

**ALTERNATIVE EDUCATION PROGRAMS
TOOLKIT for
REVIEW of the DISTRICT'S POLICIES, PROCEDURES**

“As used in ORS 336.615 to 336.665, ‘alternative education program’ means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.” ORS 336.615. When used in this toolkit, “program” may be a school, class, or other grouping.

This toolkit is intended to provide a resource for school districts and school district boards for reviews of their alternative education program policies and procedures. Districts are encouraged to self-assess their compliance with the Oregon Revised Statutes, Oregon Administrative Rules, and Standards for Private Alternative Programs cited in the toolkit. References to sample policies of the Oregon School Boards Association (OSBA) related to alternative education programs are included.

This toolkit may be updated periodically in response to changes in Oregon Revised Statutes, Oregon Administrative Rules, or in response to comments from districts or programs.

Please direct questions or comments to [Annie Marges](#) .She can also be reached at 503-934-0787.

**Jasper Mountain and SAFE Center SELF ASSESSMENT
ALTERNATIVE EDUCATION PROGRAM POLICIES AND PROCEDURES**

PROGRAM APPROVAL AND EVALUATION: OAR 581-022-1350 (2)

Each table throughout this document is organized with three columns, as shown below:

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain
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The district has policies and procedures for the approval and annual evaluation of public and private alternative education programs under ORS 336.615-665 that receive public funds. Policies and procedures for approval and annual evaluation of each alternative program ensure the following.	C	(OSBA Sample Policy References: IGBHA, IGBHA-AR(1), IGBHA-AR(2))
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<i>Each Private Alternative Program</i>		
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072.	C	The program is listed on the ODE website
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program has an institution identification number assigned by the ODE.	C	Confirmed. Institutional ID # for SAFE: 1789 JMC:1792
The district's evaluation and approval of each private alternative program includes a review of the program's annual statement of expenditures consistent with ORS 336.635(2). See the ODE alternative education webpage for model formats	C	District's Finance Department has regular contact with the Site.
Before contracting with a private alternative program for special education services, the district confirms that the private program is approved by the ODE to provide those services.	C	The program is listed on the ODE website

Each Private Alternative Program		
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072.	C	The program is listed on the ODE website
Each private alternative program enhances the ability of the district and its students to achieve district and state standards. Each contract between the district and a private alternative education program states that suspension or revocation by the ODE of the private program's registration will suspend or terminate the district's contract with and distribution of public funds to the program for the term of the suspension or termination of the registration	C	Sample of day treatment contract with districts attached. (MOA agreement)
Each contract between the school district and a private alternative education program states that non-compliance with a rule or statute implemented by OAR 581-022-1350 may result in the termination of the contract.	C	Sample of day treatment contract with districts attached. (MOA agreement)
Each private alternative program is in compliance with its contract with the district, including each statute, rule, or school district policy that is specified in the contract.	C	Sample of day treatment contract with districts attached. (MOA agreement)

Each Public Alternative Program		
Each public alternative program complies with all state statutes and rules and federal laws that apply to public schools.	C	Annual alternative education program approval process

Each Public or Private Alternative Program		
An education plan and education profile that meet the requirements of OAR 581-022-1120(3)(a) and (b) and 581-022-1130(3) are designed and implemented with each student in the program.	C	The program supports students with significant social, emotional, behavioral, and mental health needs. The program provides mental health support, educational programming, and special education services.
Each student's education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program.	C	The agency meets with parents and school district every 90 days to determine and plan for transitions back to public school. Team meetings and team meeting

<i>Each Public or Private Alternative Program</i>		
		documents outline anticipated timeline and goals necessary to transition back to public school.
A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program.	C	Transportation is provided by the students' resident school district
The program complies with each eligible student's IEP	C	The contracting district maintains an IEP case manager to ensure that a FAPE is provided.
The program assists the district in meeting its comprehensive K-12 instructional program.	C	The mental health and behavioral support for the students are part of the range of services that must be provided to ensure that all students are served by the district.
The program ensures that students receive adequate instruction in the educational standards adopted by the State Board of Education for the grade level(s) the program serves for students to meet state and local benchmark standards.	C	District Policy IGBHG
The program ensures that each student participates in district and state assessments of student achievement.	C	District Policy IGBHA
The results of student performance on state assessments are reported annually to students, parents, and the school district.	C	Reports submitted annually
The program collects and reports to the district each student's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district and the state.	C	Reports submitted monthly
The program's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district are included in the district's at least annual evaluation of the program.	C	Annual documentation provided as evidence. Attendance, behavior, and assessment data provided to districts periodically throughout the school year.
The program provides one or more of the activities listed in OAR 581-023-0008, Accountable Activities, that are approved by the school district by contract: tutorial; small group; large group; personal growth and development instruction; counseling and guidance; computer assisted instruction; vocational training; cooperative	C	Small group, large group, personal growth and development, counseling, and supervised independent study are all provided to students in this setting.

Each Public or Private Alternative Program		
and/or supervised work experience; supervised community service activities; supervised independent study aligned with the student's educational goals.		
The district school board does not approve the enrollment of a pupil in a private alternative program unless the private alternative program meets all requirements of OAR 581-021-0045, Discrimination Prohibited.	C	Internal referral documents for each district ensure alt ed program is approved by the state.
Each teacher in a public alternative program holds a valid Oregon teaching license. Any Oregon teaching license is valid in an alternative program operated by a school district or ESD. A registered private alternative program is not required to employ only licensed teachers.	C	Licensing information for each teacher is on file
The at least annual evaluation is in writing and a copy is provided to the program on or before June 30. A district, for good cause, may apply to the ODE for an extension of this timeline if the program operates year around and there is good cause for an extension.	C	

Example Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district or education service district board meetings
- Contract(s) with the private alternative program
- Written evaluations of the public and private program
- Reviewed financial statement(s) from the private alternative program
- Curriculum mapping/alignment documents from the public or private alternative program
- Reports of state and local assessment administration schedules
- Student performance results on state and local assessments
- Student attendance and behavior records
- Interviews and focus groups with students, parents, staff
- Other indicator(s) required by the contract between the district and the private alternative program

PLACEMENTS OF STUDENTS: OAR 581-022-1350 (5)		
The district has policies and procedures to approve placing a student in district approved public and private alternative education programs/schools. The policies and procedures ensure the following.		(OSBA Sample Policy References: IGBHB, IGBHC-AR)
Students placed in alternative education programs are those whose educational needs and interests are best served by participation in such programs and will include but not be limited to those students identified by ORS 339.250(9) (certain expulsions) and by OAR 581-022-1110(5) (Certificate of Initial Mastery Requirements).	C	
<p>The program serves students who are in one or more of these subgroups. Students</p> <ul style="list-style-type: none"> • who are suspended, expelled, or considered for suspension or expulsion. • whose attendance is so erratic that they are not benefiting from school. • who have not met or who have exceeded benchmark academic standards. • whose parent or legal guardian applies for a student's exemption from compulsory school attendance on a semiannual basis consistent with OAR 581-021-0075, Exemption From Compulsory Attendance. • who are under 21 prior to the start of the district's school year and who need additional instruction to earn a diploma; or • who are individually approved for placement consistent with the district's board policies regarding the placement. 	C	Who are individually approved for placement consistent with the district's board policies regarding the placement. - Referral Packet included below.
Each placement of a student in a public or private alternative education program is made only if he student is a resident of the district and the district has legal responsibility for the student's education.	C	Internal referral packet assurance

PLACEMENTS OF STUDENTS: OAR 581-022-1350 (5)		
Prior to placement of a student in a public or private alternative education program, the district consults with the student's parent or guardian and determines that the student is not benefiting, has not benefited, or will not benefit from attendance in other district schools or programs.	C	Completed through the students' IEP process
Each placement of a student in a public or private alternative education program is consistent with the student's education plan (see page 3 above).	C	Completed through the students' IEP process
Each placement of a student in a public or private alternative education program is made only if the program has been determined by the district, according to district policy, to best serve the student's educational needs and interests, within district and state academic standards.	C	Completed through the students' IEP process
Each placement of a student in a public or private alternative education program is made only if approved by the student's resident school district and attending school district.	C	Completed through the students' IEP process
Each placement of a student in a public or private alternative education program is made consistent with district board adopted policies and procedures.	C	Completed through the students' IEP process
If a student will receive special education services from the program, prior to the placement, the district determines if the Department of Education has approved the program to provide special education services.	C	See ODE approval

Indicators of Compliance for Use Above:

- Current district student placement policies
- Student referral form(s)/format(s) with criteria
- Contract(s) with the private alternative program(s)/school(s)

REQUESTS FOR PROGRAMS: OAR 541-022-1350(6)		
The district has policies and procedures for students, parents or guardians of students residing in the district to request the establishment of new alternative education programs.	C	(OSBA Sample Policy Reference: IGBHB-AR)

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians
- Forms, formats, procedures for students, parents or guardians to request establishment of programs within the district.

NOTIFICATIONS OF LAW AND AVAILABLE PROGRAMS: OAR 581-022-1350(7)		
The district has policies and procedures for notification of students, parents or guardians about the following:		Policy IGBHC, IGBHC-AR
<ul style="list-style-type: none"> • The law regarding alternative education programs. 	C	
<ul style="list-style-type: none"> • Availability of existing alternative education programs. 	C	
<ul style="list-style-type: none"> • The procedures to request the establishment of new alternative education programs. 	C	
Consistent with OAR 581-021-0071(2), Specific Notices Required, the district provides notices in the following situations:		Policy JGEA
<ul style="list-style-type: none"> • Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period. 	C	
<ul style="list-style-type: none"> • When the district finds a student's attendance pattern to be so erratic that the student is not benefiting from the educational program. 	C	
<ul style="list-style-type: none"> • When the district is considering expulsion as a disciplinary alternative. 	C	
<ul style="list-style-type: none"> • When a student is expelled in compliance with ORS 339.250. 	C	
<ul style="list-style-type: none"> • When an emancipated minor, parent, or legal guardian applies for a student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030(5). 	C	

NOTIFICATIONS OF LAW AND AVAILABLE PROGRAMS: OAR 581-022-1350(7)		
Consistent with OAR 581-021-0071(3), Notice Content, the notifications include at least the following:		IGBHC-AR
<ul style="list-style-type: none"> The student's action, which is the basis for consideration of alternative education. 	C	
<ul style="list-style-type: none"> A listing of alternative programs available to the student for which the district would provide financial support. The district is not obligated to provide financial support when the student is semi-annually exempted from compulsory attendance to attend community college or be lawfully employed. 	C	
<ul style="list-style-type: none"> The program is recommended for students based on their learning styles and needs. 	C	This is determined by the students' IEP team.
<ul style="list-style-type: none"> Procedures for enrolling the student in the recommended program. 	C	Procedures are listed on the day treatment referral packet
<ul style="list-style-type: none"> When the parent or guardian's language is other than English, the district provides notification in manner that the parent or guardian can understand. 	C	

Consistent with ORS 329.485 (6-7), if a student has not met or has exceeded all of the academic content standards, the school district makes additional services or alternative educational or public-school options available to the student. If the student to whom additional services or alternative educational options have been made available does not meet or exceed the academic content standards within one year, the school district, with the consent of the parents, makes an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. (See ORS 329.485(7) for payment.)		IGBHA-AR
Consistent with OAR 581-021-0071(4), Methods, the district informs all parents or guardians of the law regarding alternative education and of the educational services available to students by such means as the student/parent handbook, notice in the local newspaper, or individual letter.	C	IGBHC
Consistent with OAR 581-021-0076, Notices to Exempted Students, when an exemption from compulsory attendance is granted to the parent or legal guardian of a child 16 or 17 years of age or an emancipated minor for lawful full-time employment, for full-time enrollment in a school, or for a combination of those, the district gives written notice of the alternative education program(s) available.	C	IGBHC

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians (e.g. handbooks, letters, newspaper announcements)
- Forms, formats, procedures for students, parents or guardians to request establishment of programs within the district

PARTICIPATION IN DEVELOPMENT: OAR 581-022-1350(6)		
The district provides opportunities for participation by educators, community members, and parents or guardians in the development of alternative education policies and procedures.	NA	Will take place if new alternative education sites are established

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians
- Forms, formats, procedures documenting opportunities for students, parents or guardians to participate in the development of district alternative education program policies

STATE SCHOOL FUND-CLAIMS AND PAYMENTS		
Consistent with ORS 336.635 (2) and OAR 581-022-1350(3), the alternative education program in which the student enrolls with the districts' approval notifies the student's resident district. It may bill the district for tuition. The billing is annually or at the end of each term or semester of the program. For each full-time equivalent student enrolled in the alternative education program, the school district pays the actual cost of the program or an amount at least equivalent to 80 percent of the district's estimated current year's average per student net operating expenditure, <u>whichever is lesser</u> . Each alternative education program is accountable for the expenditures of all State School Fund and other local school support moneys. It provides the school district with an annual statement of such expenditures.	C	Billing takes place monthly. The amount is equal to the agreed upon tuition amount. The expenditure report is submitted to the district annually.
Each claim of state school funds is made consistent with OAR 581-023-0006, Student Accounting Records and State Reporting, and with the Oregon Student Personnel Accounting Manual.	C	Staff lists and ADM reporting is completed within state law requirements
Activities provided by each public or private alternative education program and claimed for state school funds, and the diploma credits allowed for those activities, are only those approved by the district consistent with OAR 581-023-0008, Accountable Activities for Alternative Education Programs. The	C	Diploma requirements do not apply, and allowable activities are listed in the contract with the site.

STATE SCHOOL FUND-CLAIMS AND PAYMENTS		
allowable activities are listed in the contract with each private alternative program.		
Students receiving online instruction are accounted for consistently with reporting guidelines published in the Oregon Student Personnel Accounting Manual.	NA	NA
State school funds for students in full and part-time alternative education programs are claimed consistent with the formulas described in Section 3.0, Student Measures, of the Oregon Student Personnel Accounting Manual.	C	Finance department documents

Indicators of Compliance for Use Above:

- ADM reports to the district from programs
- ADM reports from the district to the ODE
- Communications with Oregon Department of Education, School Finance

EDUCATION RECORDS AND REPORTS		
Consistent with OAR 581-023-0006(8), Private Alternative Programs, each contracted private alternative program is required to do the following:	C	
<ul style="list-style-type: none"> • Maintain records of school attendance, group sizes, and other information required by the contracting district. 	C	Records are maintained for 10 years within the private alternative education program and according to state law.
<ul style="list-style-type: none"> • Report required school finance accounting information to the district at least twice yearly, once each for October 1 through December 31 and for ten days after the end of the school year. 	C	Direct contact between district and site finance department
<ul style="list-style-type: none"> • Retain student attendance records for at least two years. 	C	
The district maintains education records for each student in a public or private alternative education program consistent with OAR 581-022-1660(3) and with OAR 581-021-0210 through 581-021-0440.	C	Records are maintained according to state law

Indicators of Compliance for Use Above:

- Reports to the district from the programs
- Records maintained by the programs and the district
- Assurances or on-site inspections for retentions of records

STUDENT LEVEL DATA REPORTING		
The district includes data for each student in a public or private alternative program in reports required by the ODE.	C	Student data reporting is the responsibility of the district.

Comments/Notes/Next Steps:

This Self-Assessment, Review, and Approval are relevant for Jasper Mountain and SAFE Center.

Evaluator: Brian Megert

Evaluator email: brian.megert@springfield.k12.or.us

Program Contact Name: Janelle Mak Settlemeyer

Program Contact Phone: 541-747-1235

Program Contact Email: janellem@jaspermountain.org

Janelle Mak Settelmeyer

From: Janelle Mak Settelmeyer
Sent: Friday, June 13, 2025 9:54 AM
To: RAY RaeAnn * ODE
Subject: Re: Jasper Mountain/SAFE center

Thank you! Looking forward to your response!

Janelle Mak Settelmeyer

From: RAY RaeAnn * ODE <RaeAnn.Ray@ode.oregon.gov>
Sent: Friday, June 13, 2025 9:42:49 AM
To: Janelle Mak Settelmeyer <Janellem@jaspermountain.org>
Subject: RE: Jasper Mountain/SAFE center

Good morning Janelle,

Thank you for the e-mail.

I believe that your program operates under the auspices of DHS, but may also have some arrangements with the Springfield School District. I will reach out to the program specialists in our office to confirm.

Best always,
Rae Ann



Rae Ann Ray, M.A. (she, her, hers)
IDEA General Supervision Systems Specialist
Resource Management and Operations | Office of Enhancing Student Opportunities
Phone: Cell: (503) 580-8516
Raeann.ray@ode.oregon.gov | www.oregon.gov/ode

From: Janelle Mak Settelmeyer <Janellem@jaspermountain.org>
Sent: Friday, June 13, 2025 9:25 AM
To: RAY RaeAnn * ODE <RaeAnn.Ray@ode.oregon.gov>
Cc: MARGES Annie * ODE <Annie.Marges@ode.oregon.gov>
Subject: RE: Jasper Mountain/SAFE center

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Good morning RayAnn,

I wanted to circle back around to this conversation as I have not heard back. I am in the process of filling out the monitoring toolkit for our private alt ed review and I am still not sure if we need that special education contract.

Can you please let me know how to proceed as I want to make sure we have everything we need to be in compliance.

Thank you!

Janelle Mak Settelmeyer

Director of Education

Jasper Mountain: 541-747-1235

SAFE Center: 541-741-7402



Jasper Mountain would love to hear from you! [CLICK HERE](#) to leave feedback.

From: RAY RaeAnn * ODE <RaeAnn.Ray@ode.oregon.gov>

Sent: Wednesday, March 19, 2025 4:12 PM

To: Janelle Mak <janellem@jaspermountain.org>

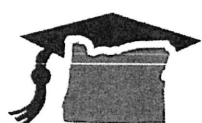
Subject: RE: Jasper Mountain/SAFE center

Hello Janelle,

Thank you for reaching out today. It was good to mee you by phone.

As we discussed, Jasper Mountain/SAFE center is a complicated entity. I will research the older information for you and get back to you as soon as possible. Because the information we're looking forward is most likely archived, I anticipate it will be next week before I have anything for you.

Best always,
Rae Ann



Oregon achieves . . . together!

**OREGON
DEPARTMENT OF
EDUCATION**

Rae Ann Ray, M.A. (she, her, hers)

IDEA General Supervision Systems Specialist

Resource Management and Operations | Office of Enhancing Student Opportunities

Phone: Cell: (503) 580-8516

Raeann.ray@ode.oregon.gov | www.oregon.gov/ode

From: Janelle Mak <janellem@jaspermountain.org>
Sent: Wednesday, March 19, 2025 1:15 PM
To: RAY RaeAnn * ODE <RaeAnn.Ray@ode.oregon.gov>
Subject: Jasper Mountain/SAFE center

You don't often get email from janellem@jaspermountain.org. [Learn why this is important](#)

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

RaeAnn,

Thank you for taking my call today. I feel so much better now knowing that I am the only one that doesn't have the answer to our question about a SPED contract. I have attached a copy of the last letter that we have on file that states the contract expired in 2022.

If we do need a new one, I am happy to complete whatever is needed to get us up to date.

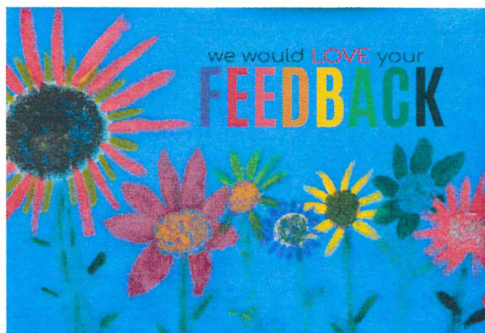
Thank you!

Janelle Mak Settelmeyer

Director of Education

Jasper Mountain: 541-747-1235

SAFE Center: 541-741-7402



Jasper Mountain would love to hear from you! [CLICK HERE](#) to leave feedback.

Jasper Mountain's mission is to bring hope and healing to traumatized children and their families, and to enhance the physical, emotional, and spiritual health of its clients and staff.

Jasper Mountain Academic Day Treatment Clientele:

Jasper Mountain School is the residential educational program as well as the Academic Day Treatment Program of Jasper Mountain, an agency that specializes in working with children who have significant psychiatric and psychological disorders from kindergarten through eighth grade. Treatment and educational processes are fully integrated into the classroom setting so that each child's ability to progress behaviorally and academically are simultaneously enhanced. Our licensed teachers specialize in trauma informed instruction and practices.

Children appropriate for this level of academic treatment include those who have been unresponsive to less intensive treatment with problem areas such as, a history of child abuse, behavioral and mood disorders, and aggressive and violent behaviors. For admission to the program, a child must demonstrate a need for psychological and/or behavioral interventions in conjunction with academics, which cannot be adequately met in the child's current school setting.

Jasper Mountain School is coordinated academically by a licensed school administrator, with teachers certified in both regular and special education. The therapeutic components of the program are coordinated by a team of treatment staff, headed by the Jasper Mountain and SAFE Center Directors. Day to day, treatment staff coverage consists of at least one adult staff person for every three students in the program. Each student also may be assigned a therapist who will be responsible for individual mental health treatment and consultation with families.

The Day Treatment (DTX) Referral Process:

- 1) The school district will hold an IEP meeting to determine the client's level of care.
- 2) The school district will submit a referral to Jasper Mountain indicating the recommendation for Day Treatment for the client.
- 3) The Jasper Mountain Academic and Clinical teams will assess the referred client to determine if the DTX program is an appropriate fit for this client's needs.
 - a. The Clinical team will hold a Meet and Greet with the client and one (1) support person (this could be the guardian or a school support person). Overt disqualifiers include an age of 14 years old or older (when an opening is available), substance misuse or behavioral issues related to substance misuse, Developmental Disabilities (DD) so significant that the child cannot participate in an insight-based program and/or may need 1x1 support to function adequately within the program, and violently assaultive or self-endangering behaviors that rise to a level of care beyond Jasper Mountain. Jasper

Mountain does not specialize in probation support services, or DD, sexual offender, eating disorder, or substance misuse treatment. The median age of Jasper Mountain's clientele is 8-10 years old.

- b. If the team determines that the DTX program appears to be the appropriate fit to support the client's on-going treatment, the academic team will schedule an in-school observation.
 - c. District Liaison will reach out to family for Insurance Information
 - d. Once completed, the JMC team will meet to review records, insurance information and all observations to determine if the client is a good fit for the program.
- 4) The Jasper Mountain Academic team will give the school district the determination, and the referred client will be placed in the waiting pool if accepted. If guardians contact Jasper Mountain, they will be directed to the school district for discussions on next steps. Information on the general status of Jasper Mountain's openings and timelines is open to the public.
 - 5) The school district must accept or deny the available opening within 14 days of an offer of services and hold an IEP transition meeting with the Jasper Mountain team prior to the client's admission. (Teams may request an extension by contacting the District Liaison.)
 - 6) If the referred client's team accepts Jasper Mountain's offer of Day Treatment services, a biopsychosocial interview will be scheduled with the family (and team, if applicable). This intake meeting can take 2-3 hours. The client will spend this time in the Day Treatment classroom setting. (Intake days: Tuesday-Thursday only.) The client's first full day of school will begin the following day.
 - 7) Transportation will be arranged and requested to begin the following day. However, sometimes routing may be delayed, and guardian may need to transport the client until routing can occur.

Jasper Mountain Team Contact Information:

Janelle Mak Settelmeyer, Director of Education: janellem@jaspermountain.org

Kassandra DeBaldo, School District Liaison: kassandrad@jaspermountain.org

Salena Bowen, School Secretary: salenab@jaspermountain.org

**Please remember to contact the entire team when emailing. Thank you.*

DAY TREATMENT PROGRAM REFERRAL



Name of youth: Click or tap here to enter text.

Pronouns: Click or tap here to enter text.

DOB: Click or tap here to enter text.

Gender: Click or tap here to enter text.

Date of Referral: Click or tap here to enter text.

School: Click or tap here to enter text.

Health Insurance Information (*REQUIRED for clinical services – Please provide the name of the Insurance Provider and the Policy #): Click or tap here to enter text.

District contact information (name, phone number, fax, email):

Click or tap here to enter text.

Guardian contact information (name, phone number, email):

Click or tap here to enter text.

**Guardians will be contacted as part of the referral assessment process. Contact us with questions or concerns.*

Date of IEP/level of care determination meeting (must have occurred prior to referral):

Click or tap here to enter text.

IF no IEP/504, please explain exception:

Click or tap here to enter text.

Do all parties agree with the referral to Psychiatric Day Treatment (yes/no/explain concerns):

Click or tap here to enter text.

Name and contact of child's current mental health provider:

Click or tap here to enter text.

List of medical conditions and allergies, if applicable:

Click or tap here to enter text.

List of daytime medications, if applicable:

Click or tap here to enter text.

Youth's approximate height and weight (optional): Click or tap here to enter text.

Youth's ethnicity, cultural considerations, and primary language:

Click or tap here to enter text.

Do all parties understand that the youth's case, if admitted, will be reassessed every 90 days with the potential of returning to previous services within 120 days of admission (yes/no/explain concerns):

Click or tap here to enter text.

Do all parties understand that any client whose behavior poses a serious and/or chronic risk of substantial injury to themselves or others may be discharged back to their community supports and/or to recommended higher levels of care (yes/no/explain concerns):

Click or tap here to enter text.

Please include the following with this referral:

Included?

IEP/504

☐

Current year's report cards

☐

Suspensions/Referrals

☐

Psychoeducational Reports

☐

Please complete the following.

<i>Indicate location below.</i>	<i>Describe behaviors below.</i>
Home School N/A	Impact of youth's current living situation/custody arrangement (records needed to support custodial rights, if applicable):
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Home School N/A	Youth's strengths (indicate location if data from home and school is accessible):
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Home School N/A	Youth's treatment needs/areas for growth/goals (indicate location if data from home and school is accessible):
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Home	School	N/A	Fire setting or reckless fire play:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Cruelty to animals:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Sexual acting-out or reactivity:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Aggressive/assaultive:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Alcohol or substance misuse:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Impulsive behavior:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Self-endangering and/or self-harming (excluding SI):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Home	School	N/A	Defiant to authority:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Severe property damage or attempts:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Excessive hyperactivity:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Difficulty staying on task:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Extreme "attention-seeking" behaviors:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Extremely poor social skills (include assaultive, aggressive, threatening behaviors AND behaviors such as poor eye contact, inability to reciprocate conversation, misinterpreting social cues, etc.):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Runaway behavior:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Home	School	N/A	Withdrawn/depressed:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Threats of violence (what and to whom, assess intent to carry out):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Extreme fear/anxiety; include separation from parent, if applicable:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Homicidal and/or Suicidal ideation (include plans and access to means, if applicable):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Unusual symptoms of perception, i.e., hallucinations, delusions, dissociation, a heightened sense of justice, or excessive misperceptions (believes others are targeting, etc.):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Home	School	N/A	Issues transitioning, becoming mental stuck, excessive rigidity:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Home	School	Both	Describe general mood and attitude toward teacher and guardian; indicate percentage of time (i.e., Youth is responsive to redirections and respectful to others 30% of the time; Youth is consistently irritable, approximately 80% of the time.) Indicate location if both environments can be assessed and youth presents differently in each location.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Encopresis			Indicate frequency:
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
Enuresis			Indicate frequency:
Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
Age-appropriate hygiene skills			Indicate ability and if supports are needed at school:
Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Insight			Indicate ability to understand cause and effect, self-reflect, take accountability, and have foresight:
Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Desire for change			Indicate youth's ability to recognize issues and to make behavioral changes:
Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Academic performance			Indicate current grade level and the youth's working grade level; include recent state testing scores, if applicable:
Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

Jasper Mountain Team Contact Information:

Janelle Mak Settlemeyer, Principal: janellem@jaspermountain.org

Kassandra DeBaldo, School District Liaison: kassandrak@jaspermountain.org

Salena Bowen, School Secretary: salenab@jaspermountain.org

Additional Considerations:

Due to implications caused by Senate Bill 710, enacted in 2021, excessively violent or self-endangering clients may need be referred to a higher level of care (for more, see:

<https://www.oregon.gov/dhs/PROVIDERS-PARTNERS/LICENSING/CCLU/Pages/SB710.aspx>).

If the referred youth is admitted into the treatment program and becomes so violent or self-endangering that they cannot be maintained safely and this behavior poses significant risk of serious injury to the child and/or others, arrangements will be made to have the child discharged to the Behavioral Health Unit of the local Emergency Department (ED) or according to other suitable discharge plans made in conjunction with the client's team. Per Federal Regulation 42 CFR § 483.15, the legal guardian will receive written notice outlining the basis for this emergency discharge (if youth is taken to the ED). Emergency Discharges occur only when the discharge is necessary for the welfare of the client in the event the client's safety needs cannot be met within the treatment program, and/or if the safety or health of other individuals in the facility is imminently endangered due to the clinical status of the client.

Memorandum of Agreement

This agreement is between Springfield School District (hereafter referred to as “District”) and Jasper Mountain.

Purpose: For Jasper Mountain to provide specialized educational services for the following student:

Name		Date of Birth	
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Duration: Educational services will be provided for all days the child attends Jasper Mountain School during the period of placement at Jasper Mountain: beginning 5/8/25, to 08/08/2025, as agreed upon by the child’s parent/guardian, District and Jasper Mountain clinical team, in accordance with the 2024/2025 School Calendar. The district is not responsible for paying for any instructional days when the student is not in attendance.

School Program Location:

- ☐ Jasper Mountain Center School Site: 37875 Jasper-Lowell Rd Jasper OR 97438
- ☐ SAFE Center School Site: 89124 Marcola Road Springfield OR 97478

Jasper Mountain Responsibilities:

1. Provide appropriate education services which meet Oregon Department of Education standards for Private Special Education Schools and Private Alternative Schools.
2. Integrate each student’s academic, mental health and behavioral support plans into the educational setting, as directed by the child’s IEP and clinical team, including appropriate instructional, behavioral and treatment support in the classroom.
3. Provide instruction and assistance with IEP case management through teachers Licensed by the Oregon Teachers Standards and Practices Commission, including teachers endorsed to provide Special Education services.
4. Collaborate with the District in development and implementation of the Individual Education Program for the above-named student.
5. Report to District regarding student’s attendance and educational progress and submit accurate claims for tuition payment.
6. Facilitate the planning for the transition and integration process as required by student’s IEP.

District Responsibilities:

1. Monitor and oversee the placed student’s educational program per each student’s IEP.
2. Provide Jasper Mountain with student educational records as applicable.
3. Include Jasper Mountain School staff in the IEP process, including collaboration over goals and coordination of meeting dates.
4. Provide appropriate licensed staff for assessment as may be required by the triannual IEP eligibility assessment if the requested tests are not available in-house at Jasper Mountain (Note: if District is out-of-state, sub-contracts can be arranged with local school psychologist for testing if desired).
5. Provide transportation for student to and from school as applicable.
6. Compensate Jasper Mountain for services in accordance with the tuition rate and remittance schedule noted below.

Tuition/Fee Schedule:

The Tuition for the abovenamed student attending in person the rate will be \$187.00 per day. Jasper Mountain School operates on a year-round calendar including four terms and 191 instructional days. See **Addendum 1** for the 2024/2025 School Year Calendar and **Addendum 2** for the Jasper Mountain Rate Schedule.

Invoices will be sent at the end of each month for each school day attended. When the District receives complete and accurate claims it will remit payment within 45 days, which has been established as the standard for payment in Oregon Administrative Rule 436-009-0030(3)(a). Jasper Mountain will allow a grace period from 45 to 60 days to make payment. If the District goes beyond 60 days to make payment a fee of 6% will be added.

Payments should be made to Jasper Mountain, and remitted to the following address:

Jasper Mountain
37875 Jasper-Lowell Road Jasper OR 97438
Attention: Accounts Receivable

Termination:

This agreement may be terminated with a 30-day notice by either party or upon the child’s discharge from Jasper Mountain treatment programs.

Suspension or revocation by the ODE of the private program’s registration will suspend or terminate the districts contract with and distribution of public funds to the program for the term of the suspension or termination of the registration.

Non-Compliance with a rule or statute implemented by OAR 581-022-1350 may result in the termination of a contract.

Point of Contact: For contractual matters, including payment and all charges resulting from the Contract, the point of contact shall be Salena Bowen, School Secretary- email: salenab@jaspermountain.org
Phone: 541-747-1235 Address: Jasper Mountain Administration: 37875 Jasper-Lowell Road, Jasper, OR 97438

AGREED:

District Representative: _____
Name/Title

Signature

Date

Jasper Mountain Representative: Janelle Mak Settlemeyer, Director of Education

Signature

Date

SAFE Center State Testing 2025

Student	Grade	ELA	MATH	SCIENCE
	3	-	-	
	3	-	M	
	4	-	-	
	4	-	-	
	4	-	-	
	4	-	-	
	7	M	-	
	7	-	-	
	8	-	-	-
	3	-	-	
	3	-	-	
	5	M	-	-
	5	-	-	-
	5	-	-	-
	6	-	-	
	6	M	-	
	6	M	-	
	6	M	-	
TOTAL (residential):				
Meet (M)		7	7	0
Did Not Meet (-)		1	1	0
TOTAL (day treatment)				
Meet (M)		9	9	4
Did Not Meet (-)		3	0	0
TOTAL (all)				
Meet (M)		16	16	4
Did Not Meet (-)		4	1	0

Jasper Mountain State Testing 2025

Student	Grade	ELA	MATH	SCIENCE
	3	M	-	
	3	-	-	
	4	-	-	
	4	-	-	
	4	-	-	
	4	-	-	
	4	-	-	
	4	-	-	
	5	-	-	-
	5	-	-	-
	6	-	-	
	6	-	-	
	7	-	-	
	7	-	-	
	7	-	-	

TOTAL (residential):

Meet (M)

Did Not Meet (-)

9	9	1
0	0	0
9	9	1
4	4	1
1	0	0
3	4	1

TOTAL (day treatment)

Meet (M)

Did Not Meet (-)

24-25 JMC Prof. Reading/Math		FALL '24				WINTER '25				SPRING '25			
Student Name	Grade	Prof READING		Prof MATH		Prof READING		Prof MATH		Prof READING		Prof MATH	
		score	%	score	%	score	%	score	%	score	%	score	%
	3	15/20	75%	20/40	50%	13/20	65.00%	22/40	55.00%	19/20	95%	33/40	82.50%
	6	15/20	75%	21/45	46.70%	15/20	75%	16/45	35.50%	15/20	75%	18/45	40%
	7	16/20	80%	35/45	77.70%	17/20	85%	37/45	82.20%	11/20	55%	36/45	80%
	6	4/20	20%	19/45	42.20%	14/20	70%	15/45	33.30%	9/20	45%	11/45	24%
	7	13/20	65%	18/45	40%	11/20	55%	18/45	40%	14/20	70%	25/45	56%
	6	7/20	35%	18/45	40%	6/20	30%	16/45	36%	8/20	40%	18/45	40%
	4	15/20	75%	20/40	50.00%	8/20	40%	16/40	40%	9/20	45%	24/40	60.00%
	7	8/20	40%	16/45	36%	4/20	20%	10/45	22.00%	6/20	30%	13/45	29%
	4					14/20	70%	18/40	45%	7/20	35%	23/40	58%
	3					5/20	25%	22/40	55%	12/20	60%	20/40	20%
	5					9/20	45%	10/40	75%	5/20	25%	16/40	40%
	3					6/20	30%	18/40	45%	8/20	40%	22/40	55%
	6					10/20	50%	19/45	42%	15/20	75%	20/45	44%
	K					0	0%	3/30	10%	0	0%	12/30	40%
	3					5/20	25%	18/40	45%	3/20	15%	23/40	58%
	5					10/20	50%	29/40	73%	14/20	70%	25/40	63%
	4									7/20	35%	25/40	63%
	5									10/20	50%	16/40	40%
	1									58 PRF	N/A	28/35	80%
	7									9/20	45%	12/45	27%
	2									10/12	83%	23/35	65%
	5									6/20	30%	16/40	40%
	4									12/20	60%	29/40	73%
	4									7/20	35%	16/40	40%
	7									10/20	50%	19/45	42%
Discharged Students													
	6												
	5	8/20	40%	20/40	20.00%								
	7	14/20	70%	16/45	35.50%								
	6	6/20	30%	15/45	33.30%								
	7	11/20	55%	20/45	44.40%								
	7	9/20	45%	18/45	40%								
	7	8/20	40%	18/45	40%	SAFE	SAFE	SAFE	SAFE	SAFE	SAFE	SAFE	SAFE
	5	10/20	50%	13/40	32.50%	15/20	75%	17/40	43%	SAFE	SAFE	SAFE	SAFE
	1	82 WPM	N/A	33/35	94%	197 PRF	N/A	30/35	85.70%				
	7	12/20	60%	28/45	62.20%	15/20	75%	36/45	80.00%				
	3	7/20	35%	23/40	57.50%	10/20	50%	28/40	70.00%				
	5	20/20	100%	31/40	77.50%	15/20	75%	29/40	72.50%				
	5					8/20	40%	14/40	35%				

24-25 SAFE Prof. Reading/Math		FALL '24				WINTER '25				SPRING '25			
		Prof READING		Prof MATH		Prof READING		Prof MATH		Prof READING		Prof MATH	
Student Name	Grade	score	%	score	%	score	%	score	%	score	%	score	%
	6	17/20	85%	19/45	42.20%	14/20	70%	22/45	48.80%	19/20	95%	20/45	44%
	3	10/20	50%	15/40	37.50%	8/20	40%	19/40	47.50%	11/20	55%	25/40	62.50%
	6	16/20	80%	26/45	57.80%	19/20	95%	33/45	73.30%	17/20	85%	29/45	64%
	5	10/20	50%	22/40	55%	18/20	90%	21/40	52.50%	16/20	80%	29/40	73%
	8	9/20	45%	18/45	40%	9/20	45%	17/45	37.70%	4/20	20%	15/45	33%
	2	5/12	41.60%	14/35	40%	3/12	25%	12/35	34%	6/12	50%	10/35	29%
	3	3/20	15%	13/40	32.50%	5/20	25%	16/40	40%	10/20	50%	17/40	42.50%
	5	8/20	40%	19/40	47.50%	12/20	60%	22/40	55%	14/20	70%	19/40	47.50%
	6	14/20	70%	22/45	48.90%	15/20	75%	29/45	64.40%	11/20	55%	33/45	73.3%
	1	69 (WRF)	N/A	22/35	62.90%	156 (PRF)	N/A	26/35	74.30%	153 PRF	N/A	30/35	85.70%
	7	8/20	40%	18/45	40%	13/20	65%	15/45	33.30%	5/20	25%	14/45	31%
	3					5/20	25%	18/40	45%	4/20	20%	23/40	58%
	3					11/20	55%	33/40	82.50%	12/20	60%	34/40	85%
	K					1 WPM	N/A	10/30	33.30%	9 WPM	N/A	14/30	47%
	4									13/20	65%	17/40	43%
	7									11/20	55%	17/45	38%
	4									13/20	65%	18/40	45%
	4									12/20	60%	29/40	73%
	5	JMC	JMC	JMC	JMC	JMC	JMC	JMC	JMC	14/20	70%	21/40	53%
	1									61 PRF	N/A	25/35	71%
	1									13 PRF	N/A	24/35	69%
	7									11/20	55%	22/45	49%
Discharged Students													
	5	8/20	40%	12/40	30%								
	1	0 (WRF)	N/A	10/35	28.60%								
	8												
	6	16/20	80%	26/45	57.80%								
	5					1/20	N/A	1/40	N/A				
	2	7/12	58.30%	23/35	65.70%	9/12	75%	23/35	65.70%				
	2	2/12	16.60%	15/35	42.90%	5/12	41.60%	13/35	37.10%				
	5	8/20	40%	14/40	35%	8/20	40%	17/40	43%				
	5	7/20	35%	14/40	35%	13/20	65%	15/40	37.50%				
	5	18/20	90%	21/40	52.50%	16/20	80%	28/40	70%				
	5	6/20	30%	21/40	52.50%	15/20	75%	27/40	67.50%				
	1					11 (PRF)	N/A	16/35	45.70%				
	6					16/20	80%	24/45	53.30%				
	3					7/20	35%	30/40	75%				