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|  Adoption Program | Waiting Child Bulletin |

**Oregon Adoption Resource Exchange (OARE)**

All bulletins are posted electronically on a password-protected website, the Oregon Adoption Resource Exchange (OARE) [www.oare-kids.org](NULL). The caseworker creates the child bulletin and submits it with one to three digital photos to Pam Stanley in the Central Office Adoption Program. The Adoption Program forwards the bulletin and photos to OARE at [www.oare-kids.org](NULL). Child bulletins are viewed by adoption workers in Department of Human Service (DHS) and Special Needs Adoption Coalition (SNAC) agencies and their approved general applicant waiting families in Oregon. Staff and families needing access must register on the OARE website to obtain a password. Visit the “login” page for more information and to register.

**A free option to get a photo of the child or children by a professional
volunteer photographer is to use one of the two Heart Galleries, see
below for more information.\***

**Photo will be placed here by central office.****Central office will provide bulletin number and date.**

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| Bulletin number: |       | Date: |       |

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| **Child’s name:**      | **Sex:** | **D.O.B.:**      | **Age:**     | **Risk type\*:** |
| **Cultural:** |  | **Race:** |  |

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| **Child’s name:**      | **Sex:** | **D.O.B.:**      | **Age:**     | **Risk type\*:** |
| **Cultural:** |  | **Race:** |  |

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| **Cultural:** |  | **Race:** |  |

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| **Child’s name:**      | **Sex:** | **D.O.B.:**      | **Age:**     | **Risk type\*:** |
| **Cultural:** |  | **Race:** |  |

\**If risk type is “legal risk,” then the child cannot be placed outside Oregon without court approval.*

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| Worker’s name: |       | Local office: |       |  |
| Phone number:  |       | ext.: |       | Email address: |       |  |
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| Email address: |       |  |
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**Please write the bulletin as a “narrative story” showing the child as an individual with a personality and the potential to be part of a family.**

**Highlights**

{Highlight each child’s personality, attributes, talents, positive characteristics, language *(if the child uses a language other than spoken English),* hobbies, favorites *(such as toys, TV shows, books, foods, etc.)*, dislikes *(foods, spending lots of time inside, sitting still, etc.)* and interests. Ask the child directly *(if age appropriate).* What does the foster parent like about the child or think is special about the child? Ideas to describe the child’s interests: what makes the child laugh; child’s favorite sport; where they would go if the child could visit any place on earth and why; child’s school activities; child’s favorite outdoor activity; trips or vacations the child
has especially enjoyed and something they’ve worked very hard to do *(cart wheel, catch a fish, learn how
to pitch).}*

**Health and development**

 ***Examples might include*:**

General health:

{If accurate, state that the child has excellent, good or typical general health. Possible statements: “This child has good general health,” “This child gets occasional colds.” This can be helpful information to the family if the child has a medical condition.}

Educational status:

{Educational status: Note if the child is at grade level. Do not mention the actual grade as it can outdate the bulletin in a short time. Decide on a case-by-case basis whether to state that the child is not on grade level or receives special education services.}

Permanent medical issues:

{Permanent diagnosed medical conditions, which do not stigmatize the child, can be included because
the child’s condition renders the child unable to read and understand. Conditions include moderate to severe developmental delays, blindness, Down syndrome, cerebral palsy, deafness, muteness and/or major allergies.}

**Important relationships**

 ***Examples might include*:**

Sibling connections and contact:{A brief description of sibling relationships. If the child or sibling group has a need for appropriate contact with another sibling or other siblings who will not be placed with the child or children. Discuss their history of visits and the need for ongoing connections. If siblings are separated and it is accurate, as needed, state: “It has been determined by professional staffing that these children will function in healthier ways if they are raised in separate homes.” Discuss the possibility of other siblings needing an adoptive placement in the future.}

Significant birth family connections and contact:{Brief description of relationships and visits with birth family members. Discuss the need for ongoing connections with birth family members. Discuss whether mediation is being offered with the birth family. Avoid placing geographic barriers in the way of potential placement as there are many ways for siblings and relatives to maintain contact.}

Other important connections:{Connections not discussed above such as foster family relationships. A brief description of relationship with people with whom the child needs to maintain a sense of connection, even if they may not have regular face-to-face contact with them. Discuss the closeness of the relationship that the child has with the important person.}

**Challenges and successes**

 ***Examples might include*:**

Behaviors and what helps the child with these behaviors: {Rather than name the child’s diagnoses, describe the behaviors that the child has. Examples: *Marci is easily distractible. Scott is sensitive to stimulation. Olivia needs many repetitions to learn new skills.* Discuss needs for supervision, if applicable. Add examples of child’s successes: *Olivia learned how to ride her bike. Naomi now goes to her room to listen to music when she starts to feel overwhelmed at home. Dean has his first best friend after learning how to deal with conflict with other children his age.*}

Exceptional physical challenges and what helps the child with these challenges:{Exceptional physical challenges should be listed based on a case-by-case basis. When such information is to be included, include, “adoption workers were encouraged to contact the caseworker by email to learn more about this child’s physical care needs.”}

**Helpful supports**

{Treatment and assessment: Decide, on a case-by-case basis, whether to state that the child “has been medically assessed.” Also, on a case-by-case basis, discuss that the child has “made good progress in treatment” based on the ability to move the child’s placement forward. It can be hopeful to say that a child is doing well. In most cases, except for the most extreme, avoid saying that the child is not able to be transitioned to a new physical treatment team. Do not list child’s medications or name the child’s treatment program.}

**Family characteristics sought**

{Discuss family characteristics needed to help child deal with the child’s future needs. Describe any services that will be needed after the adoptive placement. Describe the attributes and strengths needed from the future family. Older children may be very involved in spiritual community activities that they would like to continue with their new family. Remember MEPA/IEPA and do not base recruitment needs upon race, color or national origin, except in very rare circumstances. Children covered by ICWA are exempt from MEPA/IEPA. Language may be considered. Discuss supports the child may need during the move to the adoptive home.}

Helping the child think positively about race, culture, ethnicity and religion as
they develop:

{For a child of any race, culture or ethnicity, describe the child’s needs for a family to help the child develop a positive sense of their birth family’s origins. When religion is important to the child, include information about the child needing a family that is open to helping the child stay connected to their religion. Remember that except for children for whom ICWA applies, DHS cannot consider race, color or national origin in matching children, except in very rare circumstances. Example A: *Mercedes is like children of all races, ethnicities and cultures in that she needs support from her family to learn to have positive thoughts about her origins, whether or not her adoptive family shares the same race or ethnicity.* Example B: *Kim needs a family that will help her develop a positive self-concept that includes feeling able to talk about her own racial, ethnic and cultural identity. A family that can do this does not have to be from a particular race or culture.* Example C: *Families of any racial background are sought for Jimi, who needs a family that is open to helping him learn to think positively about his birth family’s racial and cultural background which includes Jewish heritage.*}

**Child’s desires with regard to a family**

{For example, someone to bake cookies with or someone with a swing set in the yard.}

{**Closing quote** *(optional)*: From child or adult who knows the child well. A positive statement about the child’s wish for a family or positive statement about the child.}

{What to save for later in the adoption process: number of years in foster care; number of moves in care; medical diagnoses that can be stigmatizing; mental health diagnoses and medications; sexual or physical abuse history; and birth parents’ medical, mental health, treatment, criminal or social history.}

**When complete, save this file and send as an email attachment to** **Adoption Placement Coordinator** **along with up to five photos.**

**Updating bulletins on OARE**

To keep information on OARE up-to-date, caseworkers contact Pam Stanley in the Adoption Program and/or OARE at **oare@nwresource.org**when one of the following has occurred: **1.** **Bulletin** **on hold** − Families have been identified for final consideration and a date for adoption committee or caseworker selection has been set; or **2.** **Inactive/removal of bulletin** – Adoptive family has been selected or child is placed in an adoptive home.

**\*Oregon has two Heart Galleries that provide free bulletin recruitment photos taken byprofessionals.** **Note that this is separate from Heart Gallery recruitment activities.** The bulletin photo is taken before recruitment begins and is for the child bulletin. Contact Pam Stanley at **pam.stanley@state.or.us** for this free resource and provide her with the completed form from this link:
[**www.dhs.state.or.us/caf/photo\_gallery\_form.doc**](http://www.dhs.state.or.us/caf/photo_gallery_form.doc). You will then be contacted by either the Northwest Heart Gallery or the Oregon Heart Gallery.

**To learn about and request additional recruitment services for the child or children, please see the Child Welfare Staff Tools page, Adoptions Section, “Recruitment Options for Children.” Here is the link: <http://www.dhs.state.or.us/caf/publications/bulletin_tool.doc>.**