction.

## **Initial Hearing**

The first event in court after the filing of a petition is the initial hearing. Ideally, it should occur on the first day following the filing of the petition, upon removal of the child, or as soon as possible thereafter. The main purpose of the initial hearing is to determine whether the child should be placed in substitute care or remain with or be returned to the parents pending further proceedings. The critical issue is whether services or other measures can be put in place to ensure the child's safety.

## **Pretrial Conferences**

Some courts use pretrial conferences, also known as settlement conferences, in child maltreatment cases. These are opportunities for the parents, their attorneys, and the child's advocates to discuss a way to settle the case that would make a trial unnecessary. In courts where there are no formal pretrial conferences, these negotiations often occur among attorneys by phone or at the courtroom and as late as right before the scheduled adjudication. The judge may or may not participate, depending on the jurisdiction and the nature of the case, and some judges will initiate such negotiations themselves. It is important, however, that provable allegations of significant child maltreatment not be negotiated away.

## **Discovery**

Discovery is a pretrial process that allows each party to obtain information about the case from the other parties. It is intended to avoid "trial by ambush," to narrow the contested issues, and to expedite settlement. Discovery in child maltreatment cases usually involves the parents' and child's attorneys asking CPS and other relevant agencies for their records. In most States, they are entitled to those records. While details of the initial and investigative reports are revealed, the name of the reporter is not.

## **Adjudication Hearing**

If the case is not settled by agreement of the parties, it will go to adjudication, in which the court decides whether CPS can prove the maltreatment allegations in its petition. The CPS attorney will present evidence through the testimony of the first responders or other witnesses, including any experts. Documents such as medical records or photographs also may be entered into evidence. The attorneys for the parents and the child will have the right to question or cross-examine the witnesses and to present evidence. The parents may testify, as may other family members or neighbors who have knowledge of the facts alleged in the petition or of the care the parents provided their children.

## **Disposition Hearing**

At the disposition hearing, the court decides whether the child needs help from the court—and, if so, what services will be ordered—as well as whether the child should be:

- Left with or returned to the parents, usually under CPS supervision
- Kept in an existing placement
- Moved to a new placement
- Placed in substitute care for the first time if removal was not ordered previously.

The court also may enter orders providing for visitation schedules or for controlling the conduct of the parent (e.g., having supervised visits, mandating counseling). It also can order CPS to conduct follow-up visits with the family to ensure the child's protection. As a part of the preparation process for this hearing, CPS should talk with the parents and develop with them a case plan for the family. In some States, the court must approve the case plan. In all States, the plan must be discussed and refined at the disposition hearing, and any disagreements regarding its terms must be resolved.

## **Review Hearing**

The review hearing is an opportunity to evaluate the progress that has been made toward completing the case plan and any court orders and to revise the plan as needed. If no progress has been made, and none seems likely, it is a chance to change the goal of the plan. For example, it may not be possible to reunite the child with his family because the parents have repeatedly not complied with their drug treatment requirements, which indicates that they would not safely be able to care for the child. Therefore, alternative options must be explored. Review hearings should guide the case to permanency for the child. Unless a permanent placement is accomplished on or before the date of the permanency hearing, the court must continue to review the case periodically.

## **Permanency Hearing**

The permanency hearing is the point at which a definitive decision is made about the child's permanent placement. In making this determination, the court must weigh which option is in the child's best interest.<sup>123</sup> In some cases, concurrent planning may be pursued. Under concurrent planning, an alternative, permanent placement is developed at the same time as family reunification is attempted. With this approach, the child can be moved quickly to a stable home if reunification with the birth family cannot take place.

## **Termination of Parental Rights**

Because the stakes are so high, TPR hearings are the most formal, longest, and frequently appealed of all child maltreatment proceedings. Biological parents whose parental rights are terminated as a result of child maltreatment have no right to have contact with the child, knowledge of the child's whereabouts, pictures of the child, or information regarding the child. In addition to losing legal rights to the child, parents whose rights have been terminated generally have no further responsibilities to the child, except to pay child support that is past due. The grounds for TPR are specified in the statutes of each State, and CPS caseworkers are advised to familiarize themselves with these. Federal statutes also describe specific situations, such as when a parent has murdered a child's sibling, in which CPS must file a TPR petition.

## **Adoptions**

A child is eligible to be adopted once the TPR is granted by the courts. In most States, the case remains involved with the juvenile court during and after the adoption process to ensure that CPS is complying with the requirements of the Adoption and Safe Families Act, incorporating Federal adoption legislation into practice, and accessing a variety of adoption subsidies and post-adoption services for eligible children.

## **Appeals**

Parents and CPS have the right to appeal some decisions of the juvenile court in child abuse and neglect and TPR cases. At the very least, they have the right to appeal at the conclusion of any adjudication, disposition, or TPR trial. Some States may allow appeals from other trial court orders or decisions, but generally, only final decisions are appealed or accepted for appellate review.

## The Criminal Court Process

Some cases of child abuse or neglect may be heard in criminal courts because they constitute a crime, as defined by the State. Cases typically heard in criminal courts include sex offenses or those that result in the death of, or serious injury to, a child. However, not all cases that are considered criminal are tried in the criminal courts due to a number of reasons, such as whether the criminal case would interfere with rehabilitating the family or the possibility of traumatizing the child further by having him testify. As with the juvenile court process, first responders may not be involved in all aspects of the criminal court process. Though the criminal court process may vary across jurisdictions, the following is an outline of the key stages.

### Arrest, Bail, and Other Conditions of Release

Criminal prosecutions most commonly begin with an arrest. The defendant then is brought before a judicial officer (a judge, magistrate, or commissioner) who informs him of the charges against him and determines the conditions of his release pending trial.

The defendant will be notified of the conditions that must be met to be released from police custody before the trial. A defendant with a stable residence and employment history and no significant prior record often is released on his own recognizance or with a written promise to appear at subsequent court dates. For a defendant who seems less reliable, a cash bond may be required. The defendant can post the full amount of the bond in cash or property or secure a bondsman for a percentage of that amount. If the defendant flees, the bondsman is obligated to pay the full amount of the bond. The judge also has the discretion to impose other conditions of release, including the defendant having no contact with the child or other parent or not returning to the residence. In some cases, the judge may decide to hold the defendant without bail pending trial.

### Preliminary Hearings

The purpose of a preliminary hearing is to determine whether there is probable cause to believe that the defendant committed the alleged offense and that he should be tried on that charge. If the judge finds no probable cause, the case will be dismissed. If the judge finds probable cause, the case will be transferred to the trial court for resolution.

Witnesses, including first responders, sometimes are called to testify and are cross-examined at preliminary hearings. In some States, evidence of criminal conduct by the defendant is presented at a preliminary hearing to a grand jury instead of a judge. The grand jury then determines whether the evidence is sufficient to constitute probable cause. If so, the grand jury will issue an indictment that puts the case before the trial court. Only the prosecutor and the State's witnesses, usually the investigating law enforcement officer, appear before the grand jury. Neither the defendant nor the defense attorney has the right to be present at that proceeding.

### Discovery

Discovery refers to the process of obtaining information about the charge from the opposing party and, at times, other sources. In some States, the defendant may be entitled to access first responders' records, particularly if they contain information or evidence that may be helpful to the defense. For the most part, the reporter's identity is not released, but, in some jurisdictions, the reporter's identity can be released to certain departments or under specific circumstances (e.g., the reporter made a knowingly false report).<sup>124</sup>

### Plea Bargaining

Plea bargaining is a negotiated resolution that avoids trial and concludes the case. Without it, courts could not handle on a timely basis all the cases to be tried. Plea bargaining has the added benefit in child abuse and neglect cases of eliminating the need for the child to testify and of speeding the resolution of the case, both of which relieve the child's anxiety. Nevertheless, there also may be negative consequences to a plea bargain.

Depending on the sentence, the child victim may feel betrayed, disbelieved, or unsafe. In addition, the public may perceive that child maltreatment is not taken as seriously as other crimes.

## **Trial**

If no plea bargain is reached, the case goes to trial. In a criminal trial, the rules of evidence are applied strictly, and the prosecutor has a greater burden of proof. In order to convict, the jurors must unanimously find "beyond a reasonable doubt" that the defendant committed the alleged offense (i.e., there is no other logical explanation). This is a much higher burden of proof than the "clear and convincing evidence" standard (i.e., it is highly probable) in termination of parental rights trials in some States. It is higher still than the "preponderance or greater weight of the evidence" standard (i.e., there is more evidence supporting one side of the case) in civil cases generally and in child abuse and neglect cases in some States.

The criminal court case may be concluded well after the disposition hearing in the child abuse and neglect case, in which the court decides if the child needs help from the court and, if so, what services will be provided. Additionally, the outcome of the criminal court case can be inconsistent with the case plan and the best resolution of the child abuse and neglect case. The opposite also can be true, and the criminal sentence can augment and enhance the case plan and the prospects for a positive outcome. In communities where the same prosecutor represents the public interest in both criminal and child abuse and neglect cases, there is greater likelihood of a coordinated approach to resolving both matters.

### Role Playing the Swearing in Oath

Joint



Exercise

The trainer will discuss the age appropriate procedure for the swearing in process used in court to ensure that the testimony is truthful. He/she will demonstrate how a witness is asked to take an oath before testifying and then practice with the client.



**Instructions:** In addition, you may set up a scenario with the client where you, as the trainer, act as the judge and the client is going to testify and answer your questions. Have the client stand as you pretend to enter the room, call them up to the witness chair, and begin to ask the client questions. Ask questions about things they likely don't have the answer to so they can practice what to do when they don't have an answer, have them practice calling you, "Your Honor", and have them stay seated until you excuse them to go back to their regular chair.

## Module 9 Pre-Assessment

1. What does it mean to testify in court?
2. What is a person's testimony?
3. What does it mean to testify on your own behalf?
4. What are the advantages of testifying on your own behalf?
5. What are the disadvantages of testifying on your own behalf?
6. Are you required to testify if you don't want to?
7. Does everyone have to tell the truth in court?
8. What are some strategies to testify effectively?
9. Should you leave the stand when questioning is over?
10. How should you address the judge?

## What is a Captain?



**This is a joint exercise for the trainer and the client.**



**Instructions:** Working with the client, come up with a list of as many different types of captains as possible. Next, build a list of responsibilities and/or characteristics that describe what captains do.

### **Captains**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### **Responsibilities/Characteristics**

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## The If/Then Game



**This is a joint exercise for the trainer and the client.**

### Materials needed:

3x5 or 5x7 cards, marker or pen

**Instructions:** On half the cards describe “What if” scenarios and the other half providing appropriate “Then” responses to the “What if” scenarios. For example, on a “What if” card will be a question related to something that might happen in court such as, “What if the judge asks me a question?”; “What if a witness is telling lies about me?”; “What if something is happening that I don’t understand?” The client will be holding a pack of “Then” cards with statements on the back such as “I will answer the question truthfully”; “I will send a brief, written note to my attorney”; “I will whisper to my attorney that I don’t understand what is happening”. For each “What if” card that the trainer holds up, the client must find a corresponding “Then” card. [For clients who have great difficulty reading, the “What if” cards can just be read and the client can verbalize an answer.]

## When Someone is Telling a Lie or I Don't Understand Something



**This is a joint exercise for the trainer and the client.**

### Materials needed:

Copy of the card below

Clients need to understand that sometimes they will hear things about themselves in court that they believe are lies. The client and trainer will develop a management plan for these situations. If allowed, this plan will be on a small note card the client can carry with them into court as a reminder for managing their emotions and behavior. Using a “Do” and “Don’t” strategy, the plan might look like the plan shown below. This card may be edited to suit the needs of the trainer and the client.

### **My Plan of Action if I Think Someone is Lying About Me in Court:**

#### **DO:**

Whisper or pass a note to my attorney to let them know  
Stay calm  
Keep a serious or pleasant facial expression  
Keep quiet

#### **DON'T:**

Don't make faces  
Don't call them names  
Don't jump up from my seat  
Don't shout out they are lying  
Don't try to stare them down

### **My Plan of Action if I Don't Understand What is Happening in Court:**

#### **DO:**

Whisper or pass a note to my attorney to let them know  
Stay calm  
Keep a serious or pleasant facial expression  
Keep quiet

#### **DON'T:**

Don't make faces  
Don't make loud sighs or other noises showing you are frustrated  
Don't get up from your seat and try to leave the room



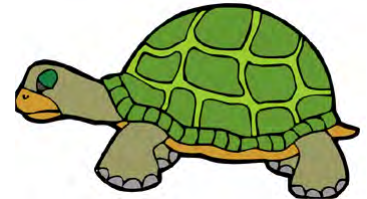
### A Bird's Eye View



**This is a joint exercise for the trainer and the client.**

**Instructions:** Review movie clips and appropriate internet links about courtroom behavior will be supplied to the trainer for viewing with the client. Together, client and trainer can identify positive and negative behaviors in the video.

### Turtle Technique



**Instructions:** Just like a turtle has a shell into which it can retreat, the trainer will talk with the client about a pretend “shell” they can retreat into if they are feeling stressed in court. When they go into this place, they can rest and practice thinking calmly about the situation. They can also decide what the best action for them to take will be, for example, to say something to their attorney, to sit quietly, to request a break. This technique can be reinforced in therapy, in school, and at home.

### Desensitization Training



**Instructions:** The trainer will put on some type of robe (e.g., an old graduation robe) to mimic the robe the judge wears in court. While dressed in a “judge’s robe”, they will talk with the client about the client’s case in an attempt to accustom the client to the formality of the judge’s appearance.



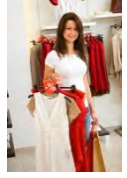
### Field Trip

If possible, trainer and client will visit an empty juvenile courtroom together so the client has some knowledge and experience of the courtroom. If appropriate, they could visit a district court proceeding to watch attorneys and a judge in action.

## Pre-Hearing Hygiene/Appearance Checklist



**This is a joint exercise for the trainer and the client.**



**Instructions:** Review the following checklist with the client, as often as needed to help them gain an understanding of these issues. Adapt the checklist to the needs of the client. If good hygiene is not an issue for the client, you can go over once and move on to the other exercises.

**Hygiene Checklist:** Put a check mark in the white boxes only

	Showered	Deodorant applied	Combed	Washed	Pulled Back (if long)	Clipped	Clean	Brushed	Sleep/Eat
Body									
Hair									
Fingernails									
Teeth brushed									
Enough sleep									
Eat before court									

**Appearance Checklist:** Put a check mark in the white boxes only

Appearance	Neat	Clean	Appropriate	Removed	Conservative	Other
Clothes						
Piercings, one or two pairs is okay						
Make-up						
Other, unique to each client						

### What Were They Thinking!



**This is a joint exercise for the trainer and the client.**

**Instructions:** Trainer and client will look through various popular magazines or age-appropriate websites to analyze what youth (similar to the client’s age) are wearing. They will decide together if the outfits are “court appropriate” or not and why. For example, if there is a picture of a teen girl with a very exposed neckline, the correct response would be that such a neckline is not appropriate for court because it exposes too much of a private area.



### Do’s and Don’ts



**This is a joint exercise for the trainer and the client.**

**Instructions:** Using a deck of flashcards that have pictures of various clothing and jewelry items on them such as baseball hats, shorts, tank tops, khaki pants, tube tops, sandals, nose piercings, miniskirts, knee length dresses, etc., talk about whether the items fit the “do wear to court” or “don’t wear to court” category.

**See sample deck of pictures.**

### Dress-Up Day

**Instructions:** Ask the client to come to a training session dressed in their “court clothes.” The trainer will review the appropriateness of their outfit with them, including their overall hygiene. The client should be able to identify what is appropriate and inappropriate about their choices.

**Inappropriate Dress for Court**



## Appropriate Dress for Court





## Module 10 Pre-Assessment

1. Who is the person in court that is in charge of your “team”?
2. If you are not sure when to talk or what to do in the courtroom, who is the person to ask for help?
3. How should you act in the courtroom?
4. What is the best thing to call the judge?
5. What should you do if you think someone is lying about you in court?
6. Who should you talk to if you do not understand what is happening in the courtroom?
7. What does being on your best behavior mean?
8. Why is it important to be in control of your emotions and behavior in the courtroom?
9. What kind of clothes should you wear to court?
10. What does it mean to have good hygiene?
11. Why is good hygiene in the courtroom important?



**DIRECTOR'S REPORT  
OCCY COMMISSION MEETING  
February 24, 2023**

**PERSONNEL**

Business Manager: We are pleased to report that Mahboob ul-Haq will join our administrative team as the OCCY Business Manager beginning Tuesday, February 21<sup>st</sup>. Mr. ul-Haq has extensive experience in government finance, including financial compliance, performance, internal audits, financial statements, grants, and contracts. He was previously employed with the Oklahoma District Attorney's Council and before that was with the California Department of Child Support. He has a Masters in Business Administration, a Masters of Arts in Economics, and a Bachelors of Science in Mathematics and Economics - all from universities in Pakistan. He and his family are relatively new to Oklahoma and chose to make our state their home because of our reputation for friendliness and sense of community.

Community Planner: Interviews are currently being held and we anticipate that the position will be filled within the next few weeks.

**FINANCES**

General Budget Monitoring: At the time this report was written, OCCY staff and Ms. Megan Patton have not met yet. However, we have received our monthly reports. We do plan on reestablishing our monthly meetings in March.

**DIRECTOR'S HIGHLIGHTED ACTIVITIES**

OCCY Database: Progress continues to be made on each of the modules being developed or improved for each OCCY department. Most recently, data from the child death review boards and the Office of Juvenile Systems Oversight were migrated to the new system. The Freestanding Multidisciplinary Team Department has recruited Love and Noble Counties teams to test their new module. Overall, we are very pleased with the OU E-Team and look forward to future work with them.

Red Bird Coffee House: I met with Chairman Schneider at the Red Bird Coffee House in Yukon to plan for this commission meeting. It was my first time there and I was very impressed. If you have a chance, swing by there and support them. They employ foster youth who are aging out of the system. To learn more, go to: <https://www.theredbirdcoffee.com/>

New Commissioner: Congratulations and welcome to the new Director of Oklahoma Human Services, Dr. Deb Shropshire! Director Shropshire and I met on February 9<sup>th</sup> for her OCCY Commissioner orientation. The Welcome Handbook for Commissioners is being updated with her new information and will be sent to you shortly.

House of Representatives Budget Hearing: Assistant Director Mark James, Legislative Liaison Marcia Johnson and I presented our budget request to the House A&B Human Services Subcommittee. As a reminder, the budget request we submitted asked for no additional funding. We believe that the historic and programmatic information that we provided was well received. We were asked if we were provided additional funding, how would we spend it? We stated that our top priority would be to staff and fully develop a juvenile competency evaluation program.

Medical Marijuana and Its Impact on Children: The Oklahoma Human Services, along with OCCY and others, have noticed an increase of children ingesting medical marijuana and needing medical treatment. In addition, the Oklahoma Poison Center has seen a marked increase in the number of calls to their hotline regarding pediatric marijuana exposures. For these reasons, the first meeting of stakeholders related to the issue gathered at OCCY on February 13<sup>th</sup>. This work group is in the early phases of forming, so look for recommendations to be forthcoming.

**OCCY PROGRAM HIGHLIGHTS**

**Post Adjudication Review Board - PARB (Keith Pirtle)**

New State PARB Members: The Governor recently replaced several members of the State Post Adjudication Board over the past couple of months. The changes include:

<b><i>New Member</i></b>	<b><i>Replaced Member</i></b>
Amanda Bodine	Melanie Johnson
Madisyn Abbe	Dr. Greg Parks
Judge Paul Hesse	Judge Bill Baze
Judge Tom Newby	Judge Pat VerSteeg
Judge Kaitlyn Allen	Judge Duel Louis

We would like to thank those who have served and welcome those who have just joined.

PARB Volunteers Needed: Mr. Pirtle met with Andrea Stanyszen, Deputy Director of the Office of Strategic Engagement at Oklahoma Human Services and Chris Campbell of Project 111 to discuss partnering with them to recruit new PARB members. He is pleased to report that Project 111 will be assisting him in making communities aware that PARB volunteers are needed. If you know of individuals who could possibly serve in this capacity, have them complete the application on the OCCY website (<https://oklahoma.gov/occy/programs/post-adjudication-review-board/volunteer-for-parb.html>) or contact Mr. Pirtle for more information at [Keith.Pirtle@occy.ok.gov/\(405\)606-4922](mailto:Keith.Pirtle@occy.ok.gov/(405)606-4922).

Annual PARB Data: The reported period is based upon the Calendar Year.

	<b>CY 2021</b>	<b>CY 2022</b>
# of County PARBS	38	37
# of Deprived Cases Reviewed	3,581	2,581
# of Delinquent Cases Reviewed	129	5
# of Children Involved in Cases	5,344	3,994
# of Volunteer Hours	7,277	6,295

**Office of Planning and Coordination – P&C (Danielle Dill)**

Trainings: OCCY is working with two well-respected national organizations as they provide Oklahomans with the following trainings:

- “Developing and Sustaining Effective Parent Advisory Committees” (virtual) will be conducted by staff from the National Family Support Network on March 1<sup>st</sup> and 2<sup>nd</sup>. The training is offered at no cost to registrants. The training is capped at 40 attendees and is full at this time. There is a waiting list.

- “Protective Factors Training of Trainers” (in person) will be conducted by staff from the Alliance of Children’s Trust Funds on April 18<sup>th</sup> and 20<sup>th</sup>. The training is offered at no cost to registrants. The training is capped at 21 attendees and is full at this time. There is waiting list.

Parent Partnership Board (PPB): The PPB met on January 11<sup>th</sup> to serve as an advisory group for the Trauma-Informed Care Task Force as they design a state website. Tayvon Lewis and Janelle Bretton met with the PPB members and were very appreciative of the feedback that they received.

Federal Preschool Development Grant (PDG): The Oklahoma Human Services was recently awarded a three-year PDG by the Office of Child Care, Administration for Children and Family, US Department of Health and Human Services for a total of more than \$12 million. This grant is available to states and territories to support early childhood services for children from birth through five years of age. Funds support needs assessment, strategic planning, family engagement, quality improvement, labor compensation and support, as well as direct services for young children. Expanding access to early childhood services for children, particularly in high-need communities, and creating seamless early childhood learning experiences are the main goals. The Oklahoma Human Services will be contracting with the Oklahoma Partnership for School Readiness to administer the grant. OCCY will serve as one of the grants’ subrecipients – focusing on parent engagement and equity issues. If you would like to learn more about the overall grant, please contact Allison Loeffler at [ALoeffler@okschoollreadiness.org](mailto:ALoeffler@okschoollreadiness.org) or Gabrielle Jacobi at [GJacobi@okschoollreadiness.org](mailto:GJacobi@okschoollreadiness.org).

Governor’s Proclamation: The Governor, at OCCY’s request, signed a proclamation for February to be declared “National Parent Leadership Month.” *If you are attending the February Commissioner meeting in person, we would appreciate it if you could stay for a few minutes afterwards to take a picture with PPB members and the proclamation.*

**Legislative/Policy Issues (Marcia Johnson)**

Ms. Johnson will discuss legislation pertinent to OCCY at the commission meeting.

**Freestanding Multidisciplinary Teams (FSMDT) (Brittany Gassner)**

Ms. Gassner has made numerous visits to FSMDTs and more are planned:

- February 15<sup>th</sup> – Jackson County FSMDT
- February 23<sup>rd</sup> – Kingfisher County FSMDT

**Children’s Justice Act Grant: Completed Trainings (Brittany Gassner)**

1. ChildFirst Oklahoma EX; Expanded Forensic Interview Process  
 Presenters: Maria Rosales-Lambert and Vicki Boan, Oklahoma Interviewing, Service, Inc.  
 Date: December 1 & 2, 2022, 8:00am – 5:00pm each day  
 Location: In-person at OCCY in OKC  
 Number of attendees: 8

**Children’s Justice Act Grant: Completed Trainings (Brittany Gassner, Makala Pittman)**

1. It Takes a Team to Protect a Child: child Protection Team Investigation Strategies

Presenter: Detective Michael Johnson

Date: January 12, 2023

Format/Location: In-person in Ada, Oklahoma

Number of Attendees: 23

**Children’s Justice Act Grant: Upcoming Trainings (Brittany Gassner, Makala Pittman)**

*For more information about the below trainings and/or how to register, please contact Makala Pittman at (405) 606-4903 or [makala.pittman@occy.ok.gov](mailto:makala.pittman@occy.ok.gov).*

1. What I Wish I Knew When I Became an MDT Coordinator

Presenter: Brittany Gassner

Date: February 27, 2023

Format/Location: Hybrid in OKC

2. ChildFirst Oklahoma: Interviewing Children and Preparing for Court

Presenters: Maria Rosales-Lambert, Oklahoma Interviewing Services, Inc.; Vicki Boan, MHR, Oklahoma Interviewing Services; Holly Chandler, The Saville Center for Child Advocacy; Andi Hamilton, Oklahoma State Bureau of Investigations; Jaclyn Rivera and Lori McConnell, District Attorney’s Office #7

Date: March 27 – 31, 2023 (rescheduled from January due to bad weather)

Format/Location: In-person in Oklahoma City

**Oklahoma Child Death Review Board – CDRB (Lisa Rhoades)**

**Cases and Backlog**



Blue Line – Prepared Cases Ready for Review

Orange Line – Cases Prepared, Reviewed, and Closed

<b>Calendar Year</b>	<b>A. Total Child Deaths (per Vital Statistics)</b>	<b>B. Total Natural Child Deaths (per Vital Statistics)</b>	<b>C. Total Deaths and Percentage of All Death Automatically Eligible for Review</b>	<b>D. Total Number of Cases Entered Into Case Management System</b>	<b>E. Number of Cases in active review status</b>	<b>F. CDRB Total Deaths Reviewed and Closed</b>
<b>2022</b>	Not Available	Not Available	Not Known	0	0	0
2021	Not Available	Not Available	Not Known	252	0	0
2020	532	344	188 (35.3%)	256 (48.1%)	94	40
2019	581	396	185 (32.0%)	231 (39.8%)	49	162
2018	577	401	176 (30.5%)	243 (42.1%)	20	223

**Office of Juvenile Systems Oversight (Harold Jergenson, Tina Pendergraft, and Mark James)**

	<b>New Complaints</b>	<b>Closed Cases</b>	<b>Facility Complaints</b>	<b>Facility Oversight Visits</b>
July 2021	25	37	0	0
Aug 2021	39	21	0	0
Sept 2021	46	43	0	0
Oct 2021	60	20	0	0
Nov 2021	37	39	0	1
Dec 2021	37	18	1	2
Jan 2022	34	49	0	0
Feb 2022	24	30	6	0
Mar 2022	41	25	1	0
April 2022	34	36	0	0
May 2022	39	23	3	0
June 2022	46	49	2	0
July 2022	42	40	1	0
Aug 2022	43	30	2	0
Sept 2022	44	55	0	1
Oct 2022	37	55	0	1
Nov 2022	29	40	0	0
Dec 2022	17	34	1	3
Jan 2023	40	43	0	0

<b>TOTALS</b>	<b>New Complaints</b>	<b>Closed Cases</b>	<b>Facility Complaints</b>	<b>Facility Oversight Visits</b>
SFY19	404	368	7	1
SFY20	334	545	15	5
SFY21	364	337	3	3
SFY22	462	390	13	3
<b>SFY 23 YTD</b>	<b>252</b>	<b>297</b>	<b>4</b>	<b>5</b>

**Foster Youth Matters/Foster Parent Voices (Mark James and Tina Pendergraft)**

	# of Youth Complaints		# of Foster Parents Complaints
July 2021	41		6
August 2021	42		22
September 2021	35		14
October 2021	37		9
November 2021	30		18
December 2021	24		16
January 2022	28		9
February 2022	24**		14**
March 2022	26		17
April 2022	21		16
May 2022	46		10
June 2022	12		41
July 2022	18		41
August 2022	14		29
September 2022	19		32
October 2022	14		28
November 2022	42		11
December 2022	37		13
January 2023	47		10

<b>TOTALS</b>	# of Foster Youth Complaints		# of Foster Parent Complaints
SFY19	183*		180
SFY20	395		178
SFY21	405		182
SFY22	395		163
<b>SFY23 YTD</b>	<b>256</b>		<b>99</b>

\*Program stated in November 2018 (SFY19)

\*\* In previous reports, the foster parent and foster youth numbers for the month of February were transposed.

**Juvenile Competency Evaluations (Mark James)**

	# of Referrals	# Competent	# Not Competent	Pending Completion
July 2021	5	0	5	0
August 2021	5*	2	2	0
September 2021	4	1	3	0
October 2021	5	3	2	0
November 2021	3	0	3	0
December 2021	2	1	1	0
January 2022	3	0	3	0
February 2022	2	0	2	0
March 2022	5	2	3	0
April 2022	4	1	3	0
May 2022	6*	2	3	0
June 2022	3*	0	2	0
July 2022	4*	1	2	0
August 2022	4	2	2	0
September 2022	3	1	1	1
October 2022	5	1	0	4
November 2022	7	0	0	7
December 2022	3	0	1	2
January 2023	6	1	0	5

\*One evaluation dismissed

<b>TOTALS</b>	# of Referrals	# Declared Competent	# Declared Not Competent	Pending Completion
SFY19	32	19	13	0
SFY20	34^	14	18	0
SFY21	37+	10	24	0
SFY22	47+	12	32	0
<b>SFY23</b>	<b>32*</b>	<b>11</b>	<b>9</b>	<b>11</b>

\*One evaluation canceled ^Two evaluations canceled +Three evaluations canceled



Respectfully submitted,

*Annette Wisk Jacobi*

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Annette Wisk Jacobi  
OCCY Executive Director

February 24, 2023  
Date