

teen court

northwest youth services

WHATCOM COUNTY TEEN COURT MANUAL



Welcome to Teen Court

Teen Court is a youth led diversion service focusing on healing and accountability through Restorative Justice. Teen Court serves 12-17 year olds in partnership with Whatcom County Superior Court and several high schools throughout Whatcom County. Student volunteers act as jurors, judges, and attorneys (referred to as advocates). They learn courtroom procedures as well as take a deep dive into social and restorative justice.

Teen Court sees real cases and charges range from misdemeanors to felonies. Eligible youth are referred to Teen Court by Whatcom County Juvenile Services. Northwest Youth Services personnel conduct intake interviews with the respondent and parent, schedule the Teen Court session and care manage the respondent to ensure that they successfully complete their Teen Court contracts. It is central to the restorative justice process that the respondent (formally referred to as the offender), admits to the offense and accepts responsibility for their actions. They then go before a jury of their peers who determine restorative justice consequences.

Teen Court is a place where peers are part of the accountability process using holistic consequences to determine a respondent's outcome. Service goals include:

- 1) Education for the respondent through classes and skill development;
- 2) Reparation of harm;
- 3) Reinforcing a sense of community responsibility for all participants.

There are over 100 community volunteers who participate in Teen Court. The jury is a mix of high school volunteers and often includes those who previously had their own charges resolved in Teen Court. High school students serve as advocates, presenting the case to the jury on behalf of the state/community and the respondent. Other students serve as bailiffs, clerks, and student judges. Volunteer attorneys serve as mentors for the advocates and there is always a Superior Court judge or Commissioner present. High school teachers are a key part of the process and coach the students at each of the participating schools. Parents, impacted parties, police officers and others with direct knowledge of the offense may also participate by providing information to the teen court advocates.

Students can volunteer to serve in Teen Court through existing volunteer programs at their schools or by contacting the Teen Court Manager directly at Northwest Youth Services (Bonnie Schultz-Lorentzen 360-603-0033). School districts can encourage student participation through appropriate class projects or independent study programs.

Teen Court is NOT focused on punishment, but rather on determining consequences that will deter the respondent from making the same or a similar mistake. This means jury members listen closely to the facts of the case and the information provided by the advocates. The respondent always has the ability to make a statement that allows them to acknowledge the harm and share their plans for the future so that their voice is part of the process too.

There can be up to four cases heard in a two-hour evening session once a month from October to June, with a Fall Training for ALL Teen Court members in September.

Throughout the country, Teen Court reports successful outcomes and reduced recidivism. Respondents often respect the judgments of their peers more than those handed down by adults as they have a better sense of the impact of their behaviour and have a chance to change in a positive manner. This type of restorative justice benefits the entire community, not just the youth that face a teen jury. Failure to comply with the disposition of Teen Court will result in the referral of the case back to the Whatcom County Prosecuting Attorney for formal prosecution. However, 95%-100% of respondents in Teen Court successfully complete their contracts.

RESTORATIVE JUSTICE IN TEEN COURT

The goal of Teen Court consequences is to follow the principles of restorative justice and help respondents become responsible citizens who contribute to their community.

By agreeing to participate in Teen Court, respondents have already started the restorative justice process: they have admitted their guilt and shown a desire to change their behavior. The jury's responsibility is to develop a sentence that will best help the respondent complete the process.

There are 3 key parts to Restorative Justice:

1) Accountability

- a. The person must be held accountable for the damage to others, to property, to community.
 - Example:
 1. Apology Letter to Victim
 2. Theft Reflection Class

2) Repair

- a. Person must be involved in returning property, paying for damaged property, etc.
- b. Repair the damage done and address the impacts of their actions on the person, property and community
 - Example:
 1. Restitution – pay for damage or theft
 2. Family Mediation to “repair” broken trust

3) Restoration

- a. Restore the respondent to the community
 - Example:
 1. Community Service Hours
 2. Serve on Teen Court Jury
 3. Drug and Alcohol Evaluation

TEACHER ADVISOR COMMITMENT

Average Time Commitment – 2 to 5 hours PER month!

Attend Monthly Teen Court Nights:

- ONCE a month, 2nd Wednesday of the month unless otherwise stated
- 5:30-7:00pm Whatcom County Courthouse
- October – May/June

Fall Training September 27th @4:45pm:

- Recruit new and returning students for the Fall Training September 27th.
 - If possible, teachers should attend with their students
- School Club Fair in September? The Teen Court manager can attend or returning students are great representatives too to recruit new students

Recruit Students via Club or Class:

- Use the Teen Court **Calendar** to find/recruit students to fill the various roles their school is responsible for. *See calendar for example*
- **IF** your students are assigned as **Advocates** that month, review their presentations and ensure that advocates are prepared for Teen Court
 - If you need support with this, the manager is more than happy to help
 - This role requires the biggest time commitment for you (5 hours including attending the night of court)
 - If your school would like an Attorney Mentor, please let the manager know so that they can try to find you one
- It is much appreciated when Advisors attend Teen Court. It is especially beneficial to attend the night your advocates present
- Choose 2-3 students to serve on the **Teen Court Student Advisory Board, (SAB).**
 - *Teachers do NOT attend.* Meets 4-5pm night of Teen Court at the courthouse

Thank you for committing to being a Teacher Advisor in Teen Court! We are a small service and with your engagement and outreach, Teen Court CAN be a success.

You receive a small stipend of appreciation at the start of the year, along with gift cards in May/June!

Thank you for being a community builder and do not hesitate to reach out. Teen Court's commitment to you is to be available and to SUPPORT YOU AND YOUR TEAM. The Teen Court manager can help with school club meetings, classroom presentations and Teen Court prep. They cannot run all meetings, but can jump in as needed.

TIPS FOR TEACHERS

Guiding Students:

- The Teen Court manual is accessible at: <https://www.nwys.org/teen-court>
- Discuss Restorative Justice and its importance in Teen Court
- Discuss impacts of respondent's actions
- Discuss what may help the respondent beyond the charge change their behavior
- Increase students' awareness of their own biases
- Discuss importance and need for confidentiality
- Discuss the various Teen Court roles and responsibilities
- Review the Jury Orientation
- Discuss Consequences/Sentencing Options
- Discuss why they can't require the respondent to attend a "faith based organization"
- Discuss terms and definitions – how they apply to Teen Court
- Discuss how best to work with an Attorney Mentor
- Address:
 - Purpose of Teen Court
 - Duties and responsibilities of each Teen Court role
 - Definitions of terms
 - How Restorative Justice is applied to Teen Court

ATTORNEY MENTOR COMMITMENT

Average Time Commitment – 3-9 hours over the SEASON!

Thank you for wanting to be an Attorney Mentor! Overall, Teen Court has approximately **130** student volunteers from seven high schools, many of whom choose to be advocates and would benefit from your skills and experience. Based on your interest and the need, we will match you with **one** participating school and their teacher advisor. Please advise if you have a preferred location. Attorney Mentors meet students in small groups about once every two months and your time commitment to the Teen Court club/group is flexible when you are not mentoring advocates.

Responsibilities:

- The Teacher Advisor will reach out to you and set up a time to meet (online or in person) with the advocates once they receive the case for the Teen Court hearing.
- Serve as a resource to assist students with court procedures, courtroom dress and demeanor, as well as case evaluation and presentation.
- Advise both defense and prosecution teams.
 - Help them to identify the facts of the case and how best to present those facts to the jury.
 - Allow them to develop their own recommendations to the jury and be sure they include the reasons for their choices.
 - Be sure that advocates are always mindful of the restorative justice philosophy upon which Teen Court is based.
 - Encourage advocates to look at the case from alternate viewpoints.
 - Assist the advocates in expressing their own arguments persuasively and effectively.
 - Make sure that the recommendations are not vastly different.
- On the night of the Teen Court hearing – the attorney mentor and defense advocates meet with the respondent for about 15 minutes before court starts. This will be in a space where people can be 6' apart.

Tips for Meeting with Teams:

- Make sure advocates have a clear understanding of their role and the overall process
- Be sure advocates understand the principles of Restorative Justice and how they apply in Teen Court
- Review with students the section regarding Advocate's Training Tips and Juror Suggestions for Advocates
- Review how to decode police reports
- Review courtroom dress and demeanor
- Refer to manual checklist for both Defense and Prosecution

TYPES OF CHARGES

The following are misdemeanor, gross misdemeanor and class C felony offenses that are heard in Teen Court:

- Assault IV
- Criminal Trespass
- Disorderly Conduct
- Driving without a Valid Operator's License (NVOL)
- Harassment
- Malicious Mischief III (value less than \$250)
- Minor In Possession (MIP)
- Possession of Marijuana – Less than 40 grams (POTL4)
- Possession of Stolen Property III (PSP) (value less than \$250)
- Reckless Endangerment
- Theft III (value less than \$250)
- Vehicle Prowl
- Weapon Possession

PROCEDURE THE NIGHT OF TEEN COURT

Before Court Begins:

- 1) All participants check-in at tables in the hallway
- 2) 5:40-6:00pm jurors and observers meet for Jury Orientation
- 3) Jurors then go to separate jury rooms
- 4) Respondents meet with Defense Advocates
- 5) Bailiffs and clerks meet with NW Youth Service staff to review duties
- 6) All other participants wait in assigned courtroom

The Teen Court Session:

- 7) 6:00pm hearing begins
- 8) Clerk gives welcome, explains courtroom etiquette, notifies judge when ready
- 9) Judge enters courtroom
- 10) Bailiff brings in jury when Judge directs
- 11) Judge asks advocates to introduce themselves and the respondent
- 12) Judge asks jurors if they know respondent; and asks if they know any of the jurors (if so, that juror will not hear that case)
- 13) Clerk swears in jury
- 14) Judge gives jury initial instruction
- 15) 1st Prosecution Advocate states facts of case
- 16) 1st Defense Advocate states the facts that the defense wants to emphasize. Respondent may testify, or make a statement, or the advocate may read the respondent's statement
- 17) Judge reads Impact Statement (if any) to jury
- 18) Judge asks jurors if they have questions for the respondent
- 19) Bailiff collects note cards from all jurors (even if they don't submit a question)
- 20) If there are questions, judge, advocates and respondent take a short recess to meet in chambers to discuss answers. Jury remains in jury box
- 21) Once court reconvenes, judge reads answer(s) to the jury.

- 22) If no questions, 2nd Prosecution Advocate summarizes and makes sentencing recommendation (*If new facts were introduced by answers to jurors' questions, 2nd Prosecution Advocate may address them at this time*)
- 23) 2nd Defense Advocate makes a sentencing recommendation (*If new facts were introduced by answers to juror's questions, 2nd Defense Advocate may address them at this time*)
- 24) Judge gives concluding instructions to the jury
- 25) Bailiff escorts jury to jury room for deliberation
- 26) Recess – judge meets with advocates
- 27) Jury informs bailiff that they've reached a verdict
- 28) Clerk informs the judge
- 29) Judge enters courtroom
- 30) Bailiff escorts jury back to courtroom
- 31) When the judge requests, the bailiff takes the jury report form from the presiding juror and hands it to the judge for review and then returns the form to the presiding juror
- 32) Presiding juror reads disposition – bailiff hands to judge for signature
- 33) Judge asks the respondent if they understand the consequences and directs the respondent to meet with NW Youth Services staff immediately after court
- 34) Judge thanks jury, hands jury disposition form to the Clerk and dismisses court
- 35) After 1st case, Jurors wait in jury room for 2nd case to begin and participate in short evaluation process

After Session Ends:

- 36) Respondent and their guardian(s) meet privately with NW Youth Services staff to review the consequences and sign their Teen Court Contract. This is a legally binding document
- 37) Once court is dismissed everyone is free to go unless they have a role in the next court hearing

COURTROOM DEMEANOR

EVERYONE must:

- Behave respectfully in court at all times;
- Stand when the judge enters and leaves the courtroom;
- Remain standing until the clerk announces that people may be seated.

Once the Judge enters, people must stop talking and pay attention to the proceedings. Spectators **are not** to eat, drink, chew gum, have pagers or cell phones in ring mode, wear hats, lounge around or put their feet on the furniture.

The Judge must be addressed by everyone as "Your Honor" or "Judge _____." Sometimes the judge is referred to as "the court".

ADVOCATES



- Must stand when addressing the judge or the jury.
- Must address the judge as "Your Honor" or "Judge _____."
- When consulting with co-counsel or the respondent, the advocate should say "Excuse me, Your Honor, may I consult with..."
- If you forget another advocate's name, you may refer to them as "counsel"
- Stand when the jury enters the courtroom
- Defense Advocates will stand with their client when the sentence is being read

JURORS



- Each panel of jurors must stay together until excused
- Enter the courtroom in single file and remain standing until told to sit down
- **While jurors are in the courtroom, they may not talk to each other or anyone else Unless the Judge asks a juror a direct question, jurors should not speak in the courtroom.**
- While in the courtroom, jurors must pay attention at all times
- When jurors retire to the jury room, jurors must file out silently

MENTOR/ATTORNEYS AND TEACHER/COACHES

- May sit in the audience, but should play **no** role in the trial (no coaching).

TEEN COURT PARTICIPANTS' DRESS CODE

In private life, you have the freedom to dress in a way that makes a personal statement about your values, your personality or your sense of fashion. How you dress affects the way others perceive and treat you, either positively or negatively. In your private life, dress is your choice because the consequences of dressing in a certain way only affect you.

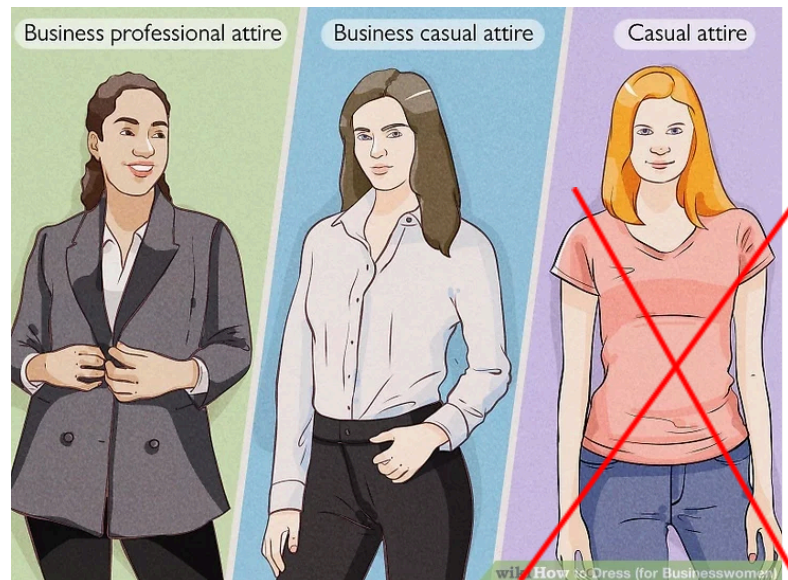
HOWEVER, when you choose to participate in the Teen Court, you become a representative of the court system –

- the defense advocates represent the respondent
- the prosecution advocates represent the state/community
- the clerk and bailiff represent the court

When youth or adults choose to represent others in court, they have a responsibility to dress and behave in a way that conveys the respect and importance due their clients and the court.

Teen Court advocates especially, owe a duty to their clients to not dress or behave in a way that might cause the court or the jury to become biased against the clients. Jurors closely observe the way advocates dress and behave and then draw conclusions about the client. If an advocate dresses for court in a way that is not business-like or is considered extreme to many people in society, the administrators of Teen Court may not allow the advocate to participate in trial. This is because Teen Court will not allow the risk of bias to impair a client's right to a fair hearing.

For example: when filling the role of advocate, judge, bailiff or clerk, your goal is to opt for Business Professional or Business Casual:



ADVOCATES: GENERAL GUIDELINES

As Teen Court advocates, it is your duty to evaluate the facts and circumstances of the case and to use your best judgment to formulate a sentencing recommendation that is just and appropriate. In evaluating the case, you must consider the following:

- Seriousness of the charge
- Impact on the person(s) harmed
- Age and circumstances of the respondent
- The purpose of sentencing

The purposes of sentencing are:

- To hold the respondent accountable
- To rehabilitate the respondent
- To restore those who have been harmed
- To deter future harmful behavior

Important elements to consider when preparing statements to the jury:

- Jury has short time to consider recommendations
- Make clear, specific sentencing recommendations
- Write sentencing recommendations on the easel board provided
- Explain why recommendations are fair and appropriate
- The 2nd Advocate of each team **cannot** bring up facts unless they have already been presented by the 1st Advocate

There are 2 advocate teams (defense, prosecution) each with 2 members. The first member of the advocate team is responsible for presenting the facts of the case and the second member is responsible for closing statements and sentencing recommendations.

How to Write Opening and Closing Statements:

- Introduce yourself and your role, "Your honor, I am _____, counsel for (either defense or the state), and I will be stating the facts of the case" **OR** "..., I will be providing the recommendations for the (defense or the state)".
- **ALWAYS** start EACH presentation with, "Your Honor, counsel, members of the jury..." **OR** "May it please the court, counsel, members of the jury..."
- **1st** to present from your side, your job is to set out the facts and the evidence only – do not argue for a result. Give the facts in a coherent manner – i.e. chronologically or in some other logical order
 - o **Prosecution:** be sure to mention all of the facts that relate to the offense and those facts that indicate the respondent's need for an appropriate sentence
 - o **Defense:** highlight the facts that are positive for the respondent and do not repeat those that are harmful. Your goal is to HUMANIZE the respondent

- You may put a different light on facts the Prosecution brings out **if that is true within the materials you have.**
- **2nd** to present from your side, explain why your recommended disposition (sentence) is appropriate and fair – do not reiterate the facts unless it is for a specific point that is essential to your recommendation. Focus on accountability and consequences, not about punishment.
 - o **Prosecution:** emphasize why the consequences you are recommending will deter further offenses or will correct the respondent's behavior.
 - o **Defense:** emphasize the positive aspects of the respondent and their remorse, willingness to change, and/or positive changes made since the event, etc.
- Look at the jury, speak slowly and clearly - read from notes only if necessary.
- Both **Prosecution** and **Defense** keep restorative justice, empathy and accountability at the forefront of your statements.
- Thank the jury for their time and attention.
- **ALWAYS share your opening and closing statements with EVERYONE on your team.** This is important because if someone can't make it to court or there are technical difficulties, another person on your team can seamlessly take over the missing person's role.

DEFENSE ADVOCATES

The Defense Team represents the interest of the **respondent**. Teen Court is a sentencing court only, which means that the respondent has already admitted to the offense and is willing to be held accountable.

The Defense Advocate role is to present the case from the respondent's view. Based on a personal interview with the respondent and parent/guardian, the defense advocate recommends consequences that will best reflect Restorative Justice. Typically, this means recommending a more lenient sentence than the prosecution.

Although the Defense Team is an advocate for the respondent, they do not present *false statements* in the courtroom in order to have their client receive fewer consequences. An important purpose of Teen Court is to hold the respondent accountable for their actions and to find out ways that they can repair harm while learning new skills so that they don't make the same mistakes again.

The Defense Team is humanizing the respondent and advocating for consequences that can help the respondent in their community.

What does the Defense Team do?

1. Reviews the facts of the case;
2. Interviews the respondent and parents(s);
3. Finds out what led up to the incident, and the circumstances of the incident;
4. Finds out if there was any action taken at home regarding the incident;
5. Finds out if the respondent has apologized to the person(s) harmed (if applicable) or made any attempt to make amends;

DEFENSE ADVOCATES ONLY CLIENT CONTACT INSTRUCTIONS

- Defense Advocates need to contact their respondent immediately after receiving their assigned case and set up a time to meet over Zoom or talk over the phone, with their client and parent (if possible). **Direct contact is very important as clients need to be involved in the planning of their case presentation.**
- Besides your first meeting with your client/the respondent, be sure to arrange to meet with them over Zoom the night of Teen Court at 5:30 pm to check in. If you cannot make contact with your client, please call or email Bonnie right away at 360-603-0033. She may be able to locate them through their school or by other means.
- Encourage the client to make a statement to the jury, but they should not be forced to do so. If they get too nervous, they can choose to have their advocates read it for them, or if they prefer not to make any statement at all, that is their choice.

DEFENSE ADVOCATES: INTERVIEW QUESTIONS FOR THE RESPONDENT

Circumstances:

- ☐ Was this incident planned?
- ☐ Was peer pressure involved?
- ☐ Did the incident pose a danger or threat to others?
- ☐ Were there consequences at home as a result of the incident?
- ☐ Does the respondent demonstrate an understanding of the consequences of their actions?
- ☐ Was restitution made prior (if applicable) to Teen Court?
- ☐ Did the incident occur in the heat of passion or was it a reaction to an event?
- ☐ Did the incident occur under unusual circumstances, unlikely to re-occur?

Respondent's point of view:

- ☐ Was the respondent actively involved in the crime or more of an observer?
- ☐ What was the respondent's first offense – similar to this crime?
- ☐ Does the respondent have any condition that would significantly reduce their ability to understand the consequences of the crime?
- ☐ Does the respondent accept responsibility for their actions?
- ☐ Does the respondent demonstrate any remorse for the offense?
- ☐ Is the respondent cooperating fully with the Teen Court process?
- ☐ Did the respondent mistakenly feel their actions were justified?
- ☐ Does the respondent have strengths they can identify about themselves?
- ☐ If the situation were to present itself again, what would the respondent do?

Person(s) Harmed point of view:

- ☐ Did the offense harm a person(s)?
- ☐ Was something taken, either in monetary amount or personal value?
- ☐ Did the person(s) harmed suffer any loss or damage to property as a result
 - o of the offense?
- ☐ Was the person(s) harmed an aggressor, willing participant, or provoker of
 - o the incident? (Example: fighting)
- ☐ Did the incident pose a danger or threat to others?

PROSECUTION ADVOCATES

The Prosecution Team represents the interest of the community/state. Teen Court is a sentencing court only, therefore the Prosecution Advocates will recommend consequences based upon the harm done to a person(s) and community, accountability for the offense, and the seriousness of the action. It is NOT the role of prosecution to seek the most severe sentence. Rather the Prosecution Advocate should explain to the court the seriousness of the offense and the effects of the action on the community as well as the respondent. The recommendations should not only compensate the affected parties, but also serve to steer the respondent towards positive behavior choices.

The Prosecution Team does not have to prove guilt, because the respondent has already taken responsibility for the offense. Prosecution has the job of serving in the interest of the person(s) harmed and the community.

The Prosecution Team works together to determine the appropriate consequences. Sentencing recommendations are chosen from a list of possible consequences (see Consequence List). The two advocates review the various points of the incident and may read a victim impact statement (if provided) or allow the person harmed to make a statement to the court. Their role is to help the respondent understand the impact of their actions on the person harmed and the wider community.

What does the Prosecution Team do?

- Decide on who will make the opening statements and who will close
- Review the police report
- Determine appropriate consequences (following guidelines)
- Include the reasons for why you chose to recommend the particular consequences
- Practice your presentation, speak in a respectful manner; constructively explaining the impacts of the respondent's actions
- Remain professional at all times to the respondent, their family and other court members
- If the prosecution team has personal biases toward the respondent or the respondent's family, they must excuse themselves from the case

EXAMPLES OF A DEFENSE VS. PROSECUTION STATEMENT

The following are examples from a practice hearing. They only include the 1st Defense and Prosecution Statements who are only responsible for stating the facts of the case. The facts come from the police report and the respondent/guardian questionnaires. The defense can also incorporate facts they learned from their interview with the respondent.

PROSECUTION 1 (ex.)

“Your Honor, Opposing Council and Members of the Jury. Jordan Blake, a 16 year old, has been charged with Theft in the third degree, and Minor in Possession of Alcohol. Jordan and their friend Tash were caught shoplifting alcohol and other items at a Haggen’s grocery store. All the items that they attempted to steal were found in Jordan’s backpack. These items included chocolate bars, candy, and hair products; which were collectively worth \$100. Both Jordan and Tash attempted to leave the store without paying for the items – which is stealing. They were confronted by security and had to wait for the police to arrive. The police then read them their Miranda Rights. Each of them were fined \$350, plus the value of the items stolen. They were also banned from all Haggen stores for 1 year.

Please note, this is not Jordan’s first offense. Jordan’s first diversion was one year ago for Possession of Marijuana. Jordan completed 20 hours of Community Service and a Drug and Alcohol Evaluation which was 8 weeks of classes. We must think carefully about what we can do collectively, to respond to this new charge, and hold Jordan accountable.

While coming to a verdict, please keep in mind we are Jordan’s peers, and it is our job to help restore Jordan back to the community, rebuild trust, and provide Jordan with the skills to make better decisions for themselves and for our community. Thank you for your time and service.

DEFENSE (ex.)

“Your Honor, Opposing Council and Members of the Jury. There’s not one of us here who hasn’t made a mistake, felt regret, made choices they wish they hadn’t. Jordan Blake is no exception.

Jordan is sixteen, a sophomore at Sehome High School, and they made a mistake that they will not be making again. Jordan has admitted to stealing the items from Haggen’s and not only has Jordan already paid the total fine of \$485, but they were grounded for two weeks. As this is Jordan’s second time in diversion, they do not want any more trouble with the law and are no longer hanging out with their friend, Tash. Jordan knows that they do not have the option of diversion forever and they have to start making better choices.

I want to bring to your mind that not only is Jordan here tonight to take responsibility for their actions, but they want to turn their life around and hope that you will consider the Defense Team’s recommendations thoughtfully. Jordan is sorry and understands that Teen Court is an opportunity to do, and be, better.”

PEER TIPS FOR ADVOCATES

- When talking to the jury, face them and use eye contact.
- Advocates need to be speak clearly and loud enough to be heard – *speak slowly*.
- Advocates need to provide more information rather than interpretation of the crime and provide a clear summary.
 - **Example – Give more details of the situation: was the person(s) harmed hurt? Did they press charges or did the school? What was the respondent’s personal background –did they have a history of similar behaviour?**
- Person(s) harmed, their letters/statements, should be read out loud.
- Advocates using a very theatrical (exaggerated) voice does not work – Avoid using big words.
- Don’t look or act too casual – this is a real court.
- Be careful not to overstep bounds by bringing in previous charge: for example - drug use if drug use wasn’t an issue in this case.
- BE SURE TO WRITE THE SUGGESTED SENTENCE ON THE EASEL

AVOID...:

Unprofessional behavior in presentation
Unprofessional dress
Laughing or talking during the court procedure
Using a sarcastic tone of voice

DO:

PRACTICE! PRACTICE! PRACTICE!
Keep Restorative Justice – repair – at the center of your presentations

DECODING POLICE REPORTS

Abbreviations:

V	Victim. V1 is apparent first victim contacted, V2 a second victim etc. Officers will often use abbreviations 1 and 2 so they don't have to write out names all the time.
W	Witness. Can be W1, W2 etc.
S	Subject or suspect. May be S1, S2 etc.
P	Parent
A	Arrestee (person arrested)
C	Contact: person contacted by police
I	Informant
CI	Confidential Informant
DOW	Day of the Week: Monday is 1, Sunday is 7, etc.
F/U	Follow up investigation
DV	Domestic violence, assault or threat of assault among family members or those in a dating relationship.
DVPA	Domestic Violence Protection Act
NCO	No Contact Order. Usually issued after a domestic violence incident, where one person is ordered to have no contact with another person.
MIP	Minor In Possession of Alcohol
PSP	Possession of Stolen Property
DUI/DWI	Driving a motor vehicle while under the influence of intoxicants (alcohol and/or drugs).
JUVENILE WARNING	Juvenile is advised of the right to have a parent present when questioned.
MIRANDA/MIRANDIZED	Arrested person read Miranda warnings, i.e., right to remain silent, right to be represented by a lawyer, etc.
EVENT/EVENT NUMBER	Every incident that a law enforcement agency investigates is given an event number which is coded to the agency and date.
IMPOUND	When an object is taken by officers, it is impounded either as evidence or for safekeeping until it is released to the owner.
TIME	Military time (a 24 hour sequence) is used on reports. For example, 4:30 am = 0430 and 4:30 pm = 1630. If a report says something happened on 6/20/22 @ 2230, it happened on June 20, 1998 @ 10:30pm.

JVR5	RLN	WHATCOM COUNTY JUVENILE COURT	Page: 1
	1:28 pm	Referral History	
		CONFIDENTIAL - NOT FOR RELEASE	

GUIDE TO JURY ORIENTATION

****Jury Orientation occurs each Teen Court Night before the hearing from 5:40pm-6pm.
ALL jurors and observers must attend unless they have been a juror more than 3 times.***

Check-in:

- Sign-in at table in hall
- Obtain juror tag and proceed to assigned jury room
- Remain with assigned jury at all times
- Orientation will be in assigned courtroom

A. General Duties.

1. You are hearing and deciding a real case and it is important to the respondent and the community that you take your job seriously. If you are not willing to give the case and the jurors your full and respectful attention, please ask to be excused.
2. The reason we have juries composed of a respondent's peers is because we know that peer evaluations have a higher impact on decision making for a respondent than an adult judge.
3. The jury's duty is to be fair and impartial, which means:
 - Jurors can't be biased by knowing the respondent or person(s) harmed,
 - Jurors must decide the case based only on the evidence presented, even if it seems incomplete.
4. As jurors you must stay together at all times, in the jury room and courtroom. When you enter the courtroom together in order, you will remain standing until told to sit, not talk in court, not chew gum, etc. The judge and your bailiff will direct you.
5. Your duty is to decide only the respondent's consequences, not guilt or innocence.
6. You should decide on the consequences based only on the facts and information that is presented during the hearing, the instructions given by the court, and the sentencing options allowed for the case.
7. The consequences should contain elements of accountability, and elements of rehabilitation, in order to assist the respondent in reconnecting with the community and learn skills to make better choices in the future. Trying to avoid future offenses is one of the goals of the consequences as well.
8. After hearing the case, you will go back to the jury room to discuss and decide the sentence. Your first task will be to elect a presiding juror. Their job it is to ensure that the discussion is conducted in an orderly fashion giving each juror's opinion due consideration. The presiding juror is to notify the bailiff when a decision has been reached. If no decision can be reached within the time allotted, you will be brought back into court and the presiding juror will tell the judge of any items agreed upon and answer any questions the judge may have before the judge pronounces the disposition.

B. Court Procedures

The hearings proceed as follows:

1. The respondent and the advocates will be introduced to the jury and the judge will ask the jurors if anyone knows the respondent. **It is important that you answer this question honestly.**
2. One advocate for each side will present the facts of the offense and the respondent may read a statement. The jurors may take notes on the pads provided. **All** notes **shall** be left in the jury room and not shared with anyone outside.
3. The court will then ask you if any jurors have questions. If you do, you must write the question down (you will be provided a note card). The bailiff will collect the questions and give them to the judge. (You hand in a card whether you have a question or not). After reviewing the questions, the court will confer with the advocates and the respondent. If the court decides it is appropriate, the court will answer your questions.
4. The advocates will then present consequence recommendations.

C. Jury Instructions

The judge will read three instructions to you during the hearing and you will be given a written copy of the instructions to review in the jury room. The instructions should be discussed briefly. During deliberations:

1. Give special consideration to the facts and recommendations of the advocates.
2. Review the consequences from the Consequence List.
3. The verdict does not have to include an item from each possible sentencing option. Only include those sentencing options that you decide are relevant to the offense and the respondent.
4. If the jury orders community service, Northwest Youth Services will provide information on community service sites.
5. If the respondent must pay restitution, the amount will already be entered on the disposition form.
6. The verdict form must be filled out legibly and completely. The presiding juror will read the verdict out loud in court.
7. You will hear two cases, unless otherwise informed, so after the first case, you will wait in the jury room until called by the bailiff for the second case.
9. Please fill out the jury evaluation forms.

TEEN COURT CONFIDENTIALITY CONTRACT

The undersigned Teen Court participant understands and agrees to the following as being necessary to maintain the high standards as set forth in the Teen Court program:

(NOTE: Respondent refers to the young person who has been charged and sent to Teen Court. The respondent has admitted to the crime and is in Teen Court to be held accountable for their actions.)

1. Confidentiality:

- a) The information written and spoken about Teen Court respondents is to be considered strictly confidential.
- b) In your role as a Teen Court participant, you are obligated to NOT discuss (nor write about) any of the information regarding the respondents in Teen Court. *This includes not talking with family and friends about the respondents and their case.*

2. Accountability & Humanity:

- a) No one is done learning; as a community we hold each other to a high standard, and work to educate, grow and heal together.
- b) Everyone, no matter their role in Teen Court, deserves to be treated with respect and compassion. Repair, not punishment, is at the heart of this program.

3. I understand that as a representative of the Teen Court program I am a role model for other students and must therefore:

- a) Dress appropriately for court as outlined in the Teen Court student manual and demonstrated at Teen Court trainings.
- b) Follow the rules for appropriate courtroom demeanor.
- c) Be aware that my actions and behavior outside of the courtroom also reflect on the Teen Court program.

4. I understand that failure to respect this agreement can result in dismissal from participation in the program.

“I agree that I will keep confidential any information that comes to my knowledge in the course of a Teen Court presentation. I understand that as a representative of the Teen Court program I am expected to be a positive role model as reflected by my attitude, dress and behavior.”

Name:	
Email:	
Date:	

TRAINING CLERKS AND BAILIFFS

Bailiff:

- **Ask audience if anyone willing to fill out evaluation form for advocates and judge - give them form. Collect at end of evening and give to Teen Court Manager.**
- Go into jury room and introduce yourself to jurors
- Bring jury into the courtroom when asked by judge
- Remind jurors to stay standing until told to sit by judge
- Make sure jurors do not talk or pass notes when judge is in chambers
- Collect all cards (regardless of whether they have a question or not) and give them to the judge
- Take verdict form from judge and escort jurors to jury room to deliberate
- Wait outside jury room until they knock. Open door and ask if they have reached a verdict. **If "yes", close door and notify the clerk and she will call the judge back in.**
- Judge will tell you when to escort jury back into courtroom
- When judge asks for verdict form, you take it from presiding juror and hand it to the judge (stay next to the judge they will hand the form back to you to give to the Presiding Juror to read. You then return the form to the judge to sign)
- After judge dismisses court, escort jurors back into jury room for next case.

Clerk:

- Make sure they have their correct script
- Check that they know how to pronounce the name of the judge and the respondent
- The clerk reads whatever is highlighted
- They are to stand whenever they speak
- Show them where to sit
- Show them which button to press on phone to summon judge
- Clerk swears in the jury when directed to do so by the judge
- When jury adjourns to the jury room, if the judge does not say "the court will be in recess until the verdict is reached", then you say it
- When verdict is reached, the bailiff will notify the clerk who then buzzes the judge
- After the verdict has been read and court is over, the judge should say that court is now adjourned. If they do not say that – then the clerk does

Jury: Example Questions for the Respondent

Below are examples of questions you *may* want to ask the respondent. You do NOT have to use these, but you're welcome to use them as a guide.

This document STAYS in the Jury Room.

- What have you learned from this incident? How has your life changed?
- Was the offense pre-meditated? Planned beforehand?
- What factors drove your actions? Were there any specific life, social, cultural, or other forces, that influenced your decision making?
- Have you directly apologized to the people or organizations that you harmed?
- Has this situation affected your relationships? If so, which ones and how?
- What do you want to do to remedy your actions?
- Who do you believe your actions impacted?
- How do you think this has affected others?
- How have you already been held accountable?
- What have you personally done to be held accountable?
- How would you take the consequences assigned to you to restore yourself back into the community?
- How do you see yourself within your community? What community do you feel like you belong to, or that you want to belong to?
- Are you still in contact with those involved in this offense?
- What extra-curricular activities or hobbies do you do? And how often do you do them?
- Do you face any barriers in transportation? If so, what are they?

GUIDING INSTRUCTIONS FOR THE JURY

Jurors, you are to discuss the case and determine what the consequences will be. Your first duty is to select a **Presiding Juror**. It is the **Presiding Juror's duty to see that discussion is carried on in a sensible and orderly fashion, that the issues are fully and fairly discussed, and that every juror has an opportunity to be heard and to participate in the deliberation upon the issues.**

As you deliberate, there are some things you need to consider:

1. The rules you will follow as you deliberate: might include having only one person speak at a time, no interruptions, a procedure to be sure everyone is heard, etc.;
2. **Review the facts you heard** and the circumstances of the offense;
3. Determine **who has been affected** by the offense and in what way;
4. Consider the **needs of the youth**, who is going through the hearing tonight, **the victim, and the community**;
5. Consider what needs to be done to **repair any harm**
6. Determine the **appropriate sentence/consequences(s) and reach a consensus** about the reasons for it.
7. **All assigned classes and workshops will automatically apply towards any community service hours required. Community Service max. is 40 hours.**

You are instructed that your verdict must be unanimous. **That is, you must all agree on the sentence/consequences(s).**

JURY CONSEQUENCE LIST (Disposition Options)

When deciding appropriate consequences, consider the following factors:

- What consequences will HELP the respondent to make better choices
- What steps has the respondent taken since the incident to alter their behavior
- What impact has this event had on the victim and the community
- The consequences should address the three goals of restorative justice:
 - 1) Accountability
 - 2) Skill Development
 - 3) Community Safety
- Always be aware of how total hours of assigned options will impact the respondent. **Unless otherwise stated, ALL classes & workshop hours will be applied to community service. Total cannot exceed 50 hrs.**
- You do NOT have to choose from *each* section.

↓ Three Areas of Restorative Justice ↓

1. ACCOUNTABILITY OPTIONS:

- Community Service OR Special Activity (50 hrs. max.)
- Apology Letter
- Jury Duty (2 Nights max)
- Restitution (Will automatically be on Disposition Form)

2. SKILL BUILDING OPTIONS:

- Community Links
- Drug and Alcohol Evaluation
- Conflict Resolution and Communication Class (6-9th grades)
- Conflict Resolution and Communication Class (10-12th grades)
- Employment and Education Class
- Parent - Teen Mediation
- Private Conflict Resolution Coaching (1:1)
- Resilience in Stressful Environments (RISE)
- Victim - Offender Mediation

3. PROMOTE COMMUNITY SAFETY:

- Impact Teen Drivers – Online Video Log
- Substance Use & Community Impact Panel (Drug and Alcohol)

CLASS DETAILS

COMMUNITY LINKS

Cost:	FREE
Time:	4 nights (2 consecutive Tuesdays and Wednesdays) 5 – 8 p.m. Must be accompanied by parent/guardian for all 4 sessions
Goal:	<ul style="list-style-type: none"> • Making connections with other youth and families who are dealing with similar issues. • Learning and gaining skills revolved around communication, human development and conflict resolution. • Meeting community agency professionals for information and referrals. --- Creating opportunities to bond as parent and child while participating in fun activities.
Summary:	The focus is on problem solving, positive interaction with parents and other adults, communication skills, etc all through hands-on activities.

CONFLICT RESOLUTION (Classes OR Private Coaching)

Cost:	FREE & ONLINE
Time:	3-6 hrs. Scheduled according to Whatcom Dispute Resolution Center and client availability.
Goal:	To teach youth how to deal with conflict. The goal is to teach youth effective ways to communicate and how to avoid unhealthy conflict.
Summary:	<p>Classes and Private Coaching Topics: Defining Conflict, Conflict Styles; Cues for Anger & Anxiety, Effect of Strong Emotions in Conflict, Healthy Ways to Deal with Stress; Defining Power, Consequences of Violence, Challenging Stereotypes, Ways to Support Others; Assertive Communication, I-statements, Active Listening, Tips for Resolving Conflict.</p> <p>More on Private Coaching: For individual support or a custom schedule, coaching services provide confidential support to individuals in conflict. Youth learn how to apply effective communication skills at work, school, home and in the community. They learn how different people deal with conflict and how to avoid violent, unhealthy reactions to conflict (i.e. damaging property, harassing someone, etc.)</p>

DRUG & ALCOHOL EVALUATION

Cost:	Can cost between \$50 - \$200. Some places have a sliding fee scale.
Time:	Youth must schedule own appointment. They will be provided with a list of agencies from which to choose.
Goal:	For a chemical dependency counselor to determine if the youth has a problem or not and to make recommendations for treatment.
Summary:	An evaluation can be assigned whenever the jury believes that drug or alcohol use may be a problem in the offender's life. The offender cannot be assigned more than 10 hrs of treatment which includes time spent in the evaluation.

EMPLOYMENT AND EDUCATION CLASS

Cost:	FREE & ONLINE
Time:	1 hour
Goal:	To help youth create resumes and prepare for job interviews
Summary:	Designed for older teens who are ready for work experience.

IMPACT TEEN DRIVERS – VIDEO LOG

Cost:	FREE & ONLINE
Time:	2 Hours
Goal:	To help youth make positive driving choices
Summary:	This is an <i>interactive</i> online 45 minute video with a written component. The respondent is to watch the video on distracted and dangerous driving and take notes on a video log sheet as well as reflect on what they learned from the video.

PARENT – TEEN MEDIATION

Cost:	FREE or by donation
Time:	Appointment to be arranged between youth's family and the Dispute Resolution Center. Anywhere between 1-3 hrs.
Goal:	For family members to work on communication skills and overall family issues which may be contributing to youth re-offending.
Summary:	This can be assigned if youth and/or parents indicate that they feel mediation would be helpful for them as a family. An Intake Assessment will be completed at the center first to determine if the youth and family would benefit most from Family Mediation or individualized support. The youth and/or family must then follow up with recommendations in order to complete their Teen Court contract.

RESILIENCE IN STRESSFUL ENVIRONMENTS (Counseling)

Cost:	FREE
Time:	6 weeks, 10 hours
Goal:	Improve mental health to better understand the complicated and at times overwhelming challenges of life.
Summary:	Interactive. RISE is intended to introduce and explore mental health in a way that is meaningful, refreshing, and motivating for participants who want to begin working on their own mental health. Youth will build confidence in improving their ability to function and thrive in our ever-shifting world.

SPECIAL ACTIVITY

Cost:	Depends upon the activity and is up to the individual.
Time:	Will vary according to the activity chosen.
Goal:	To give the respondent the opportunity to give back to their community by use of any special talents they might have. This activity MUST be SERVICE oriented . During COVID, this is a replacement for Community Service.
Summary:	The special activity must be approved by the case manager from NW Youth Services. The jury may not require participation in a faith based program.

SUBSTANCE USE & VICTIM IMPACT PANEL (Drugs & Alcohol)

Cost:	FREE – parent may attend with youth for no additional cost.
Time:	2 hour class from 7-9 p.m. (held once a month)
Goal:	To increase awareness of the consequences of choosing to drive while under the influence of drugs or alcohol.
Summary:	Involves the testimony of both victims and offenders involved in driving while under the influence of either drugs or alcohol . Testimonials are often quite emotional, so I recommend that a parent attend along with their son/daughter.

VICTIM – OFFENDER MEDIATION

Cost:	FREE
Time:	To be arranged by offender, victim and Dispute Resolution Center
Goal:	To increase the offender's awareness of how his/her actions have affected the victim and hopefully bring some closure to the event.
Summary:	This is facilitated by a trained mediator. It should only be assigned if the victim is willing to participate.

WHATCOM COUNTY TEEN COURT

JURY REPORT FORM AND SUPERVISION AGREEMENT

THE STATE OF WASHINGTON

OFFENSES: _____

VS.

☐ We the Teen Court Jury, determine that the _____ shall receive the following disposition:

☐ We, the Teen Court Jury, are unable to reach a unanimous disposition in this case. (If you fill in this box, DO NOT fill in a sentence above)

Presiding Juror's Signature

The above disposition is hereby imposed, this ____ day of _____ 20____.

Teen Court Judge

* * * * *

Supervision Agreement

It is the responsibility of the _____ to keep Northwest Youth Services informed of any changes of status (i.e., changes of address, phone number and job circumstances as long as the case is active).

Failure to complete this agreement will result in a non-compliant disposition to be returned to the Whatcom County Prosecutor's Office for further legal action.

Parent or guardian

JURY REPORT FORM AND SUPERVISION AGREEMENT

Judge's Script

PRIOR TO COURT

- Be sure you know the spelling and pronunciation of the respondent's name.
- Make sure that you also have the jury packet among your paperwork

DURING COURT

The court session consists of:

- Introductions and presentations of the advocates and the respondent.
- Ensuring the jurors and respondent do not know each other.
- Collection & review of jurors' questions
- Reading of the verdict
 - If the jury cannot reach a verdict in an allotted time, it is up to you as judge to determine the disposition for the respondent

IMPORTANT INFORMATION

Professional and prepared:

- Make sure you read and review this script ahead of time.
- The script that follows lists the things that will occur in the proper order and includes the jury packet. Your parts of the script are highlighted.
- The judge is in charge of the proceedings, but should also be personable and not overly formal.
- There may be unscripted situations that arise, remain calm and do your best to move court forward. If needed or requested, the advisors of the court will step into support you.
- A judge's robe will be available for you

BEGIN THE HEARING:

1st CLERK only:

(Stand up)

“Welcome to Whatcom County Teen Court.

Please remain quiet and focused on the court proceedings. This is out of respect for the Court and those presenting cases, as they may be distracted by noise from the audience.

Please remove all hats and chewing gum. No food or drink is allowed in the courtroom. All cellular phones are to be turned off or placed on silent during court sessions.

There will be a recess while the jury deliberates and those present are free to move around and talk during recess. Just remember that when you are in the hallway to keep your voices down, as there may be a hearing occurring in the other courtroom and noises carry easily. When a verdict has been reached, please take your seat and remain quiet for the remainder of the court session.”

(Ring the Judge’s “hot line” phone and hang up after one or two rings. As the judge enters, remain standing and say...)

“All rise. The Teen Court Division of Whatcom County Juvenile Court is now in session. The honorable INSERT presiding.”

(After the judge sits down)

“You may be seated”.

(Sit down)

“The case before the court is the matter of state versus INSERT.”

JUDGE:

“Good evening. Defense counsel, will your client address the jury, and if so, in what manner?”

The youth may:

- A. Speak directly or read a statement to the jury;
- B. Defense may read their client’s statement or questionnaire to the jury.
- C. Fogo the statement and say no

DEFENSE COUNCIL:

“ _____ ”.

JUDGE:

“Prosecuting council, will you be having someone read an Impact Statement?”

PROSECUTING COUNCIL:

“ _____ ”

JUDGE:

“Bailiff, please escort the jury into the courtroom. All rise.”

*(Everyone, **including the judge**, must stand when the jury enters the courtroom. When the jury is seated, you may sit down too. Resume court)*

“You may be seated.”

“Will counsel for the state please introduce themselves to the jury?”

PROSECUTION 1:

“Yes, Your Honor. My name is _____ and I will be presenting the Facts of the Case.”

PROSECUTION 2:

“Your Honor. My name is _____ and I will be presenting the Disposition”.

JUDGE:

“Thank you, counselors. Will counsel for the defense please introduce themselves and their client to the jury?”

DEFENSE 1:

“Yes, Your Honor. My name is _____ and I will be presenting the Facts of the Case. We are advocating on behalf of INSERT.”

DEFENSE 2:

“Your Honor. My name is _____ and I will be presenting the Disposition”.

JUDGE:

“Thank you, counselors. Do any of the jurors know, INSERT?”

(If yes, that juror is excused from that case only)

“Do you, INSERT know any of the jurors?”

(If yes, that juror is excused from that case only)

"May the clerk please swear in the jury?"

CLERK:

(Stand up)

"Jurors, please stand and raise your right hand."

(Pause)

"Do you solemnly swear that you will carefully and truly try the case before you and render the verdict according to the law, the evidence and the instructions of the court? If so, please answer 'yes'."

"You may be seated."

(Sit down)

JUDGE:

"I want to take a moment to talk to you, the jury and the audience, about the importance of confidentiality. Tonight, you are going to hear the facts of the case before the court. Within those facts will be some personal information about the youth. Out of respect for them and for the court, we remind you that you are not to share any of the personal information, including names, with anyone outside of this courtroom. This case, and any case in teen court, is not to be recorded or photographed. Noncompliance will result in dismissal from Teen Court. Thank you."

(Direct next section to the jury)

"INSERT, has already admitted to committing the offense of INSERT. Your role is to determine the sentence that they should receive based on the evidence that will be presented to you. Please keep in mind our goal is restorative justice. Restorative justice meaning that in Teen Court we strive to address harm through healing and accountability – not punishment."

Your duty as a juror is to discuss the case among yourselves to reach a unanimous decision, that is a decision approved by every juror. You should come to a decision on your own after reflecting on the case details. During the court case you will hear recommendations made by the advocates. You have the choice of considering their sentencing suggestions OR you may create a new recommendation you feel better fits the offense. In your role as jurors,

remember to exercise your power fairly and justly. What you are doing matters a great deal to INSERT and to your community.

The advocates will begin presenting the facts of the case from their points of view. During their presentations I would encourage all of you to take notes on the details of the case. These will help you gain a better idea of how we can help the respondent when it comes to determining consequences.

In addition, you have been provided with note cards. You may write down questions that you have for the respondent, which you feel were not answered during the presentation, and they will be collected after you have heard the facts of the case.”

(Pause)

“Will the prosecution please outline the facts of the case from your perspective.”

PROSECUTION 1:

(Prosecution outlines the facts of the case)

JUDGE:

“Thank you, counselor.”

(Skip if there is NO Impact Statement)

“Prosecution, please have your Impact Statement read at this time and be sure to direct your statement to the jury.”

JUDGE:

“Thank you, counselor. Will the defense please outline the facts of the case from your perspective.”

DEFENSE 1:

(Defense outlines the facts of the case)

JUDGE:

“Thank you.”

(Skip if there is NO Statement)

“Defense, if your client has a statement to make, please have them do so at this time. Please make sure to direct your statement to the jury.”

(Respondent reads statement.)

"Thank you."

Jurors, please complete any questions you might have about the facts of the case. All cards are to be passed to the bailiff regardless of if you have a question or not. Bailiff, please collect all the cards and hand them to me."

(Check to see if there are questions asked)

*(If **YES**, there are questions, say...)*

"There will be a brief recess while the defense advocates, an advisor, and the respondent only, meets with me in my chambers to discuss the questions which have been submitted."

Jurors, you are to remain seated and you are not to talk to anyone during recess."

Bailiff, please see that this direction is followed."

*(If **NO**, there are no questions, say..."There are no questions from the jury". Move onto the next JUDGE's line below)*

CLERK:

(Stand up as judge gets up to leave)

"All rise."

(After judge leaves)

"You may be seated."

(Sit down)

Small interlude as questions are discussed in the judge's chambers. Remain seated.

(Stand up as the judge re-enters the courtroom)

"All rise. Court is now in session."

(After the judge sits down)

"You may be seated."

JUDGE:

(The Judge will give the jurors the respondent's answer to their question(s))

"Will the 2nd prosecuting advocate please make your recommendations for disposition to the jury."

PROSECUTION 2:

(Prosecution states the disposition of the case)

JUDGE:

"Thank you, counselor. Will the 2nd defense advocate please make your recommendations for disposition to the jury."

DEFENSE 2:

(Defense states the disposition of the case)

JUDGE:

"Thank you, counselor. Members of the jury, you will be given instructions to refer to in the jury room. Please read all of the instructions. Your first duty is to select a presiding juror. It is the responsibility of the presiding juror to see that discussion is carried out in an orderly manner, that the contents of this case have been properly discussed, and that the opinion of every juror has been shared and considered."

(Pause)

"While in deliberation, things to be discussed include, but are not limited to:

- Reviewing the facts and events surrounding the case.
- Considering the needs of INSERT, the victim, and the community.

Your verdict must be unanimous. That is, you must all agree.

(pause)

Advocates and teacher advisors only – please meet with me in the judge's chambers after the jury leaves for deliberation.

Bailiff, please take this packet."

(Hand the packet to the bailiff)

"Bailiff, please escort the jury to the jury room for deliberation. There will be a brief recess."

(Stand as the jury gets up to leave the courtroom)

CLERK:

(As soon as the jury stands up to leave say...)

"All rise."

(After the jury and the judge have left the courtroom say...)

"You may be seated."

(During the deliberation, the judge will meet with the advocates, and teachers for debriefing & feedback. You will remain at the clerk's desk. The bailiff will tell you when a verdict has been reached once they hear a knock at the jury room door. You will then ring for the judge and advocates to return to the courtroom. The jury will remain in the jury room until called by the judge.)

VERDICT: Upon return to the courtroom

CLERK:

(Stand up. As the judge re-enters the courtroom say...)

"All rise. The Teen Court division of Whatcom County Juvenile Court is again in session in the matter of State versus INSERT."

(After judge is seated)

"You may be seated."

JUDGE:

"Bailiff, has the jury reached a verdict?"

(Bailiff will say yes)

Bailiff, please escort the jury back into the courtroom."

CLERK:

(Stand up)

"All rise."

(Everyone stands up including the judge)

(After jury is seated)

"You may be seated."

JUDGE:

"Would the presiding juror please stand?"

(Pause)

"Have you reached a verdict?"

(Presiding juror says, YES Your Honor)

*(If **NO**, they have not reached a verdict, the judge shall determine the consequences after inquiring with the Jury what they were considering.)*

"Please hand the form to the bailiff. Bailiff, please stay here as I will be handing it back to you."

1. *Review the form to make sure it is clear and there are no additional consequences that are NOT part of the consequences. Make sure the presiding juror has signed the document. **YOU** sign it too.*
2. *Hand the jury form back to the bailiff so that the presiding juror may read it aloud.*

"INSERT and defense counsel, please rise while the verdict is read."

(Wait for them to stand)

"Presiding juror, please stand and read the verdict."

(Presiding juror stands and reads the verdict)

"Bailiff, please hand the verdict form to the clerk."

(Bailiff gives the form to the clerk)

"INSERT do you understand the consequences that you have been given by the jury?"

(Pause and wait for respondent's response)

"Members of the jury, I want to thank you for your time and service. Advocates, good work. To all of you here who have volunteered your time tonight, Whatcom County Teen Court expresses our deepest gratitude for your commitment to this program. Without your support, it would become impossible for Teen Court to continue to provide this service to the community and the youth we assist."

(Look to the jury)

"Members of the jury, you have now completed your service in this case, please follow the bailiff back to the jury room **to complete the evaluations and collect your belongings. You are free to go and thank you again for your service.**"

CLERK:

"All rise"

(EVERYONE remains standing while the jury leaves. Once they have left say...)

"You may be seated."

JUDGE:

"INSERT on behalf of the community, I want to thank you for taking responsibility for your actions. I hope that this has been a learning experience for you and I wish you the best of luck in the completion of your Teen Court contract."

Please meet with Bonnie, the Teen Court Manager from Northwest Youth Services, before leaving tonight.

Court is adjourned."

CLERK:

"All rise."

(The judge goes back into the judge's chambers. Please be sure to hang up the judge's robe where it was found.)

CLOSING:

(Make sure to give the jury form to Bonnie, the representative from Northwest Youth Services.)***

You're free to go! Thank you for being clerk today! Be sure to hand this paper back to Bonnie as it contains confidential information and will need to be shredded. Thank you for being part of the team.

APPLICATION FOR STUDENT JUDGE

Name:
High School:

Date:

1. Have you ever been charged with an offense? If so, what was the disposition, and have you completed all the requirements?
 -
2. Number of times you have served in the role of advocate:
 -
3. List any other roles you have filled in Teen Court and how often in each:
 -
4. List other involvement you have had in community outreach regarding Teen Court (example: presentations to service clubs):
 -
5. Why do you want to serve as a student judge?
 -
6. Explain what you think is the role of a student/judge.
 -
7. Why do you think you would fit this role?
 -

Thank you for your application!

Your application will be reviewed by Whatcom Volunteer judges volunteering in Teen Court. Please make sure to have a print out of your application ready for review at the next Student Advisory Board meeting or email a copy to Bonnie at bonnies@nwys.org ahead of time.

TEEN COURT TERMS

Accountability—the goal of restorative justice is to help respondents be aware of the harmful effects that their behavior has had on all victims and give them an opportunity to repair the harm that they caused

Advocate—person who argues for another. In Teen Court, we don't have lawyers, instead, we have student advocates.

Bailiff— greets and escorts the jury, delivers questions to the judge

Clerk—person who opens, closes, and swears in the jury

Closing Recommendations/Argument— final remarks made to the jury by advocates, to persuade the jury to follow their recommendations

Community Safety—the goal of restorative justice that involves the community in the disposition of respondents

Community Service—the disposition option that requires the respondent to help the community in some way

Confidentiality—the requirement of all volunteer participants not to reveal information

Defense Advocate – the person(s) who is defending the respondent

Deliberation—in youth court, the act of considering the evidence with the purpose of reaching agreement on a disposition

Demeanor—the way a person presents her or himself

Disposition—in youth court, the sentence or consequences imposed by the court on a respondent

Diversion—program of switching a respondent charged with a less serious offense out of the criminal justice process into programs and consequences

Ethics—a code of conduct

Hearing—in youth court, a session in which a group of young persons hears evidence and decides upon a disposition

Judge—person who manages the court process and makes sure that correct procedures are followed

Jury/jurors— person(s) who listen to the evidence presented in court, they can ask questions of the respondent, and it is the jury that determines the consequences of a case.

Juvenile—a person under 18 years of age

Misdemeanor—an offense carrying a possibility of a year or less of jail time

Opening Statements— opening remarks made to the jury by advocates to introduce the respondent the case and the respondent to the court

Police Report—official record of an offense written by a police officer; often used by youth court advocates in gathering evidence, preparing opening statements, and in introducing the case in peer jury youth courts

Presiding Juror—person who ensures that each juror has a chance to fully and fairly participate and that the disposition is what the jury decided

Prosecution Advocates—a person(s) that represents the community or state

Respondent—a young person who has been charged with an offense. We use this term because the respondent is the one “responding” to the infraction.

Restitution—payment of money to a victim for out-of-pocket damages caused by the respondent

Restorative justice—youth courts’ approach to sentencing juvenile respondents that (1) holds respondents accountable for their offenses by increasing their awareness of the effects their actions have on all victims and giving them opportunities to repair the harm; (2) includes the community in the response to the offense; and (3) develops the skills and competencies of the respondents so that they will not offend again and so that they can be productive members of society

Sentence—disposition or consequences imposed because of a charge, infraction or violation

Victim—a person who suffers due to the actions of another

