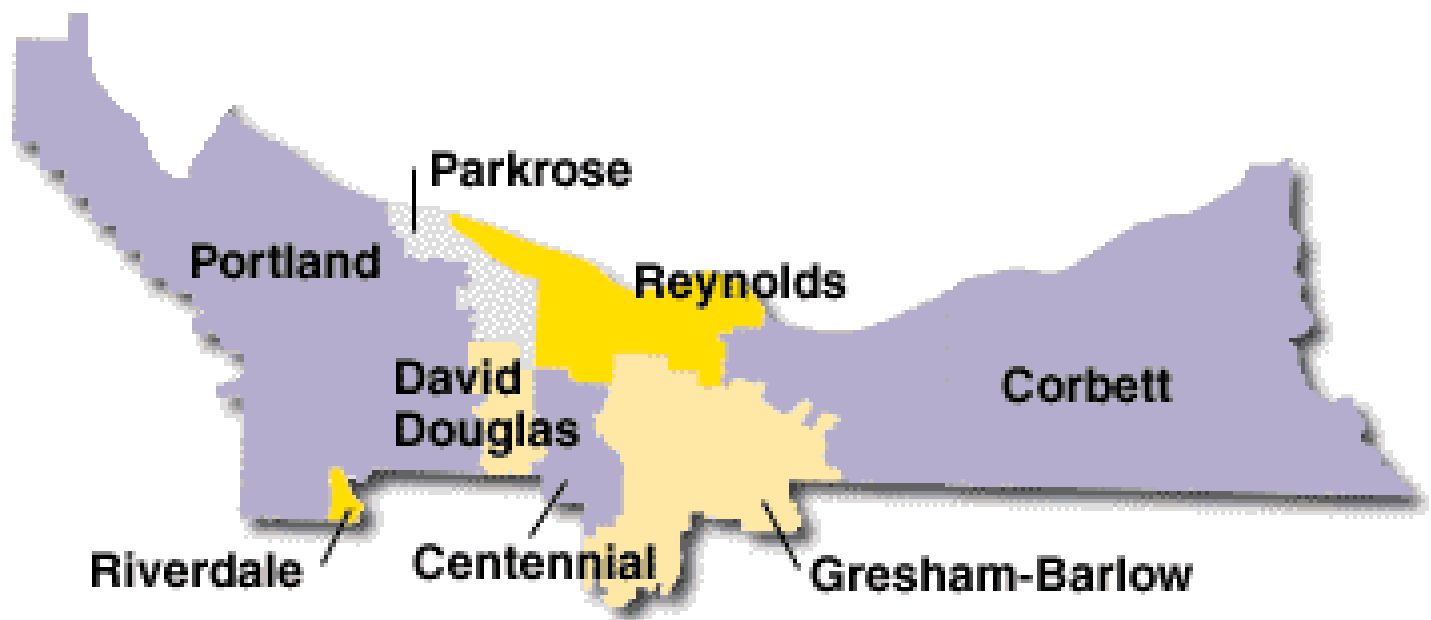


Top Ten Questions Juvenile Court Counselors have about School Enrollment



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CENTENNIAL SCHOOL DISTRICT

Contact person: K-8 Nancy De Graw; 503.762.6103 nancy_degraw@centennial.k12.or.us
9th grade - 21 yrs: Patrick O'Brien; 503.762.6150 patrick_obrien@centennial.k12.or.us
Director of Student Services: Mary Lou Johnson; 503.760.7990 marylou_johnson@centennial.k12.or.us

Top Ten Questions Juvenile Court Counselors have about School Enrollment

1. What is a school placement coordinator?

A school placement coordinator is the person who case manages students who are alternatively placed. For general education, it is a school counselor, and for special education, there are 2 designees; one for k-8 and another for 9-12 and transition age (up to 21 years of age).

2. Who should be contacted when a student has been out of school for a period of time (i.e., vice principal, school counselor, or placement coordinator)?

An initial contact at the elementary level is the school principal, at the middle school, the main office secretary will direct the call to the appropriate assistant principal and at the high school, and the counseling office secretary will direct the call to the appropriate counselor or special educator.

3. Do registering students go to alternative school or to their home school first?

The first step is to register the student at his/her home school. In Centennial, for elementary students, k-6, and middle school students, 7-8, registration takes place in the main office. At the high school and for transition age students, registration takes place in the counseling office.

4. Are there different rules for special education students? Do they vary by district?

After registration, students without special education eligibility are assigned to a counselor, records are requested and reviewed, and the team meets to determine the need for an alternative placement.

If the student is eligible for special education, then the student records i.e. eligibility, IEP, and other necessary records are processed by the special education department. The IEP and other supporting documentation are reviewed by the team, which includes the student, parent, and other stakeholders knowledgeable about the student's needs, and placement is determined.

5. What are the school's obligations to teach students? They routinely tell students who have not been in school that they can return to school but will not receive any credits (too many school days have past).

School districts are obligated to serve students who reside within the district at any time throughout the year. When high school credits are a factor, however, time of the year, previous enrollments, and other factors contribute to a student's opportunity to earn credits at Centennial High School. Therefore, the high school offers a Twilight Program, a Credit Recovery Program, and alternative placements to address various scenarios, if appropriate.

6. When school personnel will not return phone calls when Juvenile Court Counselor (JCC) is attempting to enroll a student, what should the next step be?

The first contact is described in answer #2. If no response, then contact the building administrator. The next step is to contact a district administrator: for special education students, the Director of Student Services; for non special education students, the Assistant Superintendent.

7. If students have behavioral or academic problems at school, how would your district prefer to involve the JCC in supporting the student by developing a safety or behavioral contract? JCCs can also assist with getting the family involved.

JCC is a stakeholder in the student's educational program and should participate in initial meetings and give contact information to the case manager for input in determining the student's program.

8. If a student enrolls in an alternative school while they are still 17, but turn 18, how long will the district continue to pay for them?

If the district places the student in the alternative school, the district will fund the placement until a decision is made to change the placement or return the student to his/her home school, or if the student graduates with a diploma. If the student is on an IEP, the district is obligated to continue education until the student receives his/her standard diploma or ages out at 21. We may or may not fund an alternative placement through that time. The decision will be made by the IEP team based on the student's needs and performance.

9. What is the obligation of your district in terms of providing alternative education? For example, can the district provide half-days only?

The Centennial School District uses alternative placements to provide a continuum of school services to meet the needs of students on a case-by-case basis. Half days can be considered if they meet the student's needs

10. If a particular alternative school is not a good fit for the student, what efforts can and should the district go to find a more appropriate one?

Attempts are made to address the fit of a school program to the student's needs.

CORBETT SCHOOL DISTRICT

Contact person: Randy Trani

Director of Student Services: Penny Jordan 503.695.3631 penny_jordan@corbett.k12.or.us

Top Ten Questions Juvenile Court Counselors Have About School Enrollment

1. What is a school placement coordinator?

I don't know.

2. Who should be contacted when a student has been out of school for a period of time (i.e., vice principal, school counselor, or placement coordinator)?

Principal

3. Do registering students go to alternative school or to their home school first?

This is the principal's call.

4. Are there different procedures for school enrollment for special education students in your district?

We hope to have a copy of the IEP at the time of enrollment. It might indicate a unique process.

5. What are the options in your district for educating high school students who are entering school well into the semester (example: partial credits, etc.)?

We typically make use of Alpha High School in that case. Other options include doing coursework online or credit by proficiency.

6. When school personnel will not return phone calls when Juvenile Court Counselor (JCC) is attempting to enroll a student, what should the next step be?

Walk through the door with the student.

7. If students have behavioral or academic problems at school, how would your district prefer to involve the JCC in supporting the student by developing a safety or behavioral contract? JCCs can also assist with getting the family involved.

This depends on the situation. We would like to know that you are available on request.

8. If a student enrolls in an alternative school while they are still 17, but turn 18, how long will the district continue to pay for them?

Until the end of that school year, unless an IEP determines otherwise.

9. What is the obligation of your district in terms of providing alternative education? For example, can the district provide half-days only?

In small-group settings (five or less, if memory serves) yes. They can also provide one hour per day of individual tutoring, according to State of Oregon Alternative education guidelines.

10. If a particular alternative school is not a good fit for the student, what efforts can and should the district go to find a more appropriate one?

Depends on the defining issue. There are other, more restrictive environments available, depending again on a disability. But one begins to despair when an alternative school isn't a good fit. Are we approaching a potential need for a school for each student?

DAVID DOUGLAS SCHOOL DISTRICT

Contact person: Barbara Kienle, Director of Student Services 503.261.8209 barbara_kienle@ddouglas.k12.or.us
Sandy Jackman, Evaluation and Placement Coordinator 503.256.6549 sandy_jackman@ddouglas.k12.or.us
Pamela Cunningham, Special Education Coordinator

Top Ten Questions Juvenile Court Counselors have about School Enrollment

1. What is a school placement coordinator?

A Placement Coordinator is responsible to assist in finding a school placement that meets the unique needs of each student. Placements can be in district schools or programs or in alternative programs outside the district.

2. Who should be contacted when a student has been out of school for a period of time (i.e., vice principal, school counselor, or placement coordinator)?

In David Douglas, we would like all contacts for high school students to start with the high school Vice Principal for the grade level of the student. For the 2007-08 school year, the contacts are as follows:

Vice Principals	Grade	Alpha
Mark Haner	9th	A-K
Sharon Webster	9th	L-Z
Elise Guest	10th	A-Z
John Murray	11th	A-Z
John Bier	12th	A-Z

3. Do registering students go to alternative school or to their home school first?

In David Douglas, all students must start at their home school and enroll. If the VP does not feel that the high school will meet their needs, they will make the contact with the Placement Coordinators.

4. Are there different procedures for school enrollment for special education students in your district?

No, the procedure for school enrollment is the same for all students and starts at their home school. If JCC has a current copy of the student's IEP, it would be helpful to supply it at the time of enrollment.

5. What are the options in your district for educating high school students who are entering school well into the semester (too many school days have past)?

If a student enrolls in the high school well into the semester and is not be able to receive full credit for classes, he/she will be enrolled in our Night School, a computer based program. If an alternative program is deemed appropriate for the student, the placement into the specific program will take place in a timely manner.

6. When school personnel will not return phone calls when Juvenile Court Counselor (JCC) is attempting to enroll a student, what should the next step be?

If school personnel will not return phone calls, please call the Director of Student Services.

7. If students have behavioral or academic problems at school, how would your district prefer to involve the JCC in supporting the student by developing a safety or behavioral contract? JCCs can also assist with getting the family involved.

It would be helpful to have the contact information for the JCC staff that is available to support the student and school so contact can be made when support is needed. Up until now, I don't think the school has been aware of the types of support available to them from JCC.

8. If a student enrolls in an alternative school while they are still 17, but turn 18, how long will the district continue to pay for them?

If the district has enrolled and placed a student in an alternative placement, we will continue to pay for general education students until age 20 or until they have obtained a HS diploma or GED. For students identified for special education, we will pay for their placement until age 21 if they have not obtained a standard high school diploma.

9. What is the obligation of your district in terms of providing alternative education? For example, can the district provide half-days only?

Our obligation is to provide students an appropriate education towards a high school diploma. If a student is unable to attend a full day of school, we have adjusted the length of day in the past. A partial day will affect their accrual of credits towards graduation.

10. If a particular alternative school is not a good fit for the student, what efforts can and should the district go to find a more appropriate one?

If a student has been placed in an alternative program outside of the school district, the contact person for the student is the Placement Coordinator. Our goal is to provide each student with an appropriate education and we strive to work within the parameters set by our School Board. For example, the School Board has approved all alternative programs that we use for placement. This is an annual process. In addition, district specific programs are not available to students from other districts unless there is an Interdistrict Agreement. For example, Fir Ridge is an alternative program of David Douglas High School. It is not open to students who live outside the district boundaries, unless an Interdistrict Agreement between districts is approved.

GRESHAM-BARLOW SCHOOL DISTRICT

Contact person: High School and post High School, Jason Bhearte: 503.618.2462

jason_bhear@gbsd.gresham.k12.or.us

Middle School, Christianne Hughes: 503.618.2462 christianne_hughes@gbsd.gresham.k12.or.us

Elementary and Kindergarten transfer; Stephanie Ewing: 503.618.2462 stephanie_ewing@gbsd.gresham.k12.or.us

Director of Student Services: Janell Black; 503.618.2462 janell_black@gbsd.gresham.k12.or.us

Top Ten Questions Juvenile Court Counselors Have about School Enrollment

1. What is a school placement coordinator?

When a student is on an IEP (identified for special education and on an individualized education plan) a district placement coordinator might be utilized to assist in the outside placement of the student if the student's needs could not be met at the student's resident school. If the student is not on an IEP or if the student with disabilities can be served at the resident school, then the school's counselor (and the special education case manager, if the student is disabled) assist the student in selecting courses and determining what the student's schedule and program will be. In GBSD, we generally do not call the school counselor or the case manager by the term "school placement coordinator."

2. Who should be contacted when a student has been out of school for a period of time (i.e., vice principal, school counselor, or placement coordinator)?

The student should enroll in school and make an appointment with the assigned counselor for a session to determine what the student's needs are and what the program will look like. If the student is on an IEP, the parent/probation officer/student should ask to meet with the special education case manager, as well.

3. Do registering students go to alternative school or to their home school first?

Students always begin at their home school first.

4. Are there different procedures for school enrollment for special education students in your district?

Enrollment is the same. However, the parent/probation officer/student should deliver with their registration materials a copy of the student's IEP or any supporting documents they have and ask for an IEP meeting to be scheduled as soon as possible.

5. What are the options in your district for educating high school students who are entering school well into the semester (example: partial credits, etc.)?

Students might attend Sundown school until the next semester, if that is appropriate for the student. Occasionally students are tutored. The decision is made at the time of the counseling meeting based upon the time of the semester and the student's needs. The district is currently in planning stage for an alternative program that could provide credit recovery for students who enter school late in the semester.

6. When school personnel will not return phone calls when Juvenile Court Counselor (JCC) is attempting to enroll a student, what should the next step be?

Start with the school principal, then contact the Assistant Superintendent, John Miner at 503-618-2447. If the student is on an IEP, also contact Jason Bhear at 503-465-1309.

7. If students have behavioral or academic problems at school, how would your district prefer to involve the JCC in supporting the student by developing a safety or behavioral contract? JCCs can also assist with getting the family involved.

Support in developing a safety plan and/or a behavioral plan would be helpful. Providing resources/support for ensuring the plans are carried out outside of school is critical. Assistance in the family/parents involved and participating would also be useful. Schools would like to have a person who is available quickly in the event a crisis occurs at school, and the school is unable to with the student. getting contact handle it

8. If a student enrolls in an alternative school while they are still 17, but turn 18, how long will the district continue to pay for them?

If the district places a student in an alternative school and the alternative school continues to be appropriate for the student, the student's behavior is acceptable to the school, and the student is making adequate progress and attending regularly, then the district serves students as long as they are legally obligated to do so. This means until they graduate or age 21 for students with disabilities.

9. What is the obligation of your district in terms of providing alternative education? For example, can the district provide half-days only?

The district can and does provide alternative program options for students with and without disabilities. Some of those programs are half day programs. The length of the school day is determined by the student to teacher ratio of the program. A 1:5 ratio allows a program to be half day.

10. If a particular alternative school is not a good fit for the student, what efforts can and should the district go to find a more appropriate one?

Again, it depends upon the student's needs. If the student is a nondisabled student, he/she can go back to the high school to seek other alternatives. All decisions about programs for nondisabled students are generated at the high school location. For students with disabilities, the student's case manager works with the alternative program and the student to try to provide services to help the student make adequate progress toward his/her IEP goals and high school graduation. In the event that program is not effective at these goals, the district placement coordinator will work with the student and parent to find other alternatives. The number of alternative options is pretty limited in the county, and all of them have behavior, attendance and productivity standards that our students need to follow.

PARKROSE SCHOOL DISTRICT

Contact person: District: Kathy Keim-Robinson, Director of Student Services 503/408-2118

kathy_keimrob@parkrose.k12.or.us

High School: Michelle Markle, Asst. Principal for Student Services 503/408-2624

Middle School: Molly Davies, Asst. Principal 503/408-2903

Top Ten Questions Juvenile Court Counselors have about School Enrollment

1. What is a school placement coordinator?

Parkrose does not have positions identified as "placement coordinators."

2. Who should be contacted when a student has been out of school for a period of time (i.e., vice principal, school counselor, or placement coordinator)?

Michelle Markle, at Parkrose High School, should be contacted for students of high school age and Molly Davies, at Parkrose Middle School, should be contacted for middle school students. A "Red Flag Transition Planning Meeting" will be convened at the school. This meeting would include the student, family, JCC and representatives from any other agencies supporting the student. The purpose of the meeting is for the school personnel to learn about the student's strengths, skills and needs and identify strategies that have been or are likely to be successful. Planning for school entry, communication and safety or behavior support plans takes place at this meeting.

3. Do registering students go to alternative school or to their home school first?

All students register at their neighborhood school first.

4. Are there different rules for special education students? Do they vary by district?

In Parkrose, all students register at their neighborhood school. It is very important to inform school staff, as soon as possible, that a student is eligible for special education and has an IEP. Special education staff need the IEP right away, so that an IEP review meeting can be scheduled as soon as possible.

5. What are the options for students who are attempting to enroll well into the semester?

Options can be discussed at the "Red Flag Transition Planning Meeting" at the school. Middle school students can enter classes any time. For high school students entering late into the semester, it may be difficult to begin some classes late into the term. However, partial credit may be an option. Another option is the Twilight Program, which is a late afternoon program that offers credit through the computer-based Novanet program. In some cases individual tutoring is arranged in place of enrollment in classes very late into the semester. Tutoring takes place at the school, for 5 hours a week of one-on-one time and students can earn credit.

6. When school personnel will not return phone calls when Juvenile Court Counselor (JCC) is attempting to enroll a student, what should the next step be?

The Juvenile Court Counselor should call the contacts listed above if there are any concerns about communicating with school personnel.

7. If students have behavioral or academic problems at school, how would your district prefer to involve the JCC in supporting the student by developing a safety or behavioral contract? JCCs can also assist with getting the family involved.

It is essential that the JCC, family members and any other agency staff participate in the Red Flag Transition Planning meeting before the student actually begins attending. A primary school contact person would be identified at the Transition Planning Meeting. This would be the special education case manager for students with an IEP and typically a counselor for general education students. Frequency and method of communication would also be discussed and agreed upon at the Transition Planning Meeting. A safety or behavior plan can be developed when needed, and is most effective when the JCC, school contact person and family are regularly communicating.

8. If a student enrolls in an alternative school while they are still 17, but turn 18, how long will the district continue to pay for them?

Parkrose is committed to supporting students in school through graduation, keeping in mind that every student is considered on an individual basis. Special education students are continued in school until they earn a regular diploma or turn 21. Turning 18 does not trigger automatic changes in schooling, but some 19 or 20 year old students may not be a good fit in a high-school focused program.

9. What is the obligation of your district in terms of providing alternative education? For example, can the district provide half-days only?

Parkrose follows Oregon Department of Education guidelines for staffing and hours of instruction. This is defined as 15 hours per week in a setting of 1 teacher for 5 students or 5 hours per week in a one-on-one setting.

10. If a particular alternative school is not a good fit for the student, what efforts can and should the district go to find a more appropriate one?

If a student is not progressing, a meeting can be requested by the JCC, the student or family, or school staff to look into the issues that are contributing to the difficulties. In many situations, interventions can be implemented to address the problems and will lead to improved outcomes for the student. Change of placement could also be discussed at this meeting.

PORTLAND PUBLIC SCHOOLS

Contact: Direction Services Department 503-916-3956

Direction Services Team: Fred Boggan, 503-916-2000 x1154 <fwboggan@pps.k12.or.us>

Joan Williams, 971-678-7630 <jwillia2@pps.k12.or.us>

Betty Wagner, 503-916-3075 <bwagner@pps.k12.or.us>

Vern Hoffer, 503-916-6504 x 1534 <vhoffer@pps.k12.or.us>

Top Ten Questions Juvenile Court Counselors Have about School Enrollment

1. What is a school placement coordinator?

PPS Direction Services placement coordinators facilitate the transition of students entering PPS from the juvenile justice system who have been absent at least 20 consecutive school days from a public school setting.

2. Who should be contacted when a student has been out of school for a period of time (i.e., vice principal, school counselor, or placement coordinator)?

When a student has missed fewer than 20 consecutive school days, the school administrator or school counselor should be contacted for a reenrollment meeting with the student, their JCC and the student's parent or guardian. PPS Direction Services staff should be contacted when a student has missed at least 20 consecutive school days.

3. Do registering students go to alternative school or to their home school first?

Students should contact Direction Services first if they have been out of school 20 consecutive school days or more. When a student has missed fewer than 20 consecutive school days, the school administrator should be contacted to discuss enrollment in an alternative school.

4. Are there different procedures for school enrollment for special education students in your district?

When special education students are new to PPS or have missed 20 or more consecutive school days, an IEP review is required to determine the appropriate placement.

5. What are the options in your district for educating high school students who are entering school well into the semester (example: partial credits, etc.)?

PPS high schools offer a variety of options for credit recovery, including on-line courses through the PLATO program, alternative programs within high schools, PPS night school at Benson HS, and placement in community based alternative schools.

6. When school personnel will not return phone calls when Juvenile Court Counselor (JCC) is attempting to enroll a student, what should the next step be?

Contact the building administrator first. If further assistance is needed, call the Direction Services Department.

7. If students have behavioral or academic problems at school, how would your district prefer to involve the JCC in supporting the student by developing a safety or behavioral contract? JCCs can also assist with getting the family involved.

When a student is enrolling in or returning to PPS, a meeting with the student, the JCC, the student's parent or guardian and the building administrator or designee should be held to develop a plan for how best to support the student, including a plan for communication between agencies, home and school.

8. If a student enrolls in an alternative school while they are still 17, but turn 18, how long will the district continue to pay for them?

Until they graduate with a standard diploma or through completion of the school year in which they turn 21 years of age.

9. What is the obligation of your district in terms of providing alternative education? For example, can the district provide half-days only?

PPS pays for slots in a variety of community-based alternative schools. The length of their school day may vary based on the number of students enrolled, per the state formula.

10. If a particular alternative school is not a good fit for the student, what efforts can and should the district go to find a more appropriate one?

PPS attempts to find the best fit for students, however, available slots in alternative schools may be limited. PPS is continuing to discuss how to improve services and supports for all students.

REYNOLDS SCHOOL DISTRICT

Contact person: Amy Hanlon; 503.661.7200 amy_hanlon@reynolds.k12.or.us

Top Ten Questions Juvenile Court Counselors have about School Enrollment

1. What is a school placement coordinator?

The placement coordinator is part of a team that reviews the case to help facilitate educational placement decisions.

2. Who should be contacted when a student has been out of school for a period of time (i.e., vice principal, school counselor, or placement coordinator)?

*depends on level of student

*Elementary & Middle Contact school counselor (nonSPED)
If SPED, contact Resource or Speech Pathologist

*High School Contact school counselor (nonSPED)
If SPED, contact Intake Coordinator Lauren Tobias (503) 667-3186 ext. 1054 who will review case with school psychologist and if necessary contact placement coordinator for team meeting

3. Do registering students go to alternative school or to their home school first?

*Home School

4. Are there different rules for special education students? *Yes

Do they vary by district? *Rules should not, but procedures might

5. What are the school's obligations to teach students?

*To provide an education

They routinely tell students who have not been in school that they can return to school but will not receive any credits (too many school days have past).

*The team will make a recommendation

*A process is being designed for credit recovery

6. When school personnel will not return phone calls when Juvenile Court Counselor (JCC) is attempting to enroll a student, what should the next step be?

*try again

*follow procedures in question 3

*registration at home school begins placement process

7. If students have behavioral or academic problems at school, how would your district prefer to involve the JCC in supporting the student by developing a safety or behavioral contract? JCCs can also assist with getting the family involved.

*Call SPED case manager and building administrator or building counselor

*If not SPED, call building administrator or counselor

8. If a student enrolls in an alternative school while they are still 17, but turn 18, how long will the district continue to pay for them?

*If SPED, until 21

*If not SPED, until they graduate or age out

9. What is the obligation of your district in terms of providing alternative education? For example, can the district provide half-days only?

*Yes, some of our outside placements are half days

*Placements are determined on an individual basis

10. If a particular alternative school is not a good fit for the student, what efforts can and should the district go to find a more appropriate one?

*If SPED, IEP team meets to make a decision

*If not SPED, school staff and case manager have a meeting to discuss options

Transition Protocols

This protocol packet was created by a multi-disciplinary team composed of representatives from schools, County Mental Health, Child Welfare, Juvenile Justice, Multnomah Education Service District and providers acting at the direction of the MOU Operations Team.

The purpose of the protocols is to ensure the transfer of information needed for successful community placement for children coming out of psychiatric day and residential programs and the Juvenile Justice system.

The information covered by the protocols is subject to federal privacy laws and assumes that all required releases have been signed and that the information is shared, stored and transferred pursuant to the governing statutes.

AGREEMENTS

1. All parties to the protocols will observe legal mandates regarding sharing, storing and transferring the information covered by the protocols.
2. All releases will be signed prior to sharing the information covered by the protocols.
3. Only that information relevant to successful school and community placement will be transferred.
4. Behaviors noted within the last year are most relevant.
5. The discharging facilities will gather and facilitate the sharing of the information referenced in the protocols.
6. The information will be directly routed through the placement coordinator for the receiving school district.
7. Advocates, care coordinators and case managers will assist in ensuring that the information is available to the schools when or before a student arrives for registration or services.
8. The school districts will designate placement coordinators to work with staff, the student and family to ensure that placement is timely.
9. The school districts will outline and share the procedure for enrollment and delivery of services.

STRENGTH-BASED PRACTICES

1. All parties to the protocols agree that children and their families are entitled to strength-based practices.
2. Information shared will include the child's strengths, assets, and family and community supports.

ACRONYMS

IEP: Individualized Education Plan
LRE: Least Restrictive Environment
PEP: Personalized Education Plan
RAD: Residential Alcohol and Drug
SRTP: Secure Residential Treatment Program

Discharge Information Cover Sheet

Student's Legal Name: _____ DOB: _____ Student ESIS Number: _____

Grade: _____ **Special Ed.?:** YES or NO **Sec. 504?** YES or NO

Are IEP/Eligibility and/or PEP Current? YES or NO (Attach copies of IEP/PEP and Eligibility paperwork)

School Site & LRE Before admission to RAD/SRTP/PRTS/PDTS or prior placement: _____

Discharge Date from RAD/SRTP/PRTS/PDTS: _____

Criteria for Discharge? Plan for continuing care?

Living Situation (home, foster, etc.):

Parent/guardian name, address, and phone number:

Outpatient treatment team name, agency, address, phone numbers:

Name: _____

Date: _____

Completion of form to be coordinated by the discharge planning team, including the facility-based education provider.

Involved Stakeholders		
Name	Agency/Role	Phone
1.		
2.		
3.		
4.		
5.		
6.		

BEHAVIOR CHECKLIST

This form contains personal health information and is protected by CFR 160.103 *et. seq.*
To be used as a prompt for information sharing in discharge planning where all required releases are in place.

Student's Legal Name: _____

STRENGTHS	COMMENTS
Family	
Friendships	
Social skills ↗ Listening ➤ Caring about others ➤ Communication	
Problem-solving skills	
Academic strengths	
Involvement in Sports	
Involvement in Hobbies	
Involvement in Arts (music, dance, performing arts)	
Working or playing with computers	
Involvement in faith community	

Student's Legal Name: _____

Fill out only those columns which apply

Behavior (within the last year)	N/A	Frequency	Duration	Description	Intervention – what has worked?	Triggers: environmental, interpersonal, anniversary effects
Anxiety						
Drug and Alcohol						
Encopresis/Enuresis						
Hyperactivity/Impulsivity						
Medication Effects						
Physical Aggression						
Property Destruction						
Running						
Self-Harm						
Sexual Behavior						
Stealing						
Suicidality: History and Tendency						
Verbal Aggression						
Withdrawal						

ADDITIONAL COMMENTS:

Checklist completed by: _____ / _____ - _____ / _____ / _____
 Name Org. Date Name Org. Date

**CRITICAL INFORMATION FOR SCHOOL PLACEMENT
CHECKLIST**

Student's Legal Name: _____

- This check list should be completed by the residential therapist and DELH teacher/facility education provider

Type	Information	Provided By	Date Provided
Demographic Information	<ul style="list-style-type: none"> ○ Discharge Information Cover Sheet ○ Releases of Information 	Provider with updates	<ul style="list-style-type: none"> ○ _____ ○ _____
Student Safety Information	<ul style="list-style-type: none"> ○ Behavioral Checklist (attached) ○ Crisis and Safety Plan (if needed) ○ Parole and Probation safety plan (if needed) 	Provider with updates Mental Health Provider Probation/Parole Officer DELH Teacher	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____
Physical/Mental Health	<ul style="list-style-type: none"> ○ Medication/medical management ○ Health Conditions and allergies ○ Needs <ul style="list-style-type: none"> ▪ Emotional regulation ▪ Continuing outpatient treatment provider ○ Treatment goals and status completion 	Provider	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ ○ _____ ○ _____ ○ _____ ○ _____ ○ _____
Education	<ul style="list-style-type: none"> ○ IEP from Facility (attach form) ○ Eligibility (attach form) ○ Withdrawal form/transcript (attach forms) ○ 504 Plan/PEP (attach form) 	Facility Educational Provider	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ ○ _____ ○ _____

SCHOOL DISTRICT PLACEMENT COORDINATORS

CONTACT LIST 2006 - 2007

CENTENNIAL

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RIVERDALE

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