



*my* student & family   
H A N D B O O K

Think how exciting it would be to discover a place where you can go to school that will be a safe environment to work on issues that block you from being as successful as you can be in school, at home, or just being out in the community.

Welcome to PADTC, a place where adolescents and their families can receive community-based services consisting of psychiatric treatment, family counseling, and therapeutic activities integrated with accredited educational programs.

Our staff consist of Masters level therapist and Certified Special Education teachers. Our goal to provide you the tools to be successful at school, at home, and the community where you live.

# CONTENTS

Our Staff .....Page 3

Mission and Purpose.....Page 4

## Description of Services

Day Treatment ..... Page 5

Client Rights .....Page 6

Grievance Procedure .....Page 8

Grievance Form.....Page 9

Stability and Transitions .....Page 10

Transportation.....Page 11

Education.....Page 12

Class Schedule and Holidays .....Page 14

Frequently Asked Questions .....Page 15

## Quarterly Postings of Restraints and Seclusions

Request a copy from your therapist or direct from our website at <https://www.padt.org/referral>

## Contact Information:

**503-623-5588 Office**  
**503-623-4729 Fax 2200 E Ellendale, Dallas, OR, 97338**



## OUR STAFF

Dan Strasser  
Executive Director  
[dans@padtc.org](mailto:dans@padtc.org)

Theresa Valerio, LCSW  
Senior Therapist  
[tjvalerio@padtc.org](mailto:tjvalerio@padtc.org)

Tyler Ramm-Gramenz, MSW  
Adolescent/Family Therapist  
[trg@padtc.org](mailto:trg@padtc.org)

Jackson Darling, MA  
Special Education Teacher  
Dallas School District  
[jackson.darling@dsd2.org](mailto:jackson.darling@dsd2.org)

Alyson Godinez  
Teacher/Program Aid  
[alyson@padtc.org](mailto:alyson@padtc.org)

Jacob Martin  
Teacher/Program Aid  
[jacob@padtc.org](mailto:jacob@padtc.org)

Grant Godbey, MD  
Consulting Child Psychiatrist

Richard Brown, LCSW  
Clinical Director  
[rwb@padtc.org](mailto:rwb@padtc.org)

Llama Temple, LCSW  
Adolescent/Family Therapist  
[llama@padtc.org](mailto:llama@padtc.org)

Brian Lee, LPC  
Adolescent/Family Therapist  
[brianlee@padtc.org](mailto:brianlee@padtc.org)

Kim Anderson, MA  
Special Education Teacher  
Dallas School District  
[kim.anderson@dsd2.org](mailto:kim.anderson@dsd2.org)

Shawnj'e Williams B.A.  
Teacher/Program Aid  
[shawnje@padtc.org](mailto:shawnje@padtc.org)

Sandra Schukar  
Executive Assistant  
[sk@padtc.org](mailto:sk@padtc.org)

## OUR BOARD OF DIRECTORS

Sarah McMaster – President  
Columbia Bank  
Parent Advocate

Julia Heilman, MEd  
Central School District

Lowell Smith PhD  
School Psychologist  
Community Member

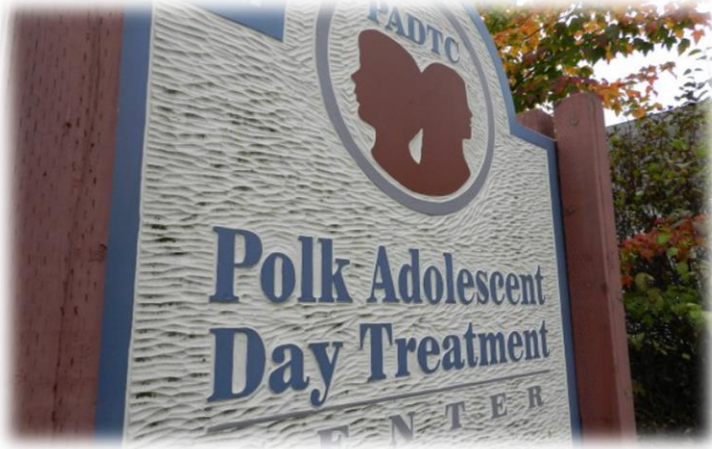
Willis Homman  
Partnership in Community Living  
Community Member

Autymn Galbraith, MEd  
Dallas School District

Judy Van Valkenberg – Sec.  
Kiefer Nissan  
Parent Advocate

Stacie Olson  
Polk County Juvenile Svcs  
Community Member

# Mission & Purpose



Our Mission is to provide the best mental health counseling to the children and families who enroll in our program.

We believe every child does well if they can...Our program is designed to keep the child at home, in their own community and return back to school as soon as medically appropriate.

Significant positive changes occur much more rapidly and with less turmoil when the child is living at home in a safe environment. Our professional staff is available for families who are willing to involve themselves in the treatment process.

## overview

PADTC (Polk Adolescent Day Treatment Center) is a private non-profit organization. Established in 1980 we have been serving Polk, Yamhill, Linn, Benton, and Marion Counties. Our goal is to help adolescents attain a healthy level of overall functioning at home, in school, and in their community. Our hope and expectation is for the parents and families to be involved in the process. To achieve best results with the adolescents it is important that the family must be partners in treatment, sharing their understanding of the child's needs and progress.

Certified by the State of Oregon, Office of Health and Addictions, and Oregon Department of Education as a Long-Term Care and Treatment Center, we provide daily counseling by Master Degree Therapist and educational services by Certified Special Education Teachers provided by our partner, Dallas School District.

Not only does the child receive intensive one on one counseling and group counseling but the Key Component is the context of Milieu Therapy. "Therapy" can happen in any environment. Whether it is in the office; in the classroom, hiking in the woods, working on the grounds, doing an art project, or even riding in a vehicle, Milieu Therapy provides an idealized setting for the child to work through their psychological issues. The child experiences psychological and emotional growth in a safe setting, using elements of positive peer pressure, and trusting relationships.



# DAY TREATMENT SERVICES



Day treatment is part of a comprehensive treatment process. It includes interdisciplinary community-based services. A psychiatric treatment team, highly trained special education staff, family, home school district, and other community-based resources make up the Child Family Team.

## A typical week

- ▶ INDIVIDUAL THERAPY (MASTER'S DEGREE LEVEL THERAPIST)
- ▶ GROUP THERAPY (3X'S PER WEEK)
- ▶ FAMILY THERAPY (WEEKLY)
- ▶ STRUCTURED MILIEU THERAPY (THE BASIC PREMISE IS THAT "THERAPY" CAN AND DOES HAPPEN IN ANY ENVIRONMENT; WHETHER IT IS IN THE THERAPIST OFFICE, HIKING IN THE WOODS OR RIDING IN A VAN)
- ▶ EMPHASIS ON A COGNITIVE/BEHAVIORAL MODEL WHICH INCORPORATES NUMEROUS POINTS SYSTEMS, INCENTIVE PLANS, AND PROBLEM SOLVING TOOLS
- ▶ UTILIZE SKILLS AND PRINCIPLES OF COLLABORATIVE PROBLEM SOLVING
- ▶ SOCIAL SKILLS TRAINING
- ▶ STRESS MANAGEMENT
- ▶ ACTIVITIES THERAPY (PLAY, ART, EQUINE)
- ▶ APPLIED ARTS PROGRAM (THIS INCLUDES OPTIONS SUCH AS GARDENING, GUITAR, COMPUTER KEYBOARDING, DRAMA, SCRAPBOOKING, OFFICE SKILLS, ART, CREATIVE WRITING, AND POTTERY)
- ▶ INDIVIDUALIZED EDUCATION PLAN FOR EACH STUDENT IN A SMALL CLASSROOM SETTING (4:1 STUDENT/STAFF RATIO WHICH INCLUDES 2 MASTER LEVEL TEACHERS)
- ▶ PSYCHIATRIC CONSULTATION
- ▶ CONSULTATION/COORDINATION OF SERVICES WITH INVOLVED COMMUNITY MEMBERS (SCHOOLS, JUVENILE DEPARTMENT, PHYSICIANS, THERAPIST, CLERGY, DHS CASEWORKS, ETC.)
- ▶ TRANSITION SERVICES (BACK TO PUBLIC SCHOOL OR APPROPRIATE PLACEMENT)



# STATEMENT OF CLIENT RIGHTS

**PADTC will protect the human, civil, constitutional, and statutory rights of adolescents and their families who are enrolled in the program. PADTC will make available at admission, in writing and through discussion with you, your rights as a client. Below are listed your rights:**

- Choose from available services and supports, those that are consistent with the Service Plan, culturally competent, provided in the most integrated setting in the community and under conditions that are least restrictive to the individual's liberty, that are least intrusive to the individual and that provide for the greatest
- Be treated with dignity and respect;
- Have access to peer delivered services;
- Participate in the development of a written service plan, receive services consistent with that plan, and participate in periodic review and reassessment of service and support needs, assist in the development of the plan, and receive a copy of the written service plan;
- Have all services explained, including expected outcomes and possible risks;
- Confidentiality and the right to consent disclosure in accordance with ORS 107.154, 179.505, 179.507, 192.515, 192.507, 42 CFR Part 2, and 45 CFR Part 205.50;
- Give informed consent in writing prior to the start of services, except in a medical emergency or as otherwise permitted by law. Minor children may give informed consent to services in the following circumstances:
  - Under age 18 and legally married;
  - Age 16 or older and legally emancipated by the court; or
  - Age 14 or older for outpatient services only. For purposes of informed consent, outpatient service does not include service provided in residential programs or in day or partial hospitalization programs.
- Inspect their service record in accordance with ORS 179.505;
- Refuse participation in experimentation;
- Receive medication specific to the individual's diagnosed clinical needs, including medications used to treat opioid dependence;
- Receive prior notice of transfer, unless the circumstances necessitating transfer pose a threat to health and safety;
- Be free from abuse or neglect and can report any incident of abuse or neglect without being subject to retaliation;
- Have religious freedom;



- Be free from seclusion and restraint, except as set forth in OAR 309-022-0175;
- Be informed at the start of services and periodically thereafter of the rights guaranteed by this rule;
- Be informed of the policies and procedures, service agreements, and fees applicable to the services provided and to have a custodial parent, guardian, or representative assist with understanding any information presented;
- Have family and guardian involvement in service planning and delivery;
- Make a declaration for mental health treatment when legally an adult;
- File grievances, including appealing decisions resulting from the grievance;
- Exercise all rights set forth in ORS 109.610 through 109.697 if the individual is a child, as defined by these rules;
- Exercise all rights set forth in ORS 426.385 if the individual is committed to the Authority; and
- Exercise all rights described in this rule without any form of reprisal or punishment.
- In addition to the rights set forth in section (1) of this rule, every individual receiving residential services has the right to:
  - A safe, secure, and sanitary living environment;
  - A humane service environment that affords reasonable protection from harm, reasonable privacy, and daily access to fresh air and the outdoors;
  - Keep and use personal clothing and belongings and have an adequate amount of private, secure storage space. Reasonable restriction of the time and place of use of certain classes of property may be implemented if necessary to prevent the individual or others from harm, provided notice of this restriction is given to individuals and their families, if applicable, upon entry to the program, documented, and reviewed periodically;
  - Express sexual orientation, gender identity, and gender presentation;
  - Have access to and participate in social, religious, and community activities;
  - Private and uncensored communications by mail, telephone, and visitation, subject to the following restrictions:
    - This right may be restricted only if the provider documents in the individual's record that there is a court order to the contrary or that in the absence of this restriction, significant physical or clinical harm may result to the individual or others. The nature of the harm shall be specified in reasonable detail, and any restriction of the right to communicate shall be no broader than necessary to prevent this harm; and

- The individual and their guardian, if applicable, shall be given specific written notice of each restriction of the individual's right to private and uncensored communication. The provider shall ensure that correspondence can be conveniently received and mailed, that telephones are reasonably accessible and allow for confidential communication, and that space is available for visits. Reasonable times for the use of telephones and visits may be established in writing by the provider.
- Communicate privately with public or private rights protection programs or rights advocates, clergy, and legal or medical professionals;
- Have access to and receive available and applicable educational services in the most integrated setting in the community;
- Participate regularly in indoor and outdoor recreation;
- Not be required to perform labor;
- Have access to adequate food and shelter; and
- A reasonable accommodation if due to a disability the housing and services are not sufficiently accessible.
- The provider shall give to the individual and, if appropriate, the guardian a document that describes the applicable individual's rights as follows:
  - Information given to the individual shall be in written form or upon request in an alternative format or language appropriate to the individual's need;
  - Rights and how to exercise them shall be explained to the individual and if appropriate to their guardian





# GRIEVANCE PROCEDURE

**Our plan is for everything to go smoothly with no complications or grievances on your or your child's work here at PADTC. However, should the need arise, and you want to file a grievance these are the most effective methods for getting to the resolution you desire. If you suspect inappropriate use of restraints or involuntary seclusion, these procedures will expedite the necessary corrective actions.**

Step 1. Make arrangements to meet with your counselor(s) to discuss your grievance.

Step 2. If the issue has not been resolved, then:

- Ask for a grievance form from either your counselor or from the office.
- Complete the grievance form within five (5) days of receipt of the grievance form.
- Return the grievance form to the director.
- The completed form will be reviewed and your counselor(s) or Director will follow up with you within five (5) working days.
- If your grievance is with your counselor(s), Director will manage your grievance process.
- If your grievance is with the Executive Director it should be filed with the Board Chair: Sarrah McMaster. – (541) 418-2412

Step 3. If the previous steps have not provided resolution to your grievance, you can contact the Licensing Coordinator, Residential Treatment Services and Licensing with the Department of Human Services. To file a formal grievance with your counselor(s) licensing agency at 500 Summer St. NE, E, Salem OR 97301, 503-945-5600. You may also contact your local CCO or Agency listed below.

- **Oregon Addictions and Mental Health** – (503) 945-5763
- **Child Abuse Hotline** – 855-503-7233
- **Pacific Source** – (503) 210-2515
- **IHN** – (541) 768-4550
- **Yamhill Community Care**– (855) 722-8205
- **Disability Rights Oregon** – (503) 243-2081
- **Licensing Coordinator for Residential Treatment & Licensing:**  
Tamara McNatt – (503) 269-5277
- **Children's Care Licensing Program:**  
Mary Torres – (503) 798-5300  
Mary.torres@odhsoha.oregon.gov  
201 High St. SE Suite 500  
Salem, OR 97301-3674

### **Expedited Grievance:**

If for any reason the client believes the situation warrants an expedited grievance process the client may skip Step 1 and go directly to Step 2.

#### ***Steps to file an expedited grievance:***

- Ask for a grievance form from your counselor from the front office and indicate that it is an expedited grievance on the form
- Complete the grievance form with 24 hours
- Return the grievance form to the director
- The completed form will be reviewed and your counselor or director will follow up with you within 24 hours

### **Appeals:**

All clients and staff have the right to appeal the decision made by the director. To file an appeal the client must submit an appeal in writing within three (3) days of receiving grievance response. This written appeal must provide specific information which may dispute the grievance response. Appeals which do not include specific information may not be considered.

Clients and family members should be assured that all staff at PADTC respects the grievance process. **No staff will retaliate against a client or family member for filing a grievance.** Should a staff member retaliate against a client or family member this information should be submitted to Director via an incident report form. A staff member who engages in retaliation may be: dismissed, reduced wages or benefits, reduction in hours.

*All clients or family members who file an appeal are immune from civil or criminal liability if they file a grievance in good faith.*

All grievances or complaints along with all the information provided along with the resolution will be kept on file for a minimum of 2 years and may be provided to DHS or OHA upon request.

Reports of the restraints and seclusions which occur at PADTC is published on a Quarterly basis. You can access these reports by visiting <https://www.padtc.org/referral>. You can also request a report from your counselor or the Director.



# GRIEVANCE FORM



Date \_\_\_\_\_

Please Print your name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Please state your grievance in detail, including the date of the act(s) or omissions causing this grievance.

---

---

---

---

---

Identify other employees with personal knowledge of the grievance.

---

---

State briefly your efforts to resolve this grievance:

---

---

---

Describe the remedy or solution you would like:

---

---

---

\_\_\_\_\_  
Signature

Please use additional pages if needed.

# STABILIZATION - TRANSITION



Every adolescent's strengths are developed in concert with those of the parent, caregiver, family and coordinated with involvement with appropriate community partners. All services provided emphasize family participation and family-directed approach to treatment.

## stabilization

An adolescent with an identified serious mental health disorder may benefit from a period of treatment focusing on providing him or her a therapy-based educational service. This intervention aids to assist the adolescent and the family in developing and implementing a strategy to successfully integrate or re-integrate into the public school system and the community. PADTC provides a safe environment where the child is able to explore and learn better strategies for working on their own issues.

## transition

We assist the adolescent and their families through the established goals and treatment plans towards a successfully moving from one level of service to another. Because transition is so critical in the success of the adolescent specialized services and community resources will be involved. The length of stay can be reduced if more intense specialized services are available to the child and the family. Because each child is unique and comes with their own skills, insight, and strengths, it is difficult to give a definite answer on how long they will need our services. For this reason we expect the family to be involved as much as possible and in communication with the therapist. Our goal is to facilitate the child to their most successful transition back to school and home.

# TRANSPORTATION



Safety is given special emphasis since adolescents often travel many miles each day to attend. A copy of the rules pertaining to using the Center's Vans is given in the intake packet.

## Transportation

Vans operated by PADTC are available to transport student from a central location in West Salem at Walker Middle School. When an adolescent is being transported from a location not directly served by the Center's Van, the home school district is responsible for transportation arrangements. Regular school bus routes and public transportation may be used when they are available.

**Inclement Weather** - During the winter months, snow and ice often make driving to The Center hazardous. Because adolescents participating in PADTC program come from several school districts, The Center will operate on a delayed school schedule. In cases where school closure or delayed openings due to bad weather we will relay the information through a "telephone tree" system and will generally conform to the Dallas School District decisions.

**Van Rules** - Riding the PADTC van is considered both a service and a privilege. While riding the van the student is involved in a merit and demerit system.

1. Keep your language clean & respectful  
(No abusive language – name calling, cussing, sexual jokes)
2. Respect other's physical space  
(Keep your hands & feet out of other's space; no hitting)
3. Talk in a normal social voice  
(No excessive noise – yelling)
4. No eating
5. Take care of your own belongings  
(No littering of van – trash, throwing things)
6. Respect other's property  
(No improper care of van – walking on seats, feet on windows, roof, etc., slamming doors; leave other's things alone)
7. Be a decent respectful person sensitive to the rights and needs of others



# EDUCATION SERVICES



Education is a necessary part of the treatment plan in directing the adolescent's entire experience at PADTC toward measurable behavior change and emotional growth!

## keeping current

Certified by Oregon Department of Education, it is possible for the adolescent to continue to receive credits towards graduation for some classes. High School students will continue to earn credits that are applicable to grading from their home school. The staff work together providing opportunities for the adolescent to learn basic life skills, earning competencies, credits, and grades while working on emotional and behavioral issues interfering with a successful school experience.

Each adolescent in the program will be involved in their own individualized education plan, in consultation with the therapist, teacher, a parent or guardian, representative from the adolescent's home school district, and other appropriate staff.

PADTC contracts with the Dallas School District for teachers who provide daily Special Education Services for the children enrolled. Upon enrollment in the program, all aspects of the adolescent's education, IEP, classes assessments, and meetings fall under PADTC's service delivery responsibility.

PADTC's education program is staffed with 2 Special Education teachers and 2 classroom support personnel, all coordinated with the local school district. Thru applied arts where students may earn elective credits students are able to learn some basic life skills and improve individual strengths and interest.


Our philosophy is committed to maintaining the adolescent's contact with their home school and community while attending the program. Whenever it is in the best interest of the child, he or she will attend their resident school for some or part of the day. This is essential as the child begins to transition back to school on a full time basis.

Our teaching staff also utilizes up to date technology/software. This technology provides the student with the ability to connect one-to-one with online instruction in core and elective courses taught by a "Highly Qualified" teacher. This technology can assist those students that are in need of "credit recovery", and aids in their goal towards getting that high school diploma, which greatly enhances self-esteem and confidence.

# student behavior expectations



Students are expected to demonstrate appropriate behavior in the classroom, on center's property, and during outings and events. Because we are a treatment facility, we take every opportunity as a learning experience and feel that every child does as well as they possibly can with the given life experience, emotional, psychological levels. We do believe even with deficits if given the tools a child can succeed and return to their homeschool. While here at PADTC our expectations are:

1. Keep your language clean & respectful  
(No abusive language – name calling, cussing, sexual jokes)
  2. Respect other's physical space  
(Keep your hands & feet out of other's space; no hitting)
  3. Talk in a normal social voice  
(No excessive noise – yelling)
  4. Take care of your own belongings
  5. Respect other's property
  6. Be a decent respectful person sensitive to the rights and needs of others
  7. Should a student damage real property of the schools or another students, reimbursement for actual losses or damages will be expected.
  8. Follow the directions of Staff and Teachers.
- 



# CLASS SCHEDULE AND HOLIDAYS




PADTC is a 12 month (Aprox.216 days) program and run through the summer time to try to ensure the skills that the student learns is not lost with such a long break.

## regular school year

Monday	8:30 a.m. – 2:30 p.m.
Tuesday	8:30 a.m. – 2:30 p.m.
Wednesday	8:30 a.m. – 2:30 p.m.
Thursday	8:30 a.m. – 2:30 p.m.
Friday	8:30 a.m. – 2:30 p.m.

## summer months



Monday	9:00 a.m. – 12:30 p.m.
Tuesday	9:00 a.m. – 12:30 p.m.
Wednesday	9:00 a.m. – 4:00 p.m.
Thursday	9:00 a.m. – 12:30 p.m.
Friday	9:00 a.m. – 12:30 p.m.

## vacations and holidays

While PADTC tries to accommodate family vacation plans, below are listed holiday's and vacation days the center will be closed:

July 4<sup>th</sup>

Labor Day

Memorial Day

Presidents Day

MLK

Thanksgiving

Winter Break – Christmas week generally returning first Monday after January 1.

1 Week off in June following end of regular school year.

Summer Break – 3 weeks in August

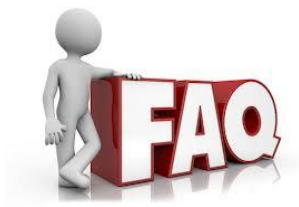
Selected days following overnight outings – Parents will be advised well beforehand.







# FREQUENTLY ASKED QUESTIONS



Often times when entering the program, parents initially feel relief, anxiety, fear, guilt, anger, or resentment. Like any new or unique experience, it is not uncommon to have question about what's going to happen.

---

## **HOW WILL I BE INVOLVED IN MY CHILDS TREATMENT?**

Our philosophy at PADTC is to stress family participation. Our concern is whether we can all work together. We want to help you as a family, In order to help your child may require you to address some painful or unsettling issues. We believe families are involved as long as the adolescent lives at home because each family member is affected in some way or another.

## **WHAT IS TREATMENT?**

Treatment is helping the child/families change so your life goes better. It means coming to school every day, it means helping you to handle problems at school, home, and in the community.

## **ONCE HERE, CAN MY CHILD RE-ENTER PUBLIC SCHOOL?**

Our goal is for the adolescent to return to their home school district and complete their education. The majority of the children are able to transition back to a regular school setting. Often they make significant academic, emotional, and behavioral gains while they are in our program.

## **IS THE TREATMENT CONFIDENTIAL?**

There are many matters discussed during the course of attending the program. These matters remain confidential, unless a "Release of Information" has been signed giving specific permission to be given to whom and when. Treatment records are kept separate from the child's school records. The exceptions to confidentiality exist when there is a danger of the student hurting themselves or someone else. Or therapist and/or teachers are required by law to report any evidence of physical, sexual abuse and neglect.

## **WHAT ARE THE KIDS AT PADTC LIKE?**

Most of the adolescents attending PADTC are experiencing problems at home or school and their problems are very similar to yours.

## **SCHOOL LUNCHES PROVIDED?**

Programs for free lunches are available at PADTC, however, new application must be filed when the student enrolls. Until the application has been accepted by the School District there will be a lunch fee assessed. This will need to be coordinated with the administrative office.

## **DOES MY CHILD ATTEND DURING THE SUMMER?**

Yes, PADTC is a year-round program with specific holidays and spring and Christmas breaks.

## **HOW LONG WILL I HAVE TO ATTEND PADTC?**

Difficult to say, as each child is different with their own needs and strengths. For this reason you must have an active role in the treatment plan and the child-family team here at the center.

## **HOW MUCH DOES IT COST?**

In general, the cost of the program is covered either by insurance or funding that your school district may have available. Should other arrangements need to be made, contact the administration for any questions you may have.

## **HOW CAN I DONATE TO PADTC?**

PADTC is a 501 (c) 3 so donations and contributions are welcomed and appreciated. All contributions may be tax deductible and you should contact your tax professional.





## OUR EXPECTATIONS

Participation by the adolescent is mandatory. Each day begins with a morning meeting to talk about how they are feeling and review what the day will bring. PE is offered two afternoons each week. While many adolescents come to PADTC with a history of problems in PE they usually feel more comfortable in PE with the appropriate clothing. Participating in outings and over-night trips are expected as an important part of the overall treatment program. These trips provide opportunities to focus on individual responsibility, separation from family and develop peer relationships. During the summer the educational program is not as intense, special outings are planned on a regular basis, such as swimming, rafting, camping, hiking, and more.