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First Lady Michele Ridge Unveils Violence- Prevention Curriculum at Educators' Conference in Hershey

Children's Partnership develops
curriculum for use in colleges and
universities across Pennsylvania

On behalf of Gov. Tom Ridge, First Lady Michele Ridge joined Shippensburg University President Anthony F. Ceddia and Dr. Mark Greenberg, Director of the Prevention Research Center at Penn State University, in unveiling a violence-prevention curriculum for Pennsylvania's graduate and undergraduate students.

The curriculum, "Using Prevention Science Research in the Education of Human Service Professionals," was developed by the Governor's Community Partnership for Safe Children (Children's Partnership), created by Gov. Ridge in 1995 and chaired by Mrs. Ridge. It is being offered to colleges and universities across Pennsylvania to better educate students about the importance of science-based prevention.

"Through the use of prevention science, we can invest wisely in community strategies that we know will work," Mrs. Ridge said. "With this curriculum we will begin educating the next generation of young people who will be assigned to the front lines in the battle against violence: teachers, counselors, juvenile probation officers, caseworkers, clergy and health care professionals."

More than 60 faculty from institutions of higher learning across the state attended the forum. The Children's Partnership's education and research workgroup, chaired by Dr. Ceddia, worked with Dr. Greenberg to develop the curriculum, because it recognized a need for future practitioners in the human services field to understand the importance of research-based prevention. According to Dr. Ceddia, many colleges and universities don't offer instruction in prevention science.

"The science of research is a continually evolving body of information that helps guide effective programs and policies and reduce the problems that can cause children to choose the wrong path in life - drugs, dropping out of school, pregnancy," said Clay Yeager, Executive Director of the Children's Partnership. "Dr. Ceddia and Dr. Greenberg have provided valuable leadership in overseeing and guiding the development of this curriculum and in promoting the importance of research-based prevention."

The Children's Partnership is committed to reducing violence

“With this curriculum we will begin educating the next generation of young people who will be assigned to the front lines in the battle against violence...”

committed by and against Pennsylvania children. It stresses the need to invest in prevention programs that are backed by research.

The centerpiece of the Children’s Partnership is Communities That Care, an internationally known violence-prevention process that was developed by Dr. J. David Hawkins and Dr. Richard Catalano, social scientists at the University of Washington. Drs. Catalano and Hawkins synthesized 40 years of prevention research and identified 19 risk factors that, when present in the lives of children, can lead to violence and delinquency. These risks include the availability of drugs and weapons, family conflict, academic failure, economic deprivation, alienation and peer pressure.

Through Communities That Care, communities mobilize to identify the particular risks that affect their children—then develop strategies to reduce those risks. Those strategies include the implementation of research-based prevention and intervention programs.

This publication is produced monthly at the Center for Juvenile Justice Training and Research at Shippensburg University.

Guest articles are always welcome; please submit them by email or on a disk. We particularly enjoy your photographs, but we ask that these be mailed - we will be happy to return them to you.

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Please send additions or changes to the mailing list to Nina Weaver at the same address or email nsweav@wharf.ship.edu

Through the Children’s Partnership and the 108 Communities That Care sites which currently exist in 57 counties, young people across the state are participating in programs that reduce violence. These include substance abuse and anti-smoking education, bullying prevention, life-skills development, parenting education, home visitation by nurses to at-risk families, and mentoring.

For more information about the Children’s Partnership or Communities That Care, visit the Children’s Partnership homepage at www.cp.state.pa.us or contact Alison Delsite at 717-705-0888, ext. 3002.

Mark Your Calendar!

1st

**Pennsylvania
State Conference**

for

***Balanced and
Restorative Justice***

March 14-15-16, 2001

**Adams Mark Hotel &
Convention Center
Philadelphia, PA**

**Pennsylvania Council of
Chief Juvenile Probation Officers
&
Montgomery County Juvenile Probation**

Call Robin Mayberry for Information 717-697-7010

“Bill of Rights” for victims of juvenile crime nears enactment

Senate Bill 1224 (2222), sponsored by Senator Jane Earll (R-Erie) has been passed by the General Assembly and will soon be sent to Governor Ridge for approval. This legislation will amend the Crime Victims Act to provide victims of crimes, committed by juveniles, with the following rights:

1. To be notified of certain significant actions and proceedings within the juvenile justice system pertaining to their case, including:
 - a. access to information regarding whether the juvenile was detained or released and following arrest, whether a petition alleging delinquency has been filed; and,
 - b. immediate notification of a juvenile’s pre-adjudication escape from a detention center or shelter facility and of the juvenile’s subsequent apprehension.
 2. To be accompanied at all juvenile proceedings in accordance with 42 Pa. C.S. §6336 (relating to conduct of hearings) by a family member, a victim advocate or other person providing assistance or support.
 3. In cases involving a personal injury crime or burglary, to submit prior comment to the prosecutor’s office or juvenile probation office, as appropriate to the circumstances of the case, on the potential reduction or dropping of any charge or changing of a plea in a delinquency proceeding, or, diversion of any case, including an informal adjustment or consent decree.
 4. To have the opportunity to offer prior comment on the disposition of a delinquent child, to include the submission of a written and oral victim impact statement detailing the physical, psychological and economic effects of the crime on the victim and the victim’s family. The written statement shall be included in any predisposition report submitted to the court. Victim impact statements shall be considered by a court in determining the disposition of a juvenile.
 5. Upon request of the victim of a personal injury crime, to have the opportunity to submit written comment, or present oral testimony, at a disposition review hearing, which comment or testimony shall be considered by the court when reviewing the disposition of the juvenile.
 6. To be restored, to the extent possible, to the pre-crime economic status through the provision of restitution, compensation, and the expeditious return of property that is seized, as evidence in the case, when in the judgment of the prosecutor the evidence is no longer needed for prosecution of the case.
 7. If, upon the request of the victim of a personal injury crime committed by a juvenile, the juvenile is ordered to residential placement, a shelter facility, or detention center, to:
 - a. receive prior notice of the date of the release of the juvenile, including temporary leave or home pass;
 - b. be provided with immediate notice of an escape of the juvenile, including failure to return from temporary leave or home pass; and immediate notice of re-apprehension of the juvenile; and,
 - c. be provided with notice of the transfer of a juvenile, who has been adjudicated delinquent, from a placement facility that is contrary to a previous court order or placement plan approved at a disposition review hearing, and to have the opportunity to express a written objection, prior to the release or transfer of the juvenile.
 8. To have assistance in the preparation of, submission of and follow-up on financial assistance claims to the Crime Victims Compensation Program.
 9. To be notified of the details of the final disposition of the case, consistent with 42 Pa. C.S. §6336(f) (relating to conduct of hearings).
 10. Upon the request of the victim of a personal injury crime, to be notified of the termination of the courts’ jurisdiction.
- Also included in the bill is a provision that would require all juvenile offenders adjudicated delinquent, or receiving consent decree dispositions, to pay costs of at least \$15 that would be paid into the Crime Victim’s Compensation Fund.

School Law Q & A

#3: Special education—overview and first steps in the process

This is the third in our series of columns by the Education Law Center on school law questions. Our first two columns, “The Right to Attend School” and “Suspensions and Expulsions,” appeared in the August and September issues.

Since the topic of special education is complex, we will devote several columns to it. Our goal here is to provide general information rather than help with specific problems. However, juvenile probation officers with questions involving a particular child can call ELC at 215-238-6970 (Philadelphia) or 412-391-5225 (Pittsburgh). ELC offers many free publications on school law; these may be ordered by phone, and many are also available on ELC’s website, www.elc-pa.org.

We need suggestions for future columns as well as feedback on those already published. Contact Len Rieser at ELC, e-mail lrieser@elc-pa.org or PJ Verrecchia, CJJT&R, pjverr@wharf.ship.edu

Q: What is special education?

A: Special education is specialized instruction designed to meet the needs of a child with a disability. In other words, it’s an educational service.

Q: Is special education mainly for children with mental retardation?

A: No. Thirty years ago, when the field of special education was getting off the ground, it primarily served children with retardation. Today, special education services are provided to students with a wide range of disabilities, including attention deficit disorders, learning disabilities, social/emotional disturbances, and so forth.

Q: Can a student who can do well academically be eligible for special education?

A: Yes. A child may have the ability to be successful in school, but may have learning or behavioral problems that interfere with his or her progress. If the behavior problems result from a disability (such as a social/emotional disturbance or learning disability), the child may be eligible for special education.

Q: Does the fact that a student gets into a lot of trouble at school mean that he or she is eligible for special education?

A: Not necessarily. Many children who get into trouble in school do not have disabilities. However, a child who has persistent difficulty getting along with peers and/or adults, or who just cannot seem to cope with the demands of school, may well turn out to have a disability and to need special education. Obtaining an evaluation of the child is the only way to find out whether, in fact, the child is eligible.

Q: Does being eligible for special education mean that the child is placed in a special education class?

A: Not necessarily. Since special education is a service, it can be fit into the child’s school day in various ways, depending on his or her needs. Some children spend the entire day in the regular classroom, and receive some supplemental help from a special education teacher; others are assigned to a special education classroom, in the regular school, for part or all of the day; and some are assigned to a special school.

Q: How can special education services be obtained for a child?

A: The first step, which must be initiated by the child’s family (or by the school with the family’s consent), is to arrange for the school district to evaluate the child. The purpose of the evaluation is to determine whether the child has one of the disabilities that the law recognizes (these include, among others, learning disabilities, social/emotional disturbance, mental retardation, physical disabilities, and health impairments—including attention disorders); *and* whether, as a result, the child needs specialized instruction. The results of the evaluation are discussed with the parents at an “IEP [individual education program] conference;” and if the child is found to be eligible, an IEP is developed and a placement is selected.

Q: Can a school district refuse to evaluate a child for special education?

A: No, not if the family has made a written request.

Q: Is there a timeline for the evaluation?

A: Yes—45 school days (*i.e.*, days when school is in session) from the date the parent makes a written request. There are also timelines for holding the IEP conference, and beginning to implement the IEP.

Pennsylvania Association on Probation, Parole and Correction call for presenters

The Doubletree Hotel in Pittsburgh is the host site for the 2001 Annual Conference and Training Institute of the Pennsylvania Association on Probation, Parole and Correction. This 80th Annual Conference will be held May 20-23, 2001.

The theme of the conference is "Forging our Future While Managing Risk." PAPPC invites you to submit a workshop proposal for consideration on a subject(s) that will help juvenile and adult criminal justice practitioners deal more effectively with the challenges presented in their respective workplace. Workshops will explore winning strategies and best practices in the field of juvenile probation and institutional care, adult probation & parole, state probation & parole, and institutional care. Topics can include treatment, technology, diversionary programs, prevention/intervention, safety issues, supervision and long-term maintenance, management issues or others.

Workshop proposals are due by December 12, 2000. The proposal should list the presenter, title, an outline and 250-word presentation description, presenter biography and the length (1½, 3 or 6 hours) and be accompanied by a form available from Darlene Zelazny, PAPPC Program Chair, c/o PA Board of Probation & Parole, Office of Probation and Parole Services, 1101 S. Front Street, Suite 5400, Harrisburg, PA 17104-2520. Phone 717-787-5699 ext 396, FAX 887-871-4469, ext 1106, or email dzlazny@pbpp.state.pa.us. The proposal form can also be downloaded from the PAPPC website at www.papppc.org.

PCSA annual seminar held at Days Inn Penn State

The Pennsylvania Community Service Association (PCSA) held its annual fall seminar on Thursday and Friday, September 21-22, at the Days Inn Penn State. This year's program, entitled "Everything You Want To Know About Community Service", had representation from 43 different counties within the commonwealth. The seminar discussed such topics as insurance/liability, working with the media, networking, gaining support for community service programs, and statistically analyzing community service across the country. In attendance were various professionals active in both the adult criminal system and the juvenile justice system

Originally established in 1988 as the Statewide Community Service Committee under the auspices of the Adult Probation and Parole Chief's Association, the PCSA was formed in 1999 as a separate entity due to the increase in both adult and juvenile representation. The purpose of the association is to create a forum for the exchange of ideas and the resolution of problems concerning changes and advances in the area of community service; to act as a guide and support for fledgling community service programs; and, to serve as a resource center for any person seeking information regarding the statewide use of community service for both adult and juvenile programs.

The association holds three meetings each year in State College, as well as regional meetings, (eastern and western) semi-annually. It also sponsors training seminars, publishes a resource directory of community service programs, conducts appropriate surveys as necessary, and hosts other activities regarding community service. Jon C. Frank of Blair County Juvenile Probation represents the PA Council of Chief Juvenile Probation Officers at the association. For more information, please phone Jon Frank at 814-693-3230 or either of the regional directors.

The Western Region director is Georgia B. Hill, Community Service Coordinator for Erie county's adult probation and parole department. Her phone number is 814-451-6472. Stephen C. Walter, Director of Lancaster Co. Community Services is the Eastern Region director. You may reach him at 717-299-8176.

Excerpts from Governor Tom Ridge's October radio address

Hello, this is Governor Tom Ridge.

“Many times over the past six years, I’ve asked your help to fight crime. I’ve called on our legislators to pass tough laws to hold criminals accountable. I’ve fought to make sure that victims’ rights are finally—and forever—taken seriously. I’ve sought to provide the resources needed by communities to help prevent crimes from happening in the first place... and, today, I get to share some good news. Our actions have gotten results!

“Next week, we will issue Pennsylvania’s 1999 Uniform Crime Report. It will show that serious crime is down overall, across-the-board. And it will show even greater progress on juvenile crime. That’s what I’d like to talk to you about today. According to the report, arrests for the most serious juvenile offenses—such as murder, rape, robbery and aggravated assault—fell nearly 10 percent. Juvenile arrests for murder alone fell 25 percent. Overall, juvenile crime dropped 13 percent—nearly 16,000 fewer arrests!

“There are many reasons for this drop. We can be proud that our actions have played a very real part. We redefined the mission of the juvenile justice system, taking into account the right of the community to be protected from juvenile crime. We’ve also worked hard to prevent children from turning to crime in the first place. That’s why I created the Children’s Partnership, and put one of the best people I know in charge—my wife, Michele. Its goal: to reduce violence committed by and against Pennsylvania’s children through education, mentoring, and life-skills development.

“To date we have helped place “Communities That Care” in 56 counties. My budget this year doubled funding for the Children’s Partnership, and I have asked the General Assembly to make it a permanent part of state government. We’ve provided nearly half of all school districts in the state with their own school-based probation officers, who not only help supervise students caught up in the juvenile court system, but become part of the fabric of the school themselves.

“But, our work is not done. The first week of October was Juvenile Justice Week in Pennsylvania. It’s a good time to renew my call for the passage of a Victims of Juvenile Crime Bill of Rights. I

believe all victims deserve to know when their offenders are released; to make victim impact statements; and to be told about services and counseling in their area— whether the offender is a juvenile or an adult. The problem of crime is one that plagues all societies. Supreme Court Justice Felix Frankfurter once said, ‘He must be a bold man indeed who is confident that he knows what causes crime.’ But his fellow justice, Thomas Clark, found reason for hope: ‘I am convinced that every boy, in his heart, would rather steal second base than an automobile.’

“I believe we *can* change hearts and minds and win the battle against juvenile crime. The good news from the Uniform Crime Report is certainly reason for hope. Thank you.”

Dutch Officials Visit CTC Sites

On October 2, 3, and 4 several representatives from the Netherlands were in Pennsylvania to find out how Communities That Care has been implemented in the state, as well as to visit several established CTC sites. The representatives were from the Dutch government, including the Ministry of Welfare, Health, and Sports, and the Ministry of Justice, as well as project managers from four cities, Rotterdam, Amsterdam, Arnhem, and Zwolle.

After an initial meeting in which the role of the state in supporting CTC was discussed, the Dutch officials attended a Ghandi/King Non-Violence Rally at the Harrisburg Forum, and met with youth in the Students Helping Our Community (SHOC) program.

On October 3, they visited the Spring Grove Area CTC site, touring a community center that was being established within a vacant school building. A day care program and an after-school program for girls at the YWCA in York, and a program in the northwest part of the city which welcomes new residents to York, highlighted that city’s program.

On October 4 the visitors traveled to Chester to look at the Chester Work Program; the Microenterprise Center; and attend an initial meeting of the Chester Youth Summit, which is a collaboration between CTC and America’s Promise.