

# LEWIS COUNTY JUVENILE COURT



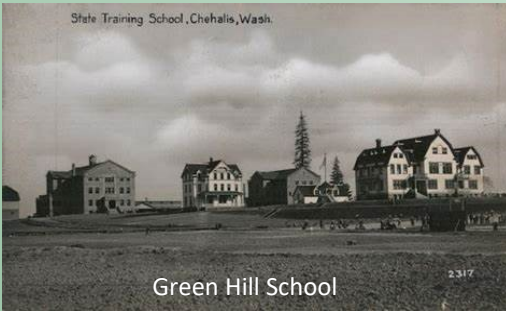
Community Newsletter

Volume 1, Number 2



August 2021

## Juvenile Justice– Where it Started



In early America, children under the age of 7 were presumed to lack capacity to commit a crime; at the age of 14, a youth acquired capacity and intent to commit a crime was presumed. Youth during this time were tried and punished as adults. In the midst of the Gilded Age where there was rapid economic growth in America, it was also an era of abject poverty and inequality. The late 1880’s marked a time of an increase of juvenile crimes in Washington State; primarily crimes of theft, burglary, assault, train wrecking and incorrigibility.

On June 10, 1891, the Washington State Reform School opened in Chehalis. The school housed youth ages 8 to 18 who committed crimes or were orphaned.

The state legislature mandated that the students be, “Taught and trained in morality, temperance and frugality, and they shall also be instructed in the different trades and callings of the two sexes, as far as possible, in the scope of the institution” (1889-90 Wash. Laws, 488). *The Seattle Times*, reported, “There are many young boys in the penitentiary of Washington who should have never seen the inside of that institution.... [He should be where] he is faced about toward the light— not from it.” (“The Reform School, 4”). According to the *Washington Law Review*: Volume 32, “In 1891, an act to provide for the committing of juvenile offenders to the state reform school in Chehalis was passed.” A hearing was held to determine whether a youth was “fit” for the reform school. This led the way to what became known as the Washington Juvenile Court Session of 1905. It was essentially the first Juvenile Court in Washington State.

Around 1892, one youth who had been committed to the reform school was killed while attempting to escape by boarding a moving train. It would take nearly 80 years before fences were built around the school to prevent the youth from leaving. In 1907, the school was renamed Washington State Training School and in 1912, the state hired the first ever Parole Counselor. Since escape via train was a common occurrence, bloodhounds had been trained to track the youth down. In 1913, 53 female youth were transported via train to the new school, Washington State School for girls. According to records, by 1915 there were 190 boys living at the Washington State Training School; 21 of them had simply been abandoned by their parents. The remaining 169 youth were often charged simply with “incorrigibility.” The practiced discipline at the school was a whipping post as well as 4 to 6 weeks in “lock up” with only bread and water to eat; however, it had become evident that juvenile offenders had more in common with dependent and abandoned youth than with adult offenders.

In 1949, the whipping posts were removed and in 1953, five Parole Counselors had been hired. The following year, the state had created the Bureau of Juvenile Rehabilitation.

The Washington State School for girls was renamed to Maple Lane. By 1962, there were 1,903 youth committed to the institutions. In 1965, the first “group home” in the United States had been built in Woodinville, WA. In 1966, Naselle Youth camp opened and the following year, Echo Glen Children’s Center opened. In 1976, a law was passed to remove “incorrigible” youth from institutions.

On 07/15/1977, the state passed the Juvenile Justice Act. This laid the groundwork for the Juvenile Court going forward and becoming what we now today.

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## The Role of a Probation Officer

According to the *Federal Probation a Journal of Correctional Philosophy and Practice*, there are over 800,000 youth involved with the criminal justice system in the United States. The primary tool for managing these youth? Probation.

“Probation officers (POs) serve as the supervisory link between punishment/custody and rehabilitation/freedom for America's delinquent youth, with primary management responsibilities for addressing the unmet needs of a myriad of justice-involved juvenile offenders.”

Accountability and rehabilitation are two very distinct goals of the criminal justice system that coexist as objectives of juvenile social control (Feld, 1999; Kupchik, 2005; Morris & McIssac, 1978). Within criminal justice settings, juvenile POs are the most likely justice actors to experience tensions between these goals as they experience conflict between rehabilitating youthful offenders and ensuring community safety (Day, 1983; Mulvey & Iselin, 2008; Ward & Kupchik, 2010).



Cumberland County Juvenile Probation Officer Frank Shartle (L) meets with Brandi (R) at River Rock Academy's Carlisle Campus. To read Brandi's story go to [features.witf.org/juvenilejustice](http://features.witf.org/juvenilejustice)  
\*Due to confidentiality, local cases and photos will not be shared

When it comes to juvenile justice, there is an invisible pendulum that is forever in motion. One side of the pendulum is the “child-saving” premise. An example of a model that falls under this idea is The Reclaiming Futures model. This model has three goals for youth: (1) more treatment (improve the identification of those who need treatment, assessment of individual needs, and connecting youth to treatment), (2) better treatment (ensure that youth receive treatment that has been proven to work through scientific evidence), and (3) beyond treatment (improve youth connections to pro-social activities, community partnerships, and adult mentors) (Reclaiming Futures, 2011).

We refer to this as Risk, Need, Responsivity (RNR). All Probation Officers with the Juvenile Court are trained and certified in this type of model. Researchers find significant improvement in the quality of juvenile justice and substance abuse treatment services in communities using the Reclaiming Futures model. This success has spurred additional implementation of the model across the U.S. (Binard and Prichard, 2008) while supporting the current push toward evidence-based practices (EBPs).

The other side of the pendulum is punishment with assurance of community safety.

There are three primary roles within being a Juvenile Probation Officer: law enforcement, resource broker, and social service.

- Law enforcement- places importance on the legal authority and enforcement aspects of the supervisory duties associated with probation. Is the youth complying? What consequences should be requested?
- Resource broker– places importance on the tangible needs of the youth and arranges for appropriate services to address those needs, rather than attempting to change the actual behavior directly. What has happened to this youth? What does this youth need? What services are available to address the needs?
- Social service– places importance on the youth's needs and treatment, motivation, support, and guidance in dealing with and solving problems, and emotion management. Similar to the resource broker but takes on a more direct role in changing behavior. What does this youth need from me in order to be successful? What are some of the roadblocks the youth may experience?

Though it is often a challenge to operate within different, sometimes conflicting roles, the Lewis County Juvenile Court puts an emphasis on taking a balanced approach.

The Lewis County Juvenile Court's Vision Statement:  
“Safe Communities, Healthy Families, Skilled Youth.”

“The only thing worse than being blind is having sight but no vision.”  
– Helen Keller

## Ground Breaking

### Did you know?

A full-time, in house, school program is operated by the Chehalis School District in the Lewis County Juvenile Detention center? All youth are required to attend school Monday through Friday every week with the exception of a three week break in August. The school program consists of two full time teachers.

While sitting at a table in the recreational area in detention, talking with youth about various topics, Chehalis School teacher Mike McDonald, carried a small cardboard box around to each table. The youth jumped up from their chairs in excitement as they braced for their turn to reach into the box and enjoy whatever it was inside. One of the youth made the comment, "I love these! What are they called again?" Just as Mike was about to answer the youth's question, he tilted the box in my direction to offer me what was inside— sugar snap peas. The youth were excited to eat sugar snap peas. Mike explained to the youth that they weren't just regular ol' sugar snap peas but they were sugar snap peas that the youth themselves had planted and grown in the juvi garden. Mike then offered the youth some kale chips and joked with them about how much they loved his kale chips. One of the youth looked at me and under her mask, grimaced in disapproval. She replied that she tried them and that they were gross.

Mike updated fellow staff with a report on the garden program:

"Our garden program is alive and kicking.. kids have planted and we have been doing garden to table the last few weeks.. peas, radishes, turnips, kale and carrots are coming in now.. with much more to come hopefully.. The kids have decided they don't want any more of my kale chips, but they are now turnip fans!!! (roasted/and turnip slaw) I tell the kids, if they spend any time in the garden planting, weeding, picking, watering.... that later in the summer, (when they are routinely checking in with their probation officers) they can ask about getting some of the food grown from their hard work!"



*Therapeutic gardening seems to have a curative effect on people experiencing a wide range of illnesses, disabilities, injuries, and emotional difficulties. Gardening activities may have a physiological effect as well as psychological, resulting in actual neurological and hormonal changes in the body (Michaud, 2003).*

## The Voice For the Helpless



“My name is Kay Lyon. I have been a Guardian ad Litem for nearly eight years and have advocated for more than 40 children in Lewis County. I retired from working in a middle school in Lewis County for 25 years. Although I was anxious to retire to be more available to help my elderly mother, I also sought an opportunity to help children. A friend recommended the Lewis County GAL program and I checked it out. I was excited to be a part of such an organization when I learned how many children in our county needed advocates.

Being a GAL is a very rewarding position. My heart hurts when I see children being abused or neglected.

Keeping kids safe and feeling loved is important to me. I have been blessed to see several children adopted into loving homes. I have also seen parents who realized the value of being a parent, so they completed the services necessary in order to be reunited with their children.

I believe God has given me this opportunity to have a role in protecting children who are helpless on their own. Although it involves many hours of my time, every child who is given an opportunity to be loved in a safe environment makes it worthwhile. My heart is filled with joy every time I see a child finding safety and love whether it be in an adoptive home or reunification with his/her parent(s). I frequently recommend this program to my friends who have a heart for children.”

### Current Age Demographic for Children in Foster Care in Lewis

Ages 4 & under	67
Ages 5 - 9	37
Ages 10 - 17	34
Ages 18 - 20	15

**There are currently 17 children in Lewis County that do not have an advocate assigned due to not having enough volunteers.**

To find out how you can help a child in foster care, go to:  
[lewiscountygala.org](http://lewiscountygala.org)

Children, regardless of age, need support when they go through the foster care system. These children experience multiple placement changes; they change schools frequently; they have to say goodbye to friends often; their social workers are reassigned; the visitation specialist is a different person during visits. So many frequent changes. However, their GAL is the consistent person in their life that follows them no matter what foster home, group home, or other placement the child goes to. The GAL is the person that knows their story. The GAL is the person that truly knows what is in the best interest of the child.



*Social support is not the same as merely being in the presence of others. The critical issue is reciprocity: being truly heard and seen by the people around us, feeling that we are held in someone else's mind and heart. For our physiology to calm down, heal, and grow we need a visceral feeling of safety. No doctor can write a prescription for friendship and love: These are complex and hard-earned capacities. You don't need a history of trauma to feel self-conscious and even panicked at a party with strangers - but trauma can turn the whole world into a gathering of aliens.”*

— Bessel A. van der Kolk, [The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma](#)

# Every Child Counts, Count Every Child: Lewis County 2021-2022 School Enrollment Campaign

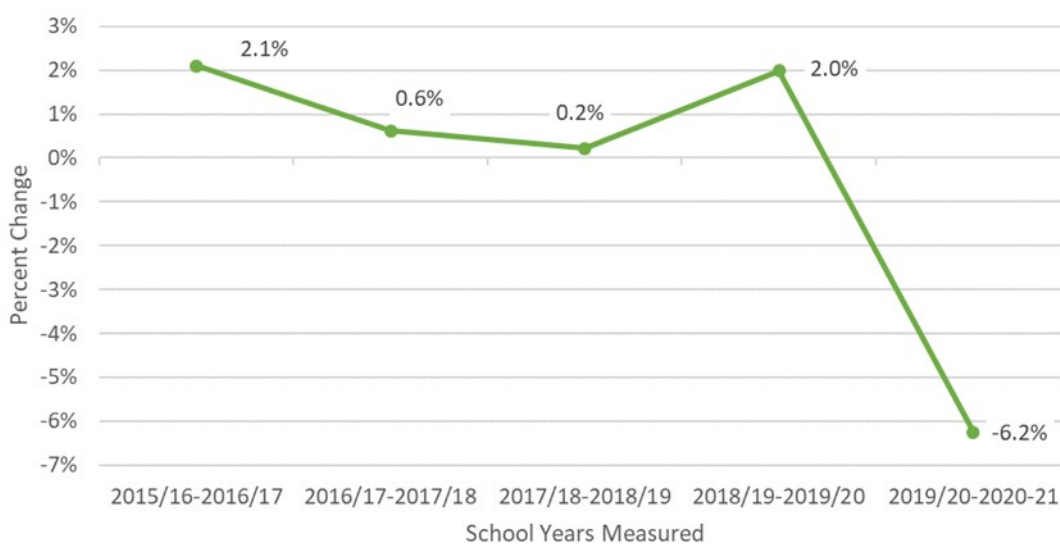
## Information provided by:

Lewis County Public Health and Social Services, July 26, 2021

Marylynne L. Kostick, MPH, marylynne.kostick@lewiscountywa.gov

## Enrollment Overview

Nationally, student enrollment in public schools declined during the COVID-19 pandemic compared to previous years. For Washington State, enrollment dropped 3 percent in 2020 (Tuchman & Heyward, 2021); Lewis County public school enrollment for all grades across all districts showed a decline by 6.2 percent from the previous year (Figure 1).



Source OSPI Report Card Enrollment 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021 School Years.

Across the country, there have been endless news reports on children 'missing' from school systems and the efforts that states and counties have been taking to locate these children and address enrollment; examples of these efforts are listed below.

A child may be considered 'missing' for reasons such as enrollment in another school/district without transfer of files, chronic absenteeism, homeschooling without notification of change in status, and other reasons that may fall under those listed or exist on their own. Missing children are recognized across all grades and demographics, however, those in the early grades (pre-kindergarten – elementary) and children who experience disabilities and/or who may be unhoused are at higher risk.

According to UNESCO, in the US alone, the drop-out rate is expected to rise by 2-9% since the COVID pandemic.

The Lewis County Juvenile Court, school districts, public health and safety professionals, healthcare professionals, and community members are coming together to collaboratively address how to help youth and families enroll and engage into an educational program that will help students achieve competencies standards.

**Stay tuned for more information on how you can help with the school enrollment campaign!**

# Updates!

- *The Juvenile Court is temporarily moving!*



As of August 9th, the Juvenile Court will be utilizing the old Legal Aid Building while the construction on the current Juvenile Court building gets underway! The Detention Center will remain at the current location until a later date.

## **Mission Statement**

The Mission of the Lewis County Juvenile Court is to hold youth accountable, provide for community safety consistent with statutory mandates and to provide caring professional services to juveniles and their families, equipping them to become responsible citizens.



*Recent Artwork from Detention*

The youth in Detention will have the opportunity to showcase some of their artwork at the SW Washington Fair.

## **Interested in Joining the Team?**

Apply online at:  
<http://jobs.lewiscounty.gov>

Juvenile Detention Officer (Casual On-Call)		
Department	Superior Court - Juvenile Detention	Documents
Job Type	On Call	Job Description
Pay Range	\$22.25/hr.	Juvenile Detention Officer Casual Job Posting
Opens / Closes	Open until filled	<a href="#">Apply Online</a>
Notes	Employment standards are those posted in the job posting.	

Juvenile Detention Officer (Regular Part-Time)		
Department	Superior Court - Juvenile Detention	Documents
Job Type	Part-Time Regular	Juvenile Detention Officer Job Posting
Pay Range	\$3,857-\$5,186/month	Juvenile Detention Officer Job Description
Opens / Closes	Open until filled	<a href="#">Apply Online</a>
Notes	Employment standards are those posted in the job	