

## **Executive Summary**

**Course Title:** Petition Writing for Emergency Response Staff

**Outline of Training:** This half-day training will combine lecture, discussion and practice exercises to provide participants with the knowledge and skills needed to draft petitions under Welfare and Institutions Code §300. The emphasis will be on the drafting of original petitions filed when Emergency Response staff are seeking warrants or initiating dependency proceedings. Topics covered will include: (a) the purpose of the petition and its significance in dependency proceedings; (b) the subdivisions of Welfare and Institutions Code §300; (c) the distinction between allegations and supporting evidence; (d) the anatomy of an allegation; and (e) the art and craft of drafting allegations.

**Target Audience:** This training is tailored for Emergency Response social workers and supervisors. It may also be useful for other Child Welfare Services staff who are required to draft original petitions and other petitions for dependency proceedings.

**Outcome Objectives for Participants:** As a result of attending this training, participants will be able to:

1. Explain the purpose of the original petition filed under Welfare and Institutions Code §300.
2. Given a case example, identify which subdivision(s) of Welfare and Institutions Code §300 may apply.
3. Given a case example, distinguish between facts that should be included in the petition versus facts that should be included in a companion court report.
4. Describe the anatomy of an allegation and identify the elements needed for an allegation filed under subdivisions 300 (a), (b), (c), (d), (g), and (j).
5. Given a case example, draft allegations that are clear, concise, and legally sufficient.

### **Ways That Supervisors Can Support the Transfer of Learning from the Classroom to the Job**

#### **BEFORE THE TRAINING**

1. Supervisors can explain to participants why the training is being offered and how it fits with the participants' professional development and agency goals.
2. Supervisors can share examples of where the participants new knowledge and skills might be utilized.
3. Based on the participants knowledge and skill level, supervisors can help each participant identify which portion of the training might be most useful to them.-

#### **AFTER THE TRAINING**

1. In case discussions with participants, supervisors can practice identifying which subdivision may apply to a given case.
2. In preparing to draft a petition, supervisors can work with participants to identify which facts will be used in the petition and which facts will be used in the companion report.
3. Supervisors can assist participants in "mapping" allegations they have drafted to ensure that all elements required by the relevant subdivision are included.