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STATE OF MONTANA
DEPARTMENT OF JUSTICE
BOARD OF CRIME CONTROL

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Attorney General



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DATE: May 31, 1995

BLOCK GRANT: Missing, Abused and Exploited Children: Field Initiated Programs

SUBMITTED TO: Robert Lewis, Ph.D.
Office of the Comptroller
U.S. Department of Justice
633 Indiana Avenue
Washington, D.C. 20531

92-MC-CX-0016

NCJRS

FROM: Fred Fisher, Program Officer

MAR 14 1996

SUBJECT: Year End Report

ACQUISITIONS

As our project description stated, we used this grant to fund programs which addressed the problem of child exploitation, abuse, neglect and abduction through community based prevention and education projects. The projects reflected our goals of addressing one or more of the following areas:

- ▶ To provide a model for identifying high risk families.
- ▶ To provide a model for education and prevention which involves community members and maximizes resources.
- ▶ To provide a model for the aid and treatment of children and families who are victims of abduction, exploitation, abuse, or neglect.
- ▶ To provide a model for community partnerships which will result in continued funding and support.

Our primary goals for this project were: 1.) to expand upon the capacity of existing services to address the problem of child abuse and sexual exploitation, and 2.) to encourage a more collaborative community-based approach to these problems.

To summarize the projects funded by this grant and their focus are as follows:

▶ The Northeastern Early Prevention Project

This project combined the Montana Child Find Project which provided early identification and intervention for high risk children and their families and an elementary school child sexual and physical abuse prevention program called "Feeling Yes, Touching No." This project reached four very rural counties in the northeastern corner of the state. Enclosed is a copy of a document which encapsulates both goals, successes and barriers experienced by this project.

▶ Region II, Choteau County Child Protection Team

This project provided treatment for nearly thirty children under the age of thirteen who were the victims of four adolescent males over a two year period. In addition, the team utilized the elementary school curriculum known as "Feeling Yes, Touching No" in grades K-5. The prevention program was presented by teachers.

▶ Yellowstone County Interdisciplinary Child Information Team

This project enabled the community to initiate a multi-agency child information team. The team is able to coordinate services and share information to develop a coordinated case plan for youth and their families. Referrals to the team were triggered by school absences. The team targeted K-5 students and their families since absenteeism and school failure at the elementary grade level is significantly associated with child abuse and neglect.

The Board of Crime Control, in conjunction with the Yellowstone County Team, the Anaconda Prevent Child Abuse agency, and the Deaconess Hospital Telemedicine Project provided training in the development and implementation of this model to locations throughout the state.

This project was such a success in the school district that, at the conclusion of funding from the Missing, Abused and Exploited Children's project, the Yellowstone County Attorney's Office submitted an application for continuation funding from another source. That program is currently in its third year of operation. MBCC is seeing a significant "buy in" from both the school district, local human services agencies and volunteers who are committing increasing levels of match money to the project.

Enclosed is a manual describing the approach which has been distributed statewide.

▶ Anaconda Prevent Child Abuse: Child Enrichment Council

This project provided the community of Anaconda with the ability to develop three critical areas of service. First, they contracted with a program manager to coordinate prevention, education, and support services to children and families across agency lines. Second, they introduced the curriculum "Talking About Touching" in the elementary schools. Third, they formed an inter-disciplinary child information team similar to the project in Yellowstone County described above.

Additional activities either supported by this grant or adjunct to it included:

- ▶ A contract with Montana Council for Families (MCF), also Montana's affiliate to the National Prevent Child Abuse organization, to sponsor a statewide community planning process aimed at integrating federal, state, local government, and private resources into a comprehensive community system of support for families with children at risk for abuse, neglect, disappearance, or exploitation. This training was open to MCF affiliates representing twenty (20) communities throughout the state. The training will also be made available to other interested child advocates as well. The training was designed to teach the skills necessary to facilitate community strategic planning to prevent child abuse, sexual assault, neglect and exploitation. The training provided information in the following areas:
 - ▶ How to identify and engage families at highest risk.
 - ▶ Best practice information for selecting the most effective child abuse prevention strategies.
 - ▶ Native American programming.
 - ▶ Program evaluation using risk assessment indicators to measure outcomes.

- ▶ A forum for the exchange of information on statewide model prevention approaches focusing on school-linked services, family support, and child abuse prevention. The goals of this project were 1.) to encourage information and, 2.) to encourage the inclusion of programs which prevent child abuse, sexual exploitation and abduction within community based prevention initiatives.

Enclosed are copies of final reports from each of the projects described above and two supporting documents produced by as a result of these projects.

NOTE: THIS PROJECT
COMPLETED ON 6/30/93

NARRATIVE INSTRUCTIONS
~~Quarter Ending March 31, 1993~~
BOARD OF CRIME CONTROL

June 30, 1995

GRANT #: 6279
Project Title: Yellowstone Co. Interdisciplinary Chld Info Tm
Project Director: Jeffrey Hanser
Address: 415 N. 30th St. Rm 235
City: Billings, MT 59101

Instructions: Address, at a minimum, each objective, describing the progress, impacts obstacles or modifications made as a result of implementation of this grant. If necessary, add a summary to more fully describe the operation of your project.

Important: Attach this cover to your completed narrative report.

***** DO NOT WRITE ON THIS FORM *****

OBJECTIVES:

1. To establish a central management point consisting of the Office of Coordinator responsible for the creation of program policies and procedures, to identify areas for program involvement, to provide time frames for the coordination of information sharing and service delivery, to establish meeting schedules for Board meetings.
2. To create, distribute and evaluate a district attendance policy survey of all public school teachers, principals, and attendance officers employed in school districts within Yellowstone County.
3. To establish a school attendance policy team responsible for the creation, implementation, and evaluation of a county wide attendance policy for grades K-8.
4. To create an attendance intervention staff information guide and training program. Coordinator will identify the team designated members of an intervention staff in the event that their agency has involvement with a particular case.
5. To create and implement a training program and a teachers handbook covering the procedures for confidential information sharing and referral reporting.

MBCC Use ONLY: Date Received: _____ Report Acceptable: _____

6. To create a regional membership team to examine areas of possible program expansion outside county boundaries, to facilitate the establishment of interpersonal networks linking rural communities with service personnel located in the Billings area, and to provide technical assistance to other counties wishing to implement a similar program.

MBCC Use ONLY: Date Received: _____ Report Acceptable: _____

Quarterly Narrative Report

Objective 1:

The establishment of a central management point consisting of the office of Coordinator for the YCICIT has been accomplished according to the following criteria:

- 1) Permanent office facilities, Room 235 Lincoln Education Center, Phone # 255-3565 with long distance service.
- 2) Office equipment, IBM model 55 SX 386 processor with color monitor and printer, and software. Postage of \$ 75.00 dollars. Copy and paper supplies using a per-page accounting system with School District #2.
- 3) Coordinator position is a full-time Yellowstone County position, Grade 13.

Objective 2:

Attendance policy survey was distributed to 1,005, K-8 teachers, principals, and superintendents in all school districts in Yellowstone County on November 16-20, with results tabulated and disseminated to all YCICIT Board members on December 3-4. Attendance Policy Survey Results sent in previous Quarterly Report.

Objective 3:

Establishment of a school attendance policy team to create, implement, and evaluate a county wide attendance policy.

A) Attendance Policy Team is composed of the same members making up the YCICIT Advisory Board. However, the meetings are open to any YCICIT Board Member.

Buzz Christiansen, Jerry Archer, Ted Lechner, Susan Watters, Ted Lechner, Jo Swain, and Rilla Hardgrove.

B) Attendance Policy for county wide school districts was distributed to all school district superintendents during second and third week of January, 1993. Proposed Policy draft June 29th is enclosed.

C) The Proposed Attendance Policy is currently under school board review at Shepherd, Huntley Project, and Lockwood school districts. Other districts have or are putting study teams in place.

D) The proposed policy will be discussed by the full School District #2 Board on July 19, 1993. The Attendance Policy Team will be testifying on behalf of the proposed policy at the meeting.

1. June Lowney, Executive Director of Elementary Education for District #2, placed the proposed policy on the School Board Meeting agenda, and will be testifying for its ratification.

Objective 4:

Creation of membership listing and training program for an attendance intervention staff.

A) Staff membership and procedures for individual cases will be determined by individuals legitimate interest in the case. See the Team Policy and Procedures Appendix A and B, and all YCICIT office forms for processing referrals 1A.1 - 4A.1, Confidential Exchange Log, Confidentiality form, and the Consent to Release Confidential Information Form.

B) Due to the fact that the county wide attendance policy is not currently in place, staff training was conducted with each agency director and the individual school building administrative staff of each school referring youth to the Team. Training dealt with all aspects of the Policy and Procedure Guide and Team Agreement.

1. The Coordinator has conducted Trainings with each building principal that establishes referrals with the Team.

Objective 5:

Creation and implementation of training program and teachers handbook.

A) Attendance policy procedure guide, Documentation of Interventions, and Attendance Documentation For Student Truancy were enclosed in previous Quarterly Report. Coordinator in conjunction with Teacher Staff at Riverside Middle School during test cases developed reporting and documentation requirements.

B) Attendance Officers and building administrators letter forms to send to parents, Intervention Diagram, Directory and Non-Directory Information determination, and OPI policy on directory and non-directory information requirements were enclosed in previous Quarterly Report.

C) Coordinator conducted training session covering above material at Riverside Middle School, Lewis and Clark Middle School, Orchard Elementary, Bench Elementary, Eagle Cliffs Elementary, Ponderosa Elementary, Poly Drive Elementary, and Meadowlark Elementary which included the building Principal, teacher staff, and the District #2 Attendance Officer. Training was also conducted with administrators of Lockwood, Shepherd, and Huntley Project school districts during the second week of February, 1993 and during the last week of May, 1993.

Objective 6

To create a regional membership team for the regional expansion of the program.

A) Coordinator established workshop with Helen Nissani on February 9, 1993, to begin working with regional PAT members on the expansion of the program. Helen is the Head Research Analyst with the Northwest Regional Educational Laboratory, that is currently studying the YCICIT.

B) Coordinator established second regional meeting on April 2, 1993, with regional PAT members and county officials from Stillwater, Musselshell, Carbon, and Big Horn. Meeting was conducted with Harold Hanser and incorporated material from his Phase II Grant.

C) Coordinator in conjunction with Harold Hanser conducted a Technical Assistance Seminar in Musselshell County on 6/14/93. (see enclosed Letter to Fred Fisher and Seminar Outline)

**Quarterly Narrative Report
Attachment #1**

1. The YCICIT Year End Report is not included in this Quarterly Report due to the problem of scheduling a full Board Meeting in June by which some evaluation data was to be completed, the restructuring of the Coordinator Position in the County Attorney's Office Budget, and the award of new grant funding which significantly changes the Teams FY 1993-94 budget.

A. The Year End Report will be ready for review by the Team and the MBCC no later than July 31, 1993.

Summary of the Proposed K-8
Attendance Policy for Public School District #2

1. The Yellowstone County Interdisciplinary Child Information Team has developed a K-8 public school attendance policy based upon local policies, updated research on the issue, and local survey results. The policy was developed as a collaborative effort involving the Yellowstone County Attorney's Office, Court Services - Juvenile Probation, Superintendent of Schools, the City of Billings Police Department, the State of Montana Department of Family Services, the Public School Districts of Billings, Broadview, Custer, Huntley Project, Laurel, Lockwood, and Shepherd.
2. Currently no formal attendance policy exists for students K-6 in District #2. The attendance policy for grades 7-8 in District #2 is for all practical matters left to the discretion of the individual building principals. The current attendance policy situation in School District #2 grades K-8 promotes the following negative situations:
 - A. the use of limited punitive sanctions; grade retention, out-of-school suspensions,
 - B. documenting non-compliance, excessive absenteeism, or truancy with no further enforcement steps, procedures, or follow through, and,
 - C. students are allowed to engage in and learn attendance behaviors that do not match the attendance requirements of the High School 10 day rule.
3. The goals of the proposed policy are:
 - A. to foster parental involvement and responsibility with regard to the education of their children,
 - B. to promote the normal development of children by strengthening the bonds between children and education,
 - C. to promote comprehensive service delivery between schools, social service agencies, law enforcement agencies, and the local community,
4. The objectives of the proposed policy are:
 - A. to reduce the occurrences of excessive absences,
 - B. to reduce the total number of school dropouts within the district, and,
 - C. to identify at-risk children and families prior to the onset of established crisis reporting.
5. Major components of the proposed Attendance Policy:
 - A. includes grades K-8,
 - B. requires written excuses for any absence,
 - C. limits the total number of student absences allowed per semester to 15 days,
 - D. absenteeism is divided into School Sponsored Absenteeism, Approved Absenteeism, and Unapproved Absenteeism, rather than truancy only.
 - E. requires documentation of unexcused absences for grades K-6,
 - F. allows parental discretion in determining student absences,
 - G. promotes parental involvement, cooperation, and responsibility,
 - H. provides building administrators:
 1. with flexibility; granting exemptions to the 15 day limit, determining the validity of the excuse, and an early identification and abuse intervention program that links the school with other service providers,
 2. with pro-active tools rather than punitive sanctions; requires in-school suspensions, completion of all makeup work, pre-crisis conferences, documentation and enforcement of unexcused absences, allows the use of an Official Excuse Form, and allows the use of school sponsored absences as an effective reward or punishment.
6. The members of the YCICIT are requesting the adoption of the proposed K-8 Attendance Policy in School District #2 for the beginning of the 1993-94 school year. In addition, the members are actively seeking adoption of the policy in each of the school districts operating within Yellowstone County for the 1993-94 school year.

Student Attendance Policy
Public School District #2 Billings, Montana
Grades K-8

Section I

Philosophy:

The school board, administrators, and faculty of Billings Public School District #2, believe that the full-time attendance of students and the participation of parents is necessary for schools to provide a meaningful educational experience. The regular attendance of a child in a formal educational setting is mandated by state laws and local school board policies. This is based on the premise that a valid educational process provides for the continuity of instruction, classroom participation, and learning experiences.

The state maintains control over many aspects of education including: curriculum, teacher and administration certification, and attendance. The reason that the state retains extensive obligations in regard to education rests upon this nations historical imperative of providing free public education. It is the consensus of the American public that in order for our democracy to succeed it must produce an educated citizenry. State and local school officials view regular full-time attendance as a direct reflection of the importance parents place on their child's education. Attendance reflects not only on the parents commitment, but reflects upon the student's attitude towards the educational process.

Excessive absenteeism compromises a child's ability to fully benefit from the educational experiences offered by public schools. In addition, truancy has been identified as a major factor in causing deficiencies in learning skills and problem solving and coping skills. Truancy patterns also show a high correlation with theft, shoplifting, vandalism and other crime related activities. Therefore, the identification and intervention of truancy offenders assumes a very broad perspective that greatly improves the schools ability to create intervention strategies that require parental involvement.

In order to facilitate the full-time enrollment and attendance of children living within the boundaries of Public School District #2, this policy is designed to accomplish three objectives. First, to encourage parental involvement at each intervention stage with strict legal sanctions being universally applied in all cases of noncompliance. Secondly, to link school personnel with the local community and with other involved state and local child serving agencies. Thirdly, to promote the early identification, tracking, and intervention of children exhibiting dysfunctional attendance behaviors.

Section II

Policy Statement:

1) Policy objectives:

- A) To secure the full cooperation of parents in order to facilitate student attendance.
- B) To provide a clear understanding of the rights and responsibilities parents, students, school personnel, and public service agencies have in regard to student attendance.
- C) To provide a consistent and accurate system of reporting student attendance.
- D) To increase at-risk student attendance by the identification and enforcement of attendance violations.

2) Rights:

- A) Students have a legal right to an appropriate education which cannot be denied by parental action or inaction.
- B) Parents have a legal right to determine when their children can be excused from attending school instruction according to school board policy.
- C) School personnel have a legal right to enforce compulsory education laws and regulations.

3) Responsibilities:

- A) Students have the responsibility of participating in the educational opportunities offered by attending school on a regular basis.
- B) Parents have the responsibility of supporting school district attendance policies by insuring the regular attendance of their children, and by cooperating with school personnel.
- C) All school district personnel are expected to become familiar with the procedures of this policy and are expected to execute it in a uniform manner and in good faith.

Section III

Compulsory Attendance Laws and Parental Reporting:

1) Parents and Students:

Parents, guardians, or other persons who are responsible for the care of any child who is seven (7) years of age or older prior to the first day of school in any school fiscal year shall cause the child to be instructed in the program prescribed by the board of public education until the later of the following dates: the child's 16th birthday, completion of the 8th grade.
(Montana Law 20-5-102, 20-5-103)(1*)

2) Schools:

School districts are required to provide for the legal enforcement of compulsory attendance of any child or enrolled student age 7 to the later of the following dates: the child's 16th birthday, completion of the requirements of the eighth grade. (Montana Law 20-5-103)(1*) This enforcement is to be conducted by a school district employee designated as an Attendance Officer. (Montana Law 20-5-104) This requirement is likewise mandated by the 1985 Federal Missing Childrens Act.

3) Attendance Officer:

Any school district employee or person specifically empowered by a school district or school to assume the legal responsibilities enumerated in Montana State Laws 20-5-104, 20-5-105.

(1*) Footnote: This requirement does not apply to those children attending a private or home school meeting state requirements, and those children excused from compulsory attendance by a district judge.

Reporting Student Absenteeism:

1) All student absences must be documented by parents or authorized individuals by submitting a written excuse that clearly states the reason and dates of the absence. Parents may be required to submit an Official Student Excuse Form for each student absence at the request of the building principal. Written excuses must be submitted to the appropriate building personnel in advance of a student absence, or within two (2) school days of the student absence commencing with the first day that the child returns to school.

A) Failure to submit a written excuse or a required Official Student Excuse Form within the above mentioned time frames will result in the student being listed as unexcused absent subject to the laws and penalties concerning student truancy as enumerated in the following sections.

B) Individuals incapable of completing a written excuse due to physical limitations or any other reasons, must inform the appropriate building principal of the limitation. This must take place when a child is enrolled at the school, at the time of receiving this policy, or if requested by the building principal.

Section IV

Definitions of Student Absenteeism:

All students subject to this policy and not granted an exemption as stated below, shall not be excused from missing more than fifteen (15) days of school instruction per semester. This will include school sponsored absences, approved absences, and unapproved absences. The terms and conditions of this policy will remain in effect for any student transferring between schools within Public School District #2 during a school year.

A) All unapproved student absences will be listed for the entire school year affecting the total number of absences for both school semesters.

1) School sponsored absenteeism is defined as an administrative decision to reduce official scholastic teaching days below the 180 day state requirement so that students can attend school sponsored activities.

A) School building principals or designated district employees will have sole discretion in approving the total number of school sponsored days of absence that a student will be allowed per semester up to and beyond the fifteen (15) day limit.

B) Students with one (1) documented unacceptable absence may lose the privilege of being granted school sponsored absences for the remainder of the school year. The building principal will have sole discretionary power concerning this matter.

2) Approved absenteeism is a student absence from school instruction that conforms to the following criteria. Students that are approved absent will be allowed to make-up all school instruction missed without penalty.

A) Advance written notification submitted by a parent or authorized individual to the building principal with reason falling within bounds of a valid excuse.

1) Parents are encouraged to submit advance written notification to the building principal as early as possible to help arrange make-up work and limit class disruption to a minimum.

B) Submission of a valid excuse to a building principal or authorized district employee within two (2) school days of the absence commencing with the day the child returns to school.

E) School building principals or an authorized district employee will have sole discretion in approving any student absences up to and beyond the fifteen (15) day limit.

1) A student can be granted an exemption to miss more than 15 days of school instruction per school semester if the school is provided with advance notification. Advance notification must be submitted to the building principal or a designated district employee at least two (2) school days before the planned absence. Failure to secure advance authorization can result in the student being listed as unexcused absent.

C) All Emergency situations will be handled on a case by case basis by the building principal or a designated district employee. Emergency situations do not release parents from the requirement of submitting a written excuse for the students absence.

3) Unapproved student absenteeism will be defined as truancy and will be prosecuted according to the guidelines established within this policy and according to state law. An unexcused student absence will be counted towards the students total absenteeism for the entire school year. This will affect the total number of student absences for both school semesters. Determination of student truancy for the requirements of this policy will be based upon the following factors and definitions:

A) Failure by a parent or guardian to enroll a child who is seven (7) years of age and has not reached the later of the following dates: the child's 16th birthday, or completion of the requirements of the 8th grade prior to the first day of school in any school year constitutes truancy.

B) Reason for missing school instruction listed on a written excuse that does not conform with verifiable reasons as determined by the school building principal or a designated district employee.

C) Written excuse submitted by unauthorized person or persons.

D) Failure to submit a written excuse to the appropriate school building principal or authorized district employee within 2 day period, beginning with the first day the child returns to school.

E) Absenteeism beyond the fifteen (15) day per semester limit without the approval of the building principal or an authorized district employee.

4) Authorized persons for submitting a written excuse:

A) The school building principals will have on file a list of all individuals authorized for the purpose of verifying a student's absence. Parents and or legal guardians will provide a current home phone number and message or work phone number, and current address to the building principal upon request.

B) Building principals will have sole discretionary power in the determination of authorized individuals.

C) Authorized individuals will include, but shall not be limited to:

- A) Natural parents
- B) Adoptive parents
- C) Legal guardians
- D) Authorized day care providers
- E) Medical professionals
- F) Authorized Social Service agency personnel

5) Valid excuses:

A) Acceptable student absences must conform to the following reasons:

- 1) Illness or medical treatment.
(Personal or immediate family)
- 2) Death in the family or close personal friend.
- 3) Family trips and activities.
- 4) Work in connection with family income.
- 5) Family emergencies.
- 6) Professional appointments.

6) Tardiness:

A) Student tardiness will be defined, for the purpose of this policy, as the absence of up to two (2) hours of any school instruction or activity by a student.

B) Absenteeism beyond the two hour limit will be defined as a full day absence subject to the rules and regulations pertaining to school sponsored absenteeism, acceptable absenteeism, and unacceptable absenteeism.

Section V

Attendance enforcement:

1) Penalties for students and or their parents who fail to abide by the rules and regulations of this policy will be determined on whether the absence is listed as unacceptable absenteeism, or absenteeism of more than fifteen (15) days of school instruction per school semester. School building principals and district attendance officers will enforce either alone, or in combination, academic sanctions and in-school suspensions and detentions. Building principals and district attendance officers will, depending upon the circumstances, instigate judicial proceedings against students and or parents.

A) In-school suspensions and detentions will not be counted as a day of absence.

2) Student's with a documented unacceptable absence and or absenteeism beyond the fifteen (15) day limit will be required to make-up instructional time or work missed if at all possible during the current school semester. Student's will be required to make-up all instructional time or work missed during the current school semester by attending after school sessions. Depending upon the semester time requirements make-up work may be scheduled during the following school semester by attending after school sessions and or summer sessions.

A) The scheduling of make-up work or instructional time as a result of an unacceptable absence or absenteeism beyond fifteen (15) days in one semester will be determined by the building principal and involved teachers.

Enforcement of Unacceptable Absenteeism:

1) Any student documented as having an unacceptable absence as determined in Section IV will be subject to the following penalties:

A) First offense: Notification of parents by phone and or writing, student detention. Detention will last an equal number of hours for each hour of absence. Student will receive a grade of "0" for the day until the student completes the missed instruction.

1) The building principal can with-hold the privilege of granting any school sponsored absences for the remainder of the school year to any student documented as having one (1) unacceptable absence.

B) Second offense: Notification of parents, notification of attendance officer, student detention. Attendance officer will notify parents in writing requesting a parent conference with the school building staff, and that if student becomes truant for any two (2) days of the current school year further legal proceedings will be initiated. Detention will last two hours for each hour of absence. Student will receive a grade of "0" for the day of absence until the student completes the missed instruction.

C) Third offense: In-school suspension of student from school activities until parents meet with building principal and or building conference staff for re-admission. Student will receive a grade of "0" for day of absence until the student completes the missed instruction.

D) Fourth offense: Attendance officer will issue "Notice To Appear Citation" to parents, formalizing a court appearance date. In-school suspension of student until court hearing. Student will receive a grade of "0" for the day of absence and each day of suspension until the student completes the missed instruction.

1) Building principals will notify the attendance officer if a student is documented as one (1) day unacceptable absent after the fourth offense. Student will receive in-school suspension until the end of the current school semester, or until a judicial decision is made concerning the student's absenteeism. Student will receive a grade of "0" for every day of suspension until the student completes the missed instruction.

Enforcement of absenteeism beyond fifteen (15) days per semester:

1) Any parent of any student that accumulates more than fifteen (15) days of absences per semester and has not received an exemption from a building principal or a designated district employee as stated in Section IV, will be subject to the following notifications and or penalties:

A) Upon the accumulation of 12 days of absences by any student during a school semester the building principal will notify parents in writing that the student is in danger of exceeding the days of absence allowed. The principal may instigate the following procedures:

- 1) Conduct a review of the students academic and behavioral record.
- 2) Request a parental conference with a building centered assistance team.

B) Upon the accumulation of fifteen (15) days of absences by any student during a school semester the building principal will:

- 1) notify parents by phone or mail that the student will require an exception to miss any further school days.
- 2) Failure to secure an exemption will result in the student being listed as unexcused absent subject to the rules of truancy enforcement.
- 3) The building principal may schedule a parent conference.

B) Upon the accumulation of sixteen (16) days of absences by any student during a school semester and not granted an exemption, the building principal will notify parents in writing that the student is unexcused absent subject to the penalties of unexcused absenteeism and student truancy.

- 1) Enforcement will follow the guidelines covering unexcused absenteeism and truancy beginning with the first offense.

June 16, 1993

COPY

Jeffrey J. Hanser, YCICIT Coordinator
415 Nth. 30th Street Room 235
Billings, MT. 59101

Fred Fisher, Program Officer
Board of Crime Control
Scott Hart Building
Helena, MT 59620-1408

Dear Fred:

Harold and I conducted a Technical Assistance Seminar in Musselshell County on 6/14/93. The seminar was coordinated by Donna Marmin, and lasted from 8:30 to 11:30 am. The seminar was attended by the County Attorney, Juvenile Probation, Sheriff, and the Roundup School Superintendent and the Assistant Superintendent. I provided copies of the Team agreement, procedures, and case statistics compiled by the Team since 1990.

We wanted to try out several different approaches for the presentation of the seminar. We were able to get some very important feedback on this seminar that helped us refine the basic outline. I have divided it into five different categories:

1. The Technical Assistance Seminar works very well when an individual from the local service community acts as the facilitator for the meeting, and if the seminar is held in the local area. (Higher Turnout and Interest)
2. The smaller population counties are experiencing the same problems evident in Yellowstone County with respect to the following:
 - A. coordinating family centered service delivery,
 - B. making service decisions based upon limited information,
 - C. school personnel being left out of the information loop,
 - D. agency and information turf battles,
 - E. limited sustained attempts at providing early identification and treatment for dysfunctional children and their families, and
 - F. poor information management within and between agencies.
3. The program is perceived as being a rather inexpensive and creative change agent, and all personnel expressed the positive impacts the program could have on their communities. However, Harold and I need to emphasize not only the positive but negative aspects of the program, such as:
 - A. higher expectations by staff personnel,
 - B. lead time required to get the program operational,

- C. communication between and among members,
 - D. one agency tends to be used as a scapegoat,
 - E. the issue of individual privacy and the Need To Know.
4. We will need to reinforce the concept that each individual county must tailor the program to their specific needs. The model that we present can be modified; we need to show where the modifications can be made, and who will be needed to make them.
5. The seminar can be divided into 2 sections:

A. First Section with all of the county personnel that will make up the Team. 2 to 3 Hours in length. Include county commissioners and city mayors and or managers along with school superintendents, county attorney, youth court, police chief, sheriff, department of family services, and representatives from private agencies.

B. Second Section limited to no more than 4 of the individuals that will spearhead the program. These individuals do not need to be directors, but should be those key staff personnel that can make decisions. 2 to 3 hours in length.

(See the enclosed seminar outline)

We were thinking that we should try and get 2 of the seminars done by the end of August. In order to get the most "bang for the buck" I would suggest concentrating on following counties for the first year: Cascade, Flathead, Gallatin, Lewis and Clark, and Missoula. If you could get the PAT members in those counties to coordinate the seminars and work with me on the dates and seminar contents, the seminars should be relatively easy to plan and run.

Travel expenses to conduct seminars in these counties would include mileage rather than airfare, since we prefer to drive, a few meals, and only a couple overnight stays. It wouldn't be any problem for me to submit an estimated cost for a seminar once the date and location were set.

Patti Coats, had told me that Sandra Strong in the Flathead Valley would be interested in having us present the program.

Sincerely,

Jeffrey J. Hanser, YCICIT Coordinator

Technical Assistance Seminar
Implementing Montana State Law 52-2-211
County Interdisciplinary Child Information Teams

Section I (about 2 hours involve all required agency personnel)

1. What is an Interdisciplinary Child Information Team
 - A. Historical basis for (MCA) 52-2-211.
 1. Philosophy of the Interdisciplinary approach to service delivery.
 - a. California Model
 - b. Increase protective factors in the community by coordinating service delivery
 - B. The first Interdisciplinary Team.
 1. Yellowstone County Attorney's Office
 - b. Membership and cooperation
 - C. Lessons learned from the first Team.
 1. Decisions made on fragmented information.
 2. Reporting based on level of crisis.
 3. Agencies working at cross purposes & duplication.
 4. Confidentiality barriers; real and perceived.
 5. Intervention based upon crisis.
 6. Termination of services, transfer problem to schools.
 7. Progressive deterioration of crisis clients.
 8. Funding shortfalls limiting effective intervention.
 9. Dysfunctional children and siblings.
 10. Community requires a continuing policy council, and an office of Coordinator.
 - D. Legislation, enactment of HB 948.
 1. Legislative intent of (MCA) 52-2-211 is enumerated in section (4) of the statute, which states:

The purpose of the team is to facilitate the exchange and sharing of information that one or more team members may be able to use in serving a child in the course of their professions and occupations, including but not limited to abused, neglected, dependent, and delinquent children and youth in need of supervision:

2. Participating agencies; (MCA) 52-2-211, allows the following agencies and professionals to enter into a signed agreement.
 - a. the youth court,
 - b. the county attorney,
 - c. the department of family services,
 - d. the county superintendent of schools,
 - e. the sheriff,
 - f. the chief of any police force, and,
 - g. the superintendents of public school districts.
 - h. private agencies and individuals

- E. The Interdisciplinary Team Agreement.
 1. Creation of Formal Policy Making Board.
 - a. Creation of Executive Board.
 - b. Individual stake in the success of the program. (the buy in)
 2. Information Management.
 - a. Expanded dissemination does not waive the requirement for control.
 - b. Formal and Informal exchange.
 - c. Central Management point. (Coordinator)
 - d. Restricted Membership for private agencies.
 - e. Computer link-up.
 3. Funding sources and budget location.

2. The Yellowstone County Interdisciplinary Team.

- A. Goals and Objectives.
 1. Early Identification and Intervention grades K-6.
 2. Identification model based on attendance.
 3. Information needs, to determine specific factors causing the dysfunctional behaviors.
 4. Coordinated service delivery. (The Staffing, developing responsibility and accountability)
 5. Better use of existing community services. (no new money for alternative programs)
3. Creating a Team to meet the needs of the community.
 1. Crisis Staffing vs. Early Intervention. (Reactive vs. Pro-active)
 2. Creating specific focus Teams, use the flexibility of the statute to your advantage.
4. Problem areas with Question and Answer time.
 1. Supervision and funding of the Coordinator.
 2. Evaluation of program by individual members.
 3. Staff expectations, not a cure all.
 4. Lead time to become operational.
 5. Use by staff to fulfill personal agendas.
 6. Equal representation vs. one lead agency.
 7. Control of information dissemination, and addressing the federal and professional information regulations.
 8. Protection and respect for the Right to Privacy.

(End of Section I)

Section II (about 2 hours involve up to 4 key individuals)

1. The nuts and bolts of an Interdisciplinary Team.

A. The Policies and Procedures.

1. Important definitions. (The Need to Know)
2. Controls on confidential information dissemination.
(Legal & Professional)
 - a. agency responsibilities
 - b. personal responsibilities
 - c. team responsibilities
 - d. inclusion of private agencies and professionals
 - e. development of the databases
 - f. access limitations (Big Brother & For Profit)

B. Establishing cooperation through credibility

1. The consent form.
2. Building escape hatches.
3. Building efficiency by correctly managing information.
4. Staffing with involved personnel only.
5. Providing meaningful evaluation data.
6. Maintaining a pro-active orientation.

C. Identifying local problems and needs

1. Develop program focus based on reality not perceptions.
(survey results)
2. Identification of information required.
 - a. directory vs. nondirectory information
 - b. written documents vs. 1st hand oral summary
 1. interagency policies and practices
 - c. presenting updated and factual information
(the family profiles)
3. Monitoring and evaluation of Case Management.

D. The Coordinator position

1. Responsibilities and supervision.
2. Position requirements, knowledge, skills, abilities.
3. Administrative and case management skills.

2. Question and answer time,

3. Seminar evaluation (4 key individuals)

1. Was the information presented relevant to the service delivery situations evident in your local community?

1 2 3 4 5
(Not at all > > > > > > > > > Yes Definitely)

2. Did the speakers present the material in a way that was understandable to you?

1 2 3 4 5
(Not at all > > > > > > > > > Yes Definitely)

3. Did the seminar present information that will help you in providing a higher level of coordinated service delivery?

1 2 3 4 5
(Not at all > > > > > > > > > Yes Definitely)

4. Did the seminar adequately address the issues of exchanging confidential information between public agencies?

1 2 3 4 5
(Not at all > > > > > > > > > Yes Definitely)

Between private and public agencies?

1 2 3 4 5
(Not at all > > > > > > > > > Yes Definitely)

5. What part of the seminar was the most help to you?

6. What part of the seminar was the least help to you?

7. How could this seminar be improved?

PREVENTION AND EDUCATION
Quarter Ending: June 30, 1993

Date: 7/12/93 Grant Number: 6279
Project Title: Yellowstone Co. Interdisciplinary Chld Info Tm
Contact Person: Jeffrey Hanser Phone: 255-3565

TOTAL NUMBER OF INDIVIDUALS RECEIVING SERVICES: 0 < 25 >

AGE GROUPS	Prior Report	This Period
0-4	0	<u>0</u>
5-9	0	<u>5</u>
10-12	0	<u>2</u>
13-15	0	<u>18</u>
16-18	0	<u>0</u>
19 & Over	0	<u>0</u>

POPULATIONS	Prior Report	This Period
School-age youth, in school	0	<u>23</u>
School-age youth, not in school	0	<u>2</u>
Parents	0	<u>25</u>
Law Enforcement Officials	0	<u>7</u>
Community-based Health Professionals	0	<u>5</u>
Other Community Members	0	<u>3</u>
Teachers	0	<u>40</u>
Counselors	0	<u>9</u>
Other School Personnel	0	<u>8</u>

RACIAL/ETHNIC GROUP	Prior Report	This Period
American Indian/Alaskan Native	0	<u>5</u>
Asian American/Pacific Islander	0	<u>0</u>
Black, not of Hispanic Origin	0	<u>2</u>
Hispanic	0	<u>8</u>
White, not of Hispanic Origin	0	<u>10</u>

HIGH-RISK YOUTH	Prior Report	This Period
School Dropouts	0	<u>2</u>
Experiencing Academic Failure	0	<u>25</u>
Economically Disadvantaged Children	0	<u>20</u>
Victims of Physical, Psychological or sexual abuse	0	<u>17</u>
Juveniles in Detention Facilities	0	<u>13</u>
Experienced chronic pain due to injury	0	<u>1</u>
Children of alcoholics/substance abusers	0	<u>18</u>
Pregnant	0	<u>0</u>
Committed a violent/delinquent act	0	<u>12</u>
Experienced a mental health problem	0	<u>14</u>
Have attempted suicide	0	<u>3</u>

Total Number of Individuals Receiving Services:

1. Enclosed are individual case statistics and examples of actual profiles compiled by the Coordinator concerning the Test Cases and initial referrals processed by the Coordinator to June 30, 1993.

A. Two individual cases are not represented in the statistics enclosed, due to the wishes of the Executive Board. In both cases the Team was not formally involved in terms of receiving referrals. The Team acted as a facilitator for the involved agency staff personnel to meet and determine action plans and treatment objectives.

Case #1:

Involved a 14 year old white male out-of state transfer student. The youth living with foster parents petitioned School District #2 officials for enrollment, but had no transcripts or identification. School District #2 administration officials after two weeks of receiving no information from the youth's foster family or local agencies asked for assistance from the YCICIT in gaining past academic, social service, and law enforcement information on the youth. The Team was able to determine that an information breakdown had occurred with regard to the Interstate Compact regarding the exchange of Law Enforcement and Probation Records. The youth had been improperly placed with foster parents that could not deal with the severe emotional and behavior problems of the youth. Yellowstone County Court Services - Juvenile Probation returned the youth to the original out-of state jurisdiction.

Case #2:

Involved a 15 year old black male that was awaiting transfer to Pine Hills, and was under long-term suspension from a District #2 Middle School. The youth is labeled LD and was receiving special education services. The youth's family has involvement with a total of 11 county, state, and federal agencies and programs. There was no coordination between any of the personnel providing services to the youth or the family which resulted in extremely fragmented service delivery, extreme staff frustration, programs and staff working at cross purposes, the inappropriate disclosure of confidential information, and a progressive deterioration of the youth and the family structure. The Team provided a mechanism by which each of the involved agency personnel coordinated current and future services and established treatment objectives for the youth and family.

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM
 TEST CASE REFERRAL STATISTICS

SCHOOL	DOB/AGE	GRADE	# ABSENT	AVG.GPA	LABEL	YRS.W/ABS #	SCH ID
Riverside	11/29/79 13	7	20	1.6	Resource	4	4
Riverside	12/3/79 13	7	41	0	Resource	1	2
Riverside	10/18/79 13	7	47	1.3		3	1
Riverside	7/16/79 13	7	48	0	LD SPE	5	2
Riverside	7/27/78 14	7	35	0	SPE	3	2
Riverside	3/22/79 14	7	29	0.1	SPE	1	3
Riverside	3/15/80 12	7	36	0.9	Resource	6	6
Riverside	8/6/79 13	7	22	0.3	SPE	4	2
Riverside	11/2/77 15	8	41	0.2		4	2
Riverside	7/6/78 14	8	35	0.7	Resource	5	6
Riverside	2/15/79 14	8	22	1		4	7
Riverside	4/29/78 15	8	47	1.3	SPE	7	4
Riverside	4/29/79 14	8	32	0.4		5	4
Riverside	11/14/79 14	8	51	0		1	4

14

7
64.29%

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM
 TEST CASE REFERRAL STATISTICS

SCHOOL	DOB/AGE	GRADE	DISCIP Y	D.F.S. Y	# ARRESTS	DRUG/A Y	STAFF Y
Riverside	11/29/79 13	7			1		yes
Riverside	12/3/79 13	7	yes	yes	2	yes	yes
Riverside	10/18/79 13	7		yes		yes	yes
Riverside	7/16/79 13	7	yes	yes	3	yes	yes
Riverside	7/27/78 14	7	yes	yes	2	yes	yes
Riverside	3/22/79 14	7	yes	yes	5	yes	yes
Riverside	3/15/80 12	7	yes	yes	1	yes	yes
Riverside	8/6/79 13	7	yes	yes	1	yes	yes
Riverside	11/2/77 15	8	yes	yes	8	yes	yes
Riverside	7/6/78 14	8	yes	yes	7	yes	yes
Riverside	2/15/79 14	8	yes	yes	2		yes
Riverside	4/29/78 15	8	yes	yes	2	yes	yes
Riverside	4/29/79 14	8	yes	yes	8	yes	yes
Riverside	11/14/79 14	8	yes	yes	2	yes	yes
<u>14</u>			<u>12</u>	<u>13</u>	<u>44</u>	<u>12</u>	<u>14</u>
			<u>85.71%</u>	<u>92.86%</u>		<u>85.71%</u>	<u>100.00%</u>

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM
 TEST CASE REFERRAL STATISTICS

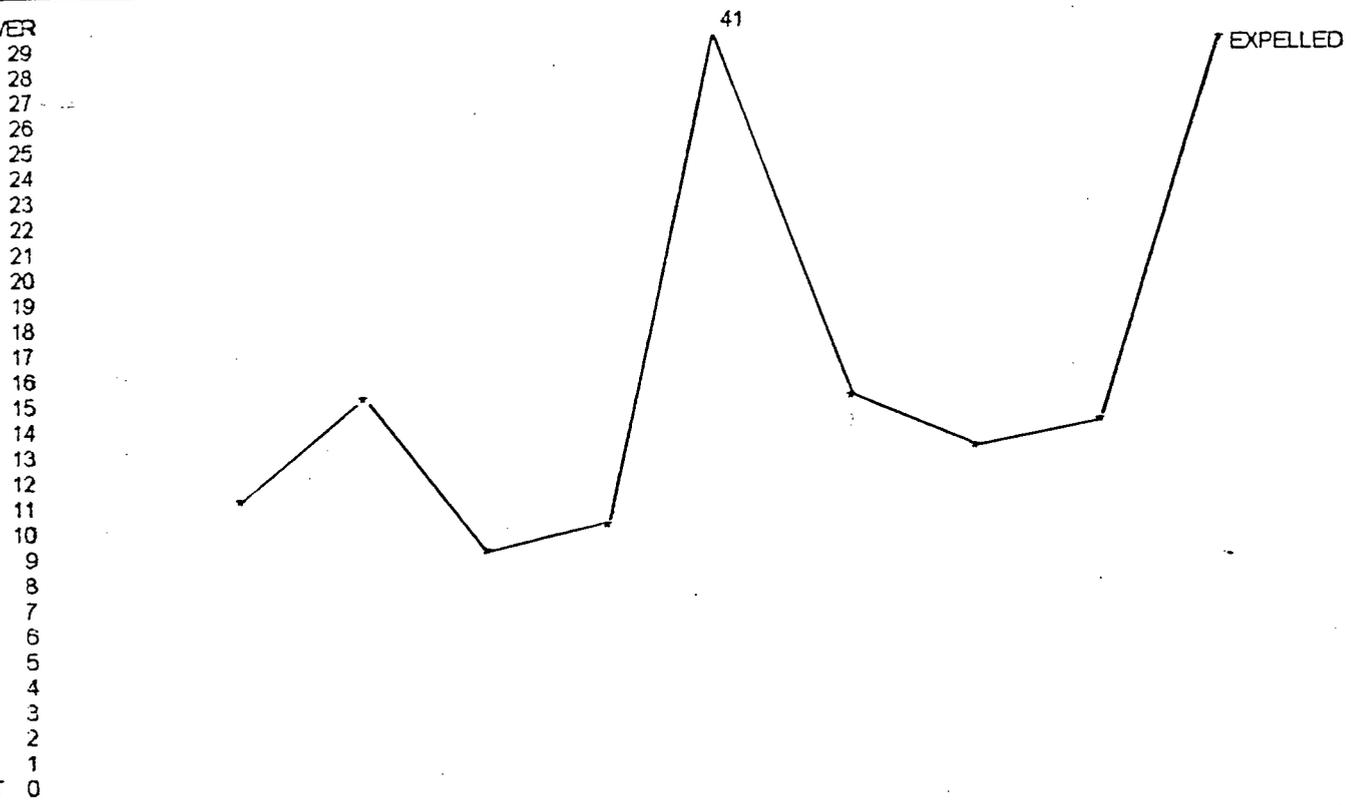
SCHOOL	DOB/AGE	GRADE	YRS.W/ABS #	SIBS	FOSTER Y	PRIVATE Y	PHY./A Y
Riverside	11/29/79 13	7	4	2			
Riverside	12/3/79 13	7	1	2	yes		yes
Riverside	10/18/79 13	7	3	2	yes	yes	yes
Riverside	7/16/79 13	7	5	2	yes		yes
Riverside	7/27/78 14	7	3	0	yes	yes	yes
Riverside	3/22/79 14	7	1	2	yes	yes	yes
Riverside	3/15/80 12	7	6	2	yes	yes	yes
Riverside	8/6/79 13	7	4	2	yes	yes	yes.
Riverside	11/2/77 15	8	4	3		yes	yes
Riverside	7/6/78 14	8	5	2	yes	yes	yes
Riverside	2/15/79 14	8	4	5		yes	yes
Riverside	4/29/78 15	8	7	3	yes	yes	yes
Riverside	4/29/79 14	8	5	4	yes		yes
Riverside	11/14/79 14	8	1	6		yes	yes
					<u>10</u>	<u>10</u>	<u>13</u>
					<u>71.43%</u>	<u>71.43%</u>	<u>92.86%</u>

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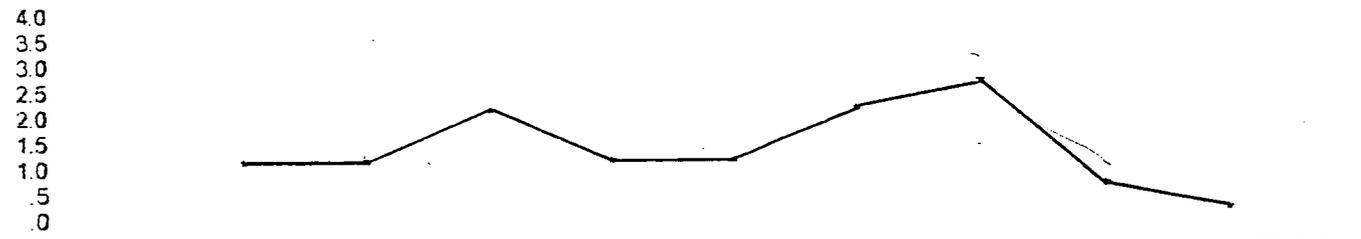
FAMILY PROFILE GRAPH

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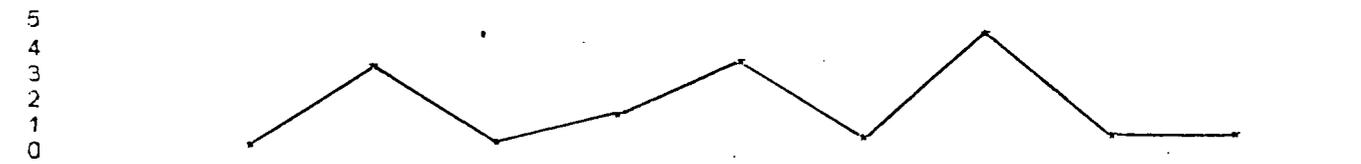
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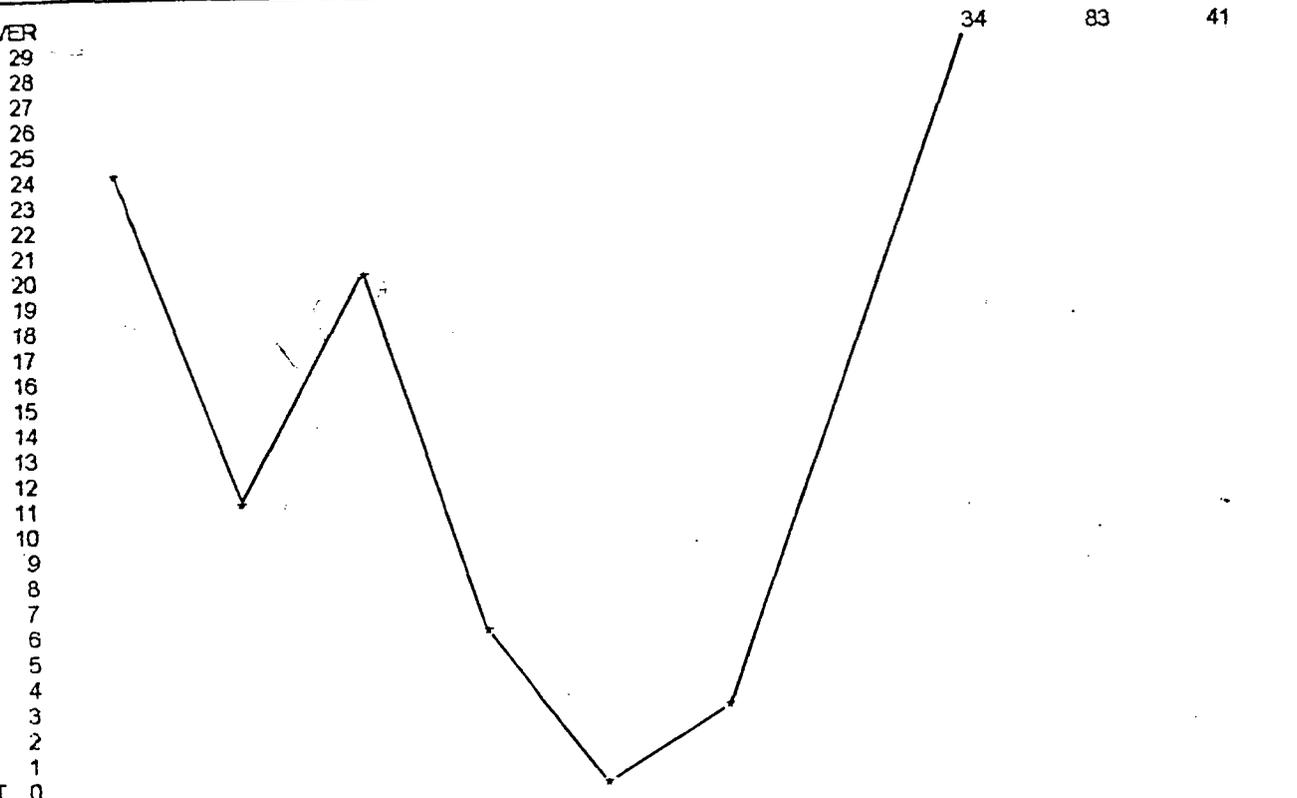


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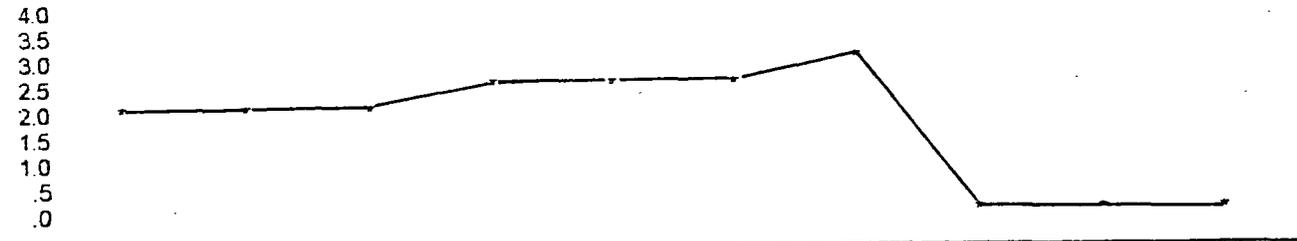
(SCHOOL GRADE YEAR END)

FAMILY PROFILE GRAPH

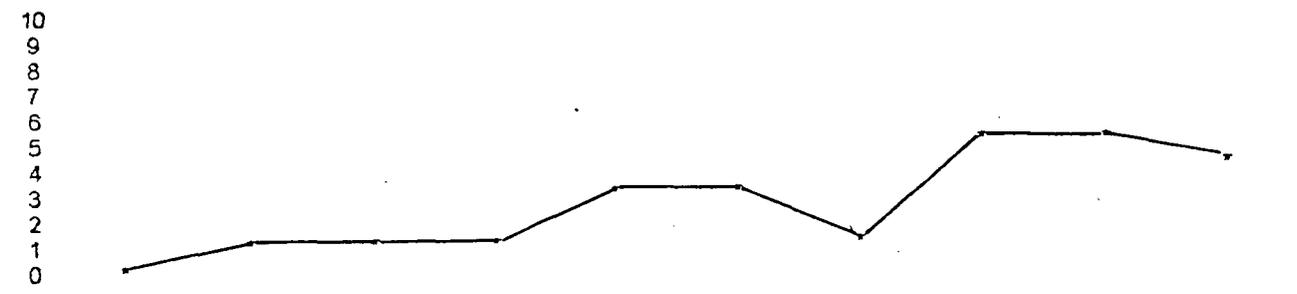
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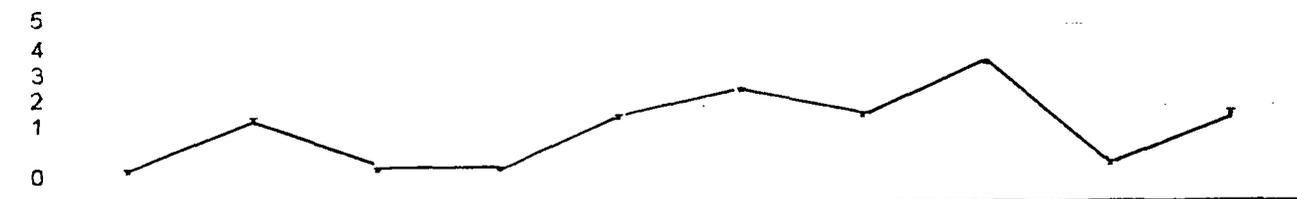
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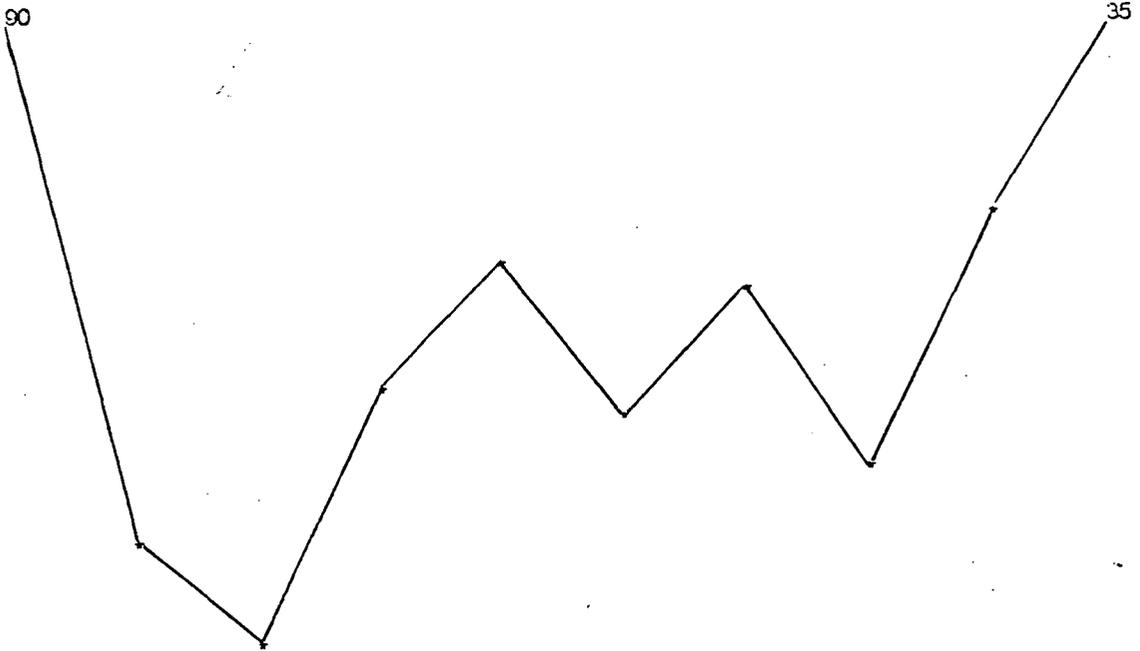
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1984 1985 1986 1987 1988 1989 1990 1991 1992 1993
(SCHOOL GRADE YEAR END)

FAMILY PROFILE GRAPH

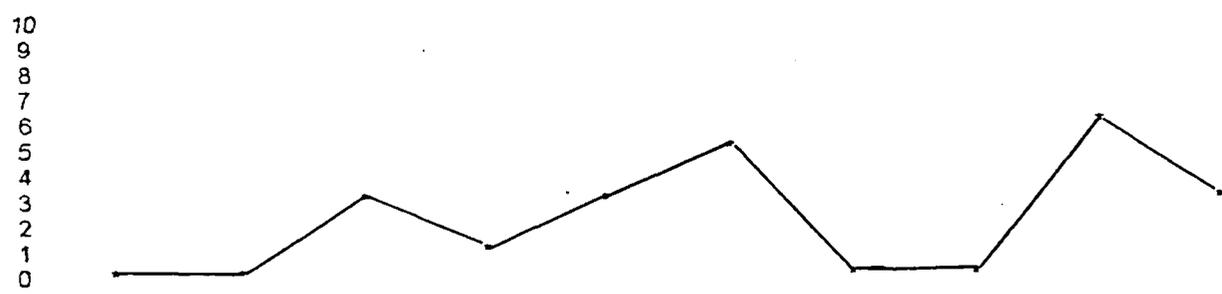
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1984 1985 1986 1987 1988 1989 1990 1991 1992 1993

(SCHOOL GRADE YEAR END)

YELLOWSTONE COUNTY INTERDISCIPLINARY
CHILD INFORMATION TEAM
1992-93 REFERRALS

DOB	SCHOOL	GRADE	# ABSENT	AVG.GPA	LABEL	DISCIP Y	EXPEL Y
12/9/85 1	Eagle Cliffs	K	23	BA	SPE	yes	
10/31/84 1	Eagle Cliffs	1	48	BA	SPE	yes	
8/28/84 6/4/85 2	Bench Orchard	2 2	32.5 32	BA BA	SPE Chapt. 1	yes yes	
2/10/84 1	Orchard	3	32	BA	Chapt.1	yes	
3/18/82 1	Bench	4	29	BA	SPE	yes	
10/24/80 1	Bench	6	120	0	SPE	yes	
9/29/78 9/29/78 2	Lewis & Clark Lewis & Clark	8 8	84 79	0.4 0.6	SPE	yes yes	yes yes

TOTAL NUMBR OF REFERRALS: 9
 PERCENT OF REFERRALS LABELED: 89%
 PERCENT OF REFERRALS W/DISCIPLINE PROBLEMS: 100%
 PERCENT OF REFERRALS W/EXPULSIONS: 22%

YELLOWSTONE COUNTY INTERDISCIPLINARY
CHILD INFORMATION TEAM
1992-93 REFERRALS

DOB	GRADE	# SCH ID	# SCHS OD	YRS.W/ABS	FOSTER Y	D.F.S. Y	DRUG/A Y
12/9/85 1	K	1	0	1			
10/31/84 1	1	1	0	2			
8/28/84 6/4/85 2	2 2	1 4	0 3	3 1	yes	yes	yes
2/10/84 1	3	5	4	4	yes	yes	yes
3/18/82 1	4	1	0	6			
10/24/80 1	6	1	0	6			
9/29/78 9/29/78 2	8 8	3 3	2 5	2 4	yes yes	yes yes	yes yes

TOTAL NUMBER OF REFERRALS: 9
 AVERAGE NUMBER OF YEARS W/ABSENTEEISM: 3
 PERCENT OF REFERRALS THAT WERE IN FOSTER CARE: 44%
 PERCENT OF REFERRALS W/D.F.S INVOLVEMENT: 44%
 PERCENT OF REFERRALS W/DRUG & ALCOHOL ABUSE: 44%

YELLOWSTONE COUNTY INTERDISCIPLINARY
CHILD INFORMATION TEAM
1992-93 REFERRALS

DOB	GRADE	PHY./A Y	SEX/A Y	PRIVATE Y	# ARRESTS	PROBAT. Y	STAFF Y
12/9/85 1	K				0		yes
10/31/84 1	1				0		yes
8/28/84 6/4/85 2	2 2	yes		yes	0 0		yes yes
2/10/84 1	3	yes		yes	0		yes
3/18/82 1	4				0		yes
10/24/80 1	6				0		yes
9/29/78 9/29/78 2	8 8	yes yes	yes yes	yes yes	1 3	yes	yes yes

TOTAL NUMBER OF REFERRALS: 9
 PERCENT OF REFERRALS PHYSICALLY ABUSED: 44%
 PERCENT OF REFERRALS SEXUALLY ABUSED: 22%
 PERCENT OF REFERRALS W/ PRIVATE AGENCY INVOLVEMENT: 44%
 TOTAL NUMBER OF ARRESTS BY REFERRALS: 4
 TOTAL NUMBER OF REFERRALS STAFFED: 9