

City of Seattle 2011 Families and Education Levy  
**Request for Qualifications**  
**Social, Emotional, Behavioral and Family Support**

Attachment 1

**ATTACHMENT 1: COVER SHEET**

**Applicant Information:**

Applicant name: **Southeast Youth and Family Services**

Applicant address: **3722 S. Hudson St.**

If applicable, Web address: **Seattle, WA 98118**

**Contact Information:**

Contact person: **Jeri R. White, LICSW, CMHS, EMMHS**  
(please print clearly)

Title: **Executive Director**

Mailing address: **3722 S. Hudson St. Seattle, WA 98118**

Day/Work phone: **206 721 5542** Email address: [jrwhiteseyfs@comcast.net](mailto:jrwhiteseyfs@comcast.net)

Signature: \_\_\_\_\_ Date: **10/16/2012**

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

**Washington State nonprofit corporation**

**Application Components and Checklist (submit in this order)**

- **Cover Sheet**
- **Key People**
- **Previous Experience Improving Student Outcomes**
- **Tracking to Success**
  - **Attachment 2: Data Sample(s):** *If separate from the RFQ document, please use this naming convention:*  
[Applicant Name]\_SEBFS\_DataSample  
*Example: IZAFamilyServices\_SEBFS\_DataSample*
- **Women and Minority Inclusion; Non-discrimination**

**City of Seattle Families and Education Levy  
RFQ – Elementary Social, Emotional, Behavioral and Family Support**

**Section 1: Key Staff**

1. SEYFS staff are professionals who are committed to serving our community. They have strong skills in engaging youth, and keeping them focused on their goals, even during times of chaos in their lives. They recognize that in addition to providing clinical services, they serve as role models for youth. Our staff are advocates for youth and families, dedicated to helping them overcome oppression and institutional racism, discrimination and inequality, as well as abuse, adversity and dysfunction. Our staff know the community resources necessary to assist the client population. They are resourceful, team players with strong ties and connections to many people and organizations. They have the ability to bridge the gap between youth and parents/caregivers, problem solve and identify solutions, and help clients work toward positive outcomes. They are lifelong learners, and demonstrate the importance of educational advancement to clients.

Our Clinical Director, Stephanie McWethy, who will lead this project, is a licensed Marriage and Family Therapist. She began her work at SEYFS in March 2007 as a Therapist providing direct services including mental health therapy, case management and family support. She is certified as a Mental Health Professional, and also certified as a Child Mental Health Specialist and an Ethnic Minority Mental Health Specialist. Prior to becoming the Clinical Director, she was the Assistant Program Manager, and assisted in the supervision and administration of the clinical programs at this agency for over 2 years. Stephanie is trained in the Promoting First Relationships curriculum, and has written a DSHS approved Parent Education curriculum. During her tenure at SEYFS, Stephanie has been successful in working with the parents/guardians of her clients to become involved in the child's educational process, as well as herself advocating with school personnel in the best interest of the child. Her clients consistently met their treatment plan goals including improving school attendance and performance, and decreasing disruptive behaviors in school.

2. SEYFS staff have experience providing the services specified in this RFQ. They are successful in advocating with school personnel in the best interest of the child, involving the parents/guardians of their clients in becoming involved in the child's educational process, assisting clients in meeting their treatment plan goals including improving school attendance and performance, and decreasing disruptive behaviors in school. All of our current programs include outcomes and indicators. The staff who do and will provide social, emotional, behavioral and family support services include:

Lianne Arakaki, MA, Therapist III, over 9 years at SEYFS  
Taye Degefu, MSW, Therapist III, over 12 years at SEYFS  
Alfredo Guzman, Counselor/Case Manager, over 6 years at SEYFS  
Wendy Hsieh, MSW, Therapist I, over 4 months at SEYFS  
Rachel Nickel, MSW, Therapist I, over 10 months at SEYFS  
Susan M. Takemura, MSW, Therapist I, over 3 years at SEYFS  
Fred Wright, Counselor/Case Manager, over 9 years at SEYFS

Our approach to serving clients includes a comprehensive intake, assessment and diagnosis; individual, family and group mental health therapy; case management; crisis intervention; family support; educational support; juvenile justice intervention; and skill building classes and activities. Our direct service staff currently includes nine full time staff positions providing direct services to youth and families (2 African/African American, 4 API, 1 Latino, 2 vacant position). Our staff also represents individuals from the GLBTQ community and the disabled community. We have the capacity within our staff to provide services in six languages.

## **Section 2: Previous Experience**

1. Our clients are the children/students that demonstrate the risk factors the Levy focuses on including: failure to meet grade-level standards; failure to make typical growth on MAP; failure to make gains on English proficiency tests; failure to pass one or more courses in middle and high school; poor attendance.

SEYFS primarily serves low and very low income children and families of color. Our current client base is 59% African American and African Immigrants, 5% Caucasian, 4% Asian/Pacific Islander, 6% Latino/Hispanic, 4% Native American/Alaska Native, 20% Multiracial, 2% Other. Our clients are aged 0 to 20, majority are living below the poverty line; living in a home with a female head of household or is living with other family members; struggling with serious to severe mental health issues; experiencing significant issues with family, school, peers and/or the legal system; lacking natural support systems; residing in high crime areas; lacking age appropriate social connections and recreational activities; lacking pro-social peer connections; struggling in school; involved with multiple systems (CPS, foster care, juvenile justice. Many have an incarcerated parent, are in foster care, are bilingual (but with monolingual parents), are involved with gangs and/or committing crimes, are experiencing or have experienced suicidal thoughts/ideation, have harmed or are harming themselves, and live in unstable situations with multiple moves and/or are homeless. In addition, youth of color, especially low income youth of color, have fewer developmental assets than their counterparts in other communities; show a significantly higher drop out rate than white students; have significantly less social support than children in white families; are generally disconnected from the educational process; and have the lowest WASL scores in the state, especially in math and science.

2. As indicated above, our clients face numerous barriers and challenges. For over 38 years, we have worked to improve the lives of children in the areas of individual functioning and academic success. We address these barriers and challenges by providing culturally competent, multi-lingual, highly skilled, resourceful, and knowledgeable staff who engage with and are concerned about the population we serve. We provide a variety of services including mental health, general counseling, educational support and advocacy, community outreach, delinquency prevention, family support, case management, advocacy and skill building classes. We have programs that are researched based, proven effective programs, and that have been determined to include those elements needed for success. We offer flexible scheduling for client activities and services. One of the most successful strategies for working with a

population like ours is to meet the clients where they are, and engage them through consistency, openness and the true demonstration of empathy while remaining professional. SEYFS incorporates this approach in our work, with an emphasis on extensive outreach, which improves client access and participation, and increases program effectiveness. We go to schools, homes, community centers, hospitals, juvenile detention, and other locations to engage and provide services to youth and families. We have an extensive record of achieving service levels and outcomes with at risk youth and families especially in the areas of individual functioning, family relationships, peer relationships, academic success and parental involvement. Staff involve clients in planning, implementing and evaluating services. Staff also involve necessary caregivers, support persons, service providers, and systems in the therapeutic and case management services. Staff have strong relationships with Family Support Workers, teachers, counselors, principals and other school staff.

We involve youth in various activities to stimulate their interests, expose them to other people and cultures, and develop their social skills. SEYFS has a long history of developing and implementing strong and effective programs for youth aged 0 to 20, and their families. For over seven years we were the lead agency in a collaboratively run family support center. We were a lead partner in creating the original Seattle Team for Youth and the ACHIEVE Middle School Dropout Prevention programs. We are a licensed mental health center, and have provided Managed Care mental health therapy for over 14 years, serving between 100 and 200 youth and families each year. We have a strong history of assisting schools and community organizations to create innovative and effective programs. We have provided assistance to other providers through consultations, training, sharing resources, supervising and providing direct services. Our partnership with Seattle Public Schools is extensive, including a history of having staff sited in schools, and a SPS Interagency Program housed in our facility. We work with and through the schools and our community partners to reach youth and families.

3. Our outcomes are directly tied to the strategies we use, the services we provide, and effectiveness of our partnering with schools and other service providers. During the 2011 contract year, we provided services to approximately 35 youth and their families through our city funded Youth Mental Health Program, 30 in our county funded Counseling Program, and 134 in our Managed Care Mental Health Program. Our results include: 91% of children and youth participating in our services improve their academic skills; 88% of children and youth participating in our services strengthen their social skills; 80% of children and parents participating in our parenting and/or family services strengthen their parent/child interaction skills; and 88% of children and youth participating in our mental health counseling strengthen their coping skills. Evaluations conducted internally and by funders consistently show that clients in our programs reach their goals and improve their lives; that the programs meet service delivery goals and outcomes; and that clients rate the services highly.

At SEYFS, we make every effort to respond to referrals within 72 hours. All reports of suicidal behaviors are responded to with same day appointments. We provide services

throughout King County. We know that extensive and aggressive outreach is the most successful way to serve our clients. We go to where the clients are, be it homes, schools, juvenile detention, community centers or other places youth gather. We provide continuity of care, following the client anywhere within King County. We provide a stable relationship for clients, often the only one they have. We assist clients in understanding that personal accountability is the key to success.

We are proud of our history of building partnerships and collaborations. We have extensive experience working with various ethnic communities and with numerous organizations and agencies. We have formal partnerships, collaborative and/or financial relationships with the City of Seattle, the State of Washington, King County, United Way of King County, Navos (formerly Highline-West Seattle Mental Health Center), Atlantic Street Center, Therapeutic Health Services, Southwest Youth and Family Services, Rainier Beach Community Empowerment Coalition, Center for Multicultural Health, The Breakfast Group, and others.

### **Section 3: Tracking to Success**

1. SEYFS tracks school readiness with all children and youth, and assesses for both academic and attendance challenges upon intake. In addition, staff secure school records, insure testing for special education services and behavioral issues that may be factors in academic success.

SEYFS has provided ART and CBT classes for students with behaviors that impact learning; homework groups for students who require a structured setting to meet performance goals; counseling for re-entry; and referrals and case management for credit retrieval programs.

In terms of early childhood and school readiness, SEYFS has a contract with First AME Child Development Center to provide classroom observations for children 0-5 in an effort to identify those early signs that children have school readiness issues, and to make recommendations and referrals for these children and families.

2. During the client intake and assessment, staff secure Releases of Information allowing us to obtain school records and discuss certain aspects of the clients case with school personnel. SEYFS tracks attendance, grades and service hours at regular (weekly, monthly, quarterly) intervals, based on the clients treatment plan. This data is used to identify those issues that interfere with academic achievement and success. Services, including case management and counseling are adjusted to meet the individual needs of students. Samples of tools, reports and data collected attached.

3. SEYFS staff work closely with school personnel and parents/guardians to identify areas of concerns so that an effective plan can be developed which includes school personnel, parents and /or guardians and SEYFS staff. Efforts are made to build a support system within the school and community, a support system that children and youth view as positive and not adversarial. These rigorous efforts provide support,

investment in student success and immediate intervention and accountability. These efforts work to improve student outcome.

Maintaining collaborative relationships with school personnel provides an opportunity for immediate intervention. SEYFS staff provide direct service on sight at schools children and youth attend. Staff check attendance and academics regularly. Staff attend all school meetings on behalf of students. Staff work to build positive relationships between school personnel and parents and/or caregivers.

SEYFS measures Family Functioning, Peer Relationships, Community Attachment and Involvement, Individual Emotional and Behavioral Health Academic Achievement including enrollment, attendance and grades, credits, grade promotion, successful transitions from elementary school to middle school and middle school to high school, and school readiness including basic needs, language ability, learning disabilities, and parental involvement and support.

#### **Section 4: Women and Minority Inclusion; Non-discrimination**

While we do not anticipate subcontracting if selected by the school district to provide services, we do anticipate the possibility of hiring additional staff. It is the policy of SEYFS to fill all positions through an open hiring process SEYFS fills job openings with the most qualified applicant in the applicant pool. Information relative to employment opportunities is broadly disseminated whenever possible and as advertising funds allow. Consideration is given to reaching specific Affirmative Action goals. Announcements include job title, duties, required qualifications, closing date, directions for making application, EOE advisement, and other pertinent information necessary

SEYFS has a Staff Recruitment and Retention Plan that includes seeking the most qualified and diverse staff as possible, then rewarding staff through compensation, benefits, professional development opportunities, culturally competent working environment, excellent supervision, and regular performance evaluations. The agency strives to eliminate barriers to equal employment, and in areas where there is shown to be an under utilization of women, minorities and physically challenged individuals, SEYFS is committed to recruitment practices that will provide for recruitment of locally based qualified women, minorities and physically challenged individuals for the positions available.

SEYFS complies with federal, state, and local laws and regulations prohibiting discrimination. SEYFS does not discriminate in employment and personnel practices on the basis of race, color, national origin, gender, religion, age, sexual orientation, marital status, veterans status, the presence of any sensory, mental, or physical disability or life threatening illness, including but not limited to AIDS, cancer or heart disease.



SPS Student Discipline History Report Sr\_I001P

Student:

School Year: 2011

Run Date: 05/16/2012

STUDENT INFORMATION

Pupil Number: \_\_\_\_\_ Gender: M Birth: \_\_\_\_\_  
 Address: \_\_\_\_\_ Grade: 04 Phone: \_\_\_\_\_  
 City, State Zip: Seattle, WA 98108 Admission: 09/05/2007  
 Ethnicity: Not Hispanic/Latino Race: African American/Black Registration: 09/07/2011  
 Current School: 256 John Muir Elementary 206-252-7400 Homeroom: 16 Withdraw: \_\_\_\_\_  
 Counselor: \_\_\_\_\_  
 Parent/Guardian: \_\_\_\_\_  
 Living With: \_\_\_\_\_  
 Emergency Contact: \_\_\_\_\_  
 Program: Gen Ed Bilingual: N Sped: Y 504: N Homeless: N

IGP

09/07/2007 to 06/22/2012 DISCIPLINE INFORMATION

- Offense Date:** 03/30/2012 **D110-Disruptive Conduct** **School:** 256  
**Narrative:** In-house suspension.  
 disrupted the teacher and said out loud, "Why don't you answer me kid?" Then he refused to sit down and be quiet. He was told 3 times to sit down and be quiet. Sent to the office.  
**Action Date:** 03/30/2012 **Office Referral**
- Offense Date:** 03/29/2012 **D110-Disruptive Conduct** **School:** 256  
**Narrative:** Disrupted \_\_\_\_\_ class by arguing with the teacher. He interrupted other students when talking. Continuously argues while lesson was in progress. He stood in front of the class and would not sit down. Mrs. \_\_\_\_\_ was called to remove him from class. When she arrived, he was standing in front of the class and the class instruction was at a complete halt.  
**Action Date:** 03/29/2012 **Office Referral**
- Offense Date:** 03/19/2012 **D120-Rule Breaking** **School:** 256  
**Narrative:** called a "midget". Ms \_\_\_\_\_ observed \_\_\_\_\_ in her face yelling, "What the fuck you think you're doing!"  
**Action Date:** 03/19/2012 **Office Referral**
- Offense Date:** 03/15/2012 **D120-Rule Breaking** **School:** 256  
**Narrative:** Mr \_\_\_\_\_ observed \_\_\_\_\_ push \_\_\_\_\_ while lining up \_\_\_\_\_ then taunted \_\_\_\_\_ to push him back by saying, "Go ahead and push me back." \_\_\_\_\_ pushed \_\_\_\_\_ back. They continued to push each other until \_\_\_\_\_ pushed \_\_\_\_\_ into the door.  
**Action Date:** 03/15/2012 **Office Referral**
- Offense Date:** 03/06/2012 **D110-Disruptive Conduct** **School:** 256  
**Narrative:** Became very upset and disruptive because a girl was making faces through the window of the classroom and he felt the teacher wasn't doing anything about it. Sent out into the hall and then to the office.  
**Action Date:** 03/06/2012 **Office Referral**
- Offense Date:** 02/09/2012 **D130-Disobedience** **School:** 256  
**Narrative:** \_\_\_\_\_ had a paper airplane during class. His teacher told him to give it to him. He refused 4 times. After he gave it to the teacher, he moved his desk and started banging against it. The teacher told him to stop and move his desk back. He refused twice.  
**Action Date:** 02/09/2012 **Office Referral**
- Offense Date:** 02/07/2012 **D110-Disruptive Conduct** **School:** 256  
**Narrative:** Threw a paper airplane in class. After getting a detention he continued to make disruptive noises in his seat.  
**Action Date:** 02/07/2012 **Office Referral**
- Offense Date:** 12/01/2011 **E240-Fighting** **School:** 256  
**Narrative:** Both boys were pushing and throwing punches at each other. A teacher had to break them up.  
**Action Date:** 12/01/2011 **Short Term Suspension** Suspended from 12/02/11 to 12/02/11
- Offense Date:** 11/18/2011 **D120-Rule Breaking** **School:** 256  
**Narrative:** \_\_\_\_\_ mom saw \_\_\_\_\_ the ground and asked what happened \_\_\_\_\_ said she pushed him and he pushed her down \_\_\_\_\_ and \_\_\_\_\_ other students said \_\_\_\_\_ had been bothering him-slapping- all day \_\_\_\_\_ said he reported to someone.-  
**Action Date:** 11/18/2011 **Office Referral** reported to his teacher
- Offense Date:** 11/08/2011 **D110-Disruptive Conduct** **School:** 256  
**Narrative:** \_\_\_\_\_ reported to grandma \_\_\_\_\_ pulled his pants down, showed his boxers when Mr. \_\_\_\_\_ had his back turned. When the teacher turned around, he pulled them back up. Two other students independently confirmed. A third student observed \_\_\_\_\_ grab his crotch, bang on his chest and then pretend to hit Mr. \_\_\_\_\_ when his back was turned \_\_\_\_\_ denied it all.  
**Action Date:** 11/08/2011 **Office Referral** Grandma was there and teacher said nothing
- Offense Date:** 10/17/2011 **D120-Rule Breaking** **School:** 256  
**Narrative:** \_\_\_\_\_ became angry after \_\_\_\_\_ sat in his seat at the lunch table. When she wouldn't move, he smashed his milk carton, causing milk to spray all over his classmates. When I told him to go to detention, he pushed 2 tables and kicked a desk over on his way to the stage.  
**Action Date:** 10/17/2011 **Office Referral**

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My Schools Search Learning Plans Reports Standards School Settings Resources Help Change Role

School: John Muir Elementary  
 Grade: 05  
 Student ID #  
 State ID #:

- Class
- Attendance
- Assessments
- Services
- Library

### State Assessment Scores

Information about Washington State assessments can be found at <http://www.k12.wa.us/assessment/>.

#### Level Key

- 1 Beginning
- 2 Developing
- 3 Close to Meeting
- 4 Basic Met
- 5 Passed Alt
- 7 Not Met Alt. Assessment

- Meeting
- Exceeding
- Previously Passed

#### Math End of Course Key

- ALG/ALGB Algebra
- GEO/GEOB Geometry
- MU1/MU1B Make-up for Algebra
- MU2/MU2B Make-up for Geometry

Reading					Writing					Math					Science					
		Grade					Grade					Grade					Grade			
Year/Season	Type	Lvl	Level	Score	Met	Type	Lvl	Level	Score	Met	Type	Lvl	Level	Score	Met	Type	Lvl	Level	Score	Met
2011/Spring	MSP	3	1	332	No						MSP	3	1	358	No					

\* Assessment Grade Level



# Measures of Academic Progress (MAP)

## Spring 2012 Student Progress Report

Teacher

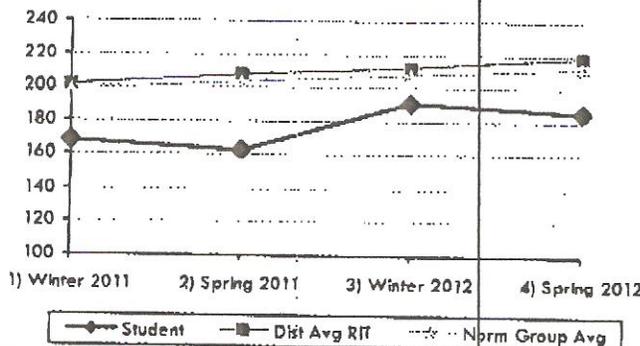
English Only



Student Name (ID):  
School: John Muir Elementary

### Mathematics

#### Growth Chart



#### Historical Growth Detail

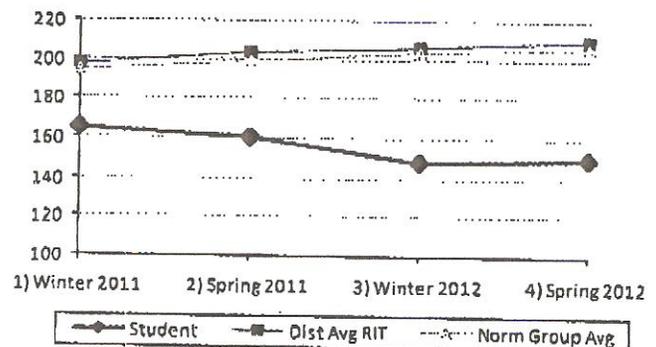
Test Period	Grade	Student Score	Test Duration	Dist Avg RIT	Norm Group RIT	Student Growth	Typical Growth	Student %ile
S12	04	185	29	219	212			3
W12	04	190	28	212	208			8
S11	03	163	31	208	203	-16	11	1
W11	03	168	58	201	198			1
F10	03	179	36	195	192			15
S10	02	181	31	194	191	13	14	21
W10	02	172	27	188	185			14

#### Mathematics Goals Performance - Spring 2012

Algebra	Low
Geometry & Measurement	Low
Numbers & Operations	Low
Probability & Data	Low

### Reading

#### Growth Chart



#### Historical Growth Detail

Test Period	Grade	Student Score	Test Duration	Dist Avg RIT	Norm Group RIT	Student Growth	Typical Growth	Student %ile
S12	04	150	13	210	206			1
W12	04	148	6	206	203			1
S11	03	160	17	203	199	-8	11	1
W11	03	165	22	197	194			2
F10	03	168	30	192	190			7
S10	02	152	34	190	189	1	17	1
W10	02	148	17	184	183			1

#### Reading Goals Performance - Spring 2012

Know Text Components	Low
Read: Variety of Purpose	Low
Reading Comprehension	Low
Think Critical & Analyze	Low
Word Recognition	Low

Lexile: BR - BR

#### Explanatory Notes:

- Re-normed Data:** In Fall 2011, NWEA applied updated norms to all MAP test administrations (including tests given prior to Fall 2011). SPS has applied these updated norms, which may affect your student's Norm Group RIT, Percentile outcomes and/or typical growth figures for previous test administrations.
- Fall 2011 K, 1, 2 Updated RITs:** This report incorporates NWEA's corrected RIT scores for MAP Primary Grade tests (K, 1st grade and some 2nd grade tests), affecting Fall 2011 administration only.
- Test Period:** The season (F=fall, S=spring, W=winter) and year the test was administered.
- Student Score:** The RIT score your child received.
- Test Duration:** Number of minutes your child spent on the test. Changes in test duration over the school year may explain, in part, significant changes in RIT scores.
- District Average RIT:** The average score for all students in the school district in the grade who were tested at the same time as your child.
- Norm Group Avg:** The average score for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g. fall or spring).
- Student Growth:** Presents the growth in RITs your child made from the PREVIOUS FALL TO THE SPRING of the year in which growth is reported.

**For Assistance:** For further assistance interpreting the data on this report, please refer to the Seattle Public Schools MAP Family Guide found at the following website:

[bit.ly/mapfamilyguide](http://bit.ly/mapfamilyguide)

- Typical Growth:** The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level. Student growth that varies significantly from typical growth should be viewed within the context of multiple data points, including test duration, when interpreting student growth performance.
- Student %ile:** Your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. All percentiles are presented using 2011 norms.
- Goal Performance:** Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (indicating an area of concern), Average, and High (indicating an area of strength).
- Lexile:** The difficulty range of text that can be understood by the student 75% of the time. BR represents a beginning reader. Refer to [www.Lexia.com](http://www.Lexia.com) for more information.

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My Schools Search Learning Plans Reports Standards School Settings Resources Help Change Role

School: John Muir Elementary  
Grade: 05  
Student ID #:   
State ID #:

-   
Class
-   
Attendance
-   
Assessments
-   
Services
-   
Library

**MAP**

General Map score information can be found on the [District MAP Assessment Information page](#).

**Reading**

Exam	RIT	Percentile	Lexile Score
2011-2012 Spring	150	1	BR
2011-2012 Winter	148	1	BR
2010-2011 Spring	160	1	BR
2010-2011 Winter	165	2	BR
2010-2011 Fall	168	7	30
2009-2010 Spring	152	1	BR
2009-2010 Winter	148	1	BR
2009-2010 Fall	161	5	BR

**Math**

Exam	RIT	Percentile
2011-2012 Spring	185	3
2011-2012 Winter	190	8
2010-2011 Spring	163	1
2010-2011 Winter	168	1
2010-2011 Fall	179	15
2009-2010 Spring	181	21
2009-2010 Winter	172	14
2009-2010 Fall	168	22

2nd 3rd 4th  
 2nd 3rd 4th  
 2nd 3rd 4th

Student ID:  
 Date of Birth:  
 Gender: M Grade: 05  
 Case Manager:



**Seattle Public Schools**  
 John Stanford Center for Educational Excellence  
 2445 3rd Avenue South  
 Seattle, WA 98134  
 (206) 252-0000

**IEP at a Glance**

IEP Date: 04/05/2012 Review: 04/04/2013

Access/Use of the following: multi-sensory instruction and visual example

daily

resource room

Access/Use of the following: follow-up practice time, frequent review of skills learned

weekly

resource room

**Assessments**

Assessment	Participation	
	Yes	No
State Assessment		
Math	X	
Reading	X	
Science		X
Writing	X	
Math		X
Reading		X
Science		X
Writing		X

**Accommodations Modifications**

If YES, List Accommodation(s) and/or Modification(s) by Assessment

Yes No

X

Human readers may be used for Writing, Mathemati...  
 MSP/HSPE Basic: Pass at Level 2. Provide individ...

X

X

Human readers may be used for Writing, Mathemati...

Student ID:  
 Date of Birth:  
 Gender: M Grade: 05  
 Case Manager:



**Seattle Public Schools**  
 John Stanford Center for Educational Excellence  
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 Seattle, WA 98134  
 (206) 252-0000

**IEP at a Glance**

IEP Date: 04/05/2012 Review: 04/04/2013

**Services**

Concurrent	Service(s)	Staff Responsible for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	COMMUNICATION	SLP	SLP	40 Minutes / 1 Times Weekly	Special Education	04/09/2012	04/08/2013
No	READING	Special Education Teacher	Special Education Teacher	55 Minutes / 4 Times Weekly	Special Education	04/09/2012	04/08/2013

**Goals**

Expressive Language	when given language stimulation activities presented outloud and state wh question answers in sentences using correct word order and word meaning improving expressive vocabulary and expressive language skills from 40% accuracy across 5 data collection periods to 90% accuracy across 5 data collection periods as measured by slp data and teacher and parent input	will understand word relationships
Receptive Language	when given information presented outloud sequences and cause effect relationships, and repeat information accurately improving language processing skills from 40% to 85% as measured by SLP and teacher data input	will answer questions, make inferences, identify
Receptive Language	when given language stimulation activities presented outloud length and complexity, identify relationships between words, and recall details in a story improving receptive language skills from 40% accuracy across 5 data collection periods to 90% accuracy across 5 data collection periods as measured by slp data and teacher/parent input	will recall sentences of increasing
READING 2	when given a passage of text at 3rd grade decoding level comprehension questions, both literal and inferential, improving reading comprehension from 50% accuracy at second grade level to 75% accuracy at third grade level as measured by Qualitative Reading Inventory and/or Teachers'College assessments	will correctly answer short answer
READING 2	when given a three to 5 paragraph text at 3rd grade level text improving reading fluency from 42 correct words per minute to 85 correct words per minute as measured by DIBELS assessment	will accurately and smoothly read the
READING 2	when given 5 to 12 essential vocabulary words for each science, social studies and math unit will quickly and accurately read the words and orally explain their meaning in context improving content area reading comprehension from 20% accuracy in vocabulary to 80 % accuracy in vocabulary on each unit as measured by teacher-developed tests	

**Accommodations**

Accommodation(s)/Modification(s)	Frequency	Location
*Testing Presentation: Human readers may be used for Writing, Mathematics, and Science only. No other test-to-speech technology can be used unless validat...	MSP, MAP, classroom tests if needed	testing room
*Testing Response: For Reading, Mathematics, and Science: Students may use spell check, grammar check tools and word prediction software with topic speci...	MSP, MAP, classroom tests if done on computer	testing room
*Testing Response: MSP/HSPE Basic: Pass at Level 2	MSP	testing room
*Testing Setting: Provide individual or small group testing	MSP, MAP	computer lab, resource room
Access/Use of the following: frequent checks on any long assignment for progress on long assignments		general education classroom

**Southeast Youth & Family Services**  
3722 South Hudson Street  
Seattle, WA 98118  
(206) 721-5542 V/TYY: (800) 833-6384 FAX: (206) 721-5917

**Authorization for Use and Disclosure of Protected Health Information**

Client Name \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Social Security Number \_\_\_\_\_, hereby authorizes Carl Golden, LMHCA, at Southeast Youth and Family Services to:

Disclose information to:  Obtain\* information from:  Exchange\* information with:  
\*I authorize the person named below to disclose information to Carl Golden, LMHCA, at Southeast Youth & Family Services.

Name John Muir Elementary School  
Organization/Relationship School  
Address 3301 S. Horton St, Seattle, WA 98144  
Telephone 206-252-7400 ; Fax: 206-252-7401

**Information to be disclosed:**

- Psychiatric information** (if written records are disclosed, includes current prescribed medication, the most recent psychiatric evaluation, and psychiatric medical notes for the past 6 months)
- Other mental health information** (if written records are disclosed, includes the current treatment plan and individual or group progress notes for the past 6 months)
- Other** (specify) IEP, behavioral records, academic records

For the purpose of (specify): **Continuity of Care**

**Specific Authorizations**

**DRUG & ALCOHOL:** I understand that my records may contain information, diagnosis or treatment for drug or alcohol abuse. I give my specific authorization for records to be released (CFR 42, Part 2).

**STD/AIDS/HIV:** I understand that my records contain information regarding testing, diagnosis, or treatment of STD/HIV/AIDS. I give my specific authorization for these records to be released. (RCW70.24.105).

**REDISCLASURE PROHIBITED:** This information has been disclosed to you from records whose confidentiality is protected by state or federal law. These laws prohibit you from making any further disclosure of this information without the specific written consent of the person to whom it pertains, or as otherwise permitted by state law. A general authorization for the release of medical or other information is NOT sufficient for this purpose.

THIS AUTHORIZATION IS SUBJECT TO REVOCATION AT ANY TIME, UNLESS THE AGENCY HAS ALREADY DISCLOSED THE INFORMATION. IF NOT PREVIOUSLY REVOKED, THIS CONSENT WILL TERMINATE IN NINETY (90) DAYS FROM THE SIGNATURE DATE.

\_\_\_\_\_  
Signature of Client

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Legal Guardian

7/5/12  
Date

\_\_\_\_\_  
Signature of Therapist

7/18/2012  
Date

### YMHC Outcome Achievement Measure

<b>Client Name:</b>	
<b>YMHC ID #:</b>	
<b>Therapist:</b>	MS, MA, LMHCA
<b>Outcome Domain:</b>	Individual Emotional/Behavioral Health
<b>Sub-Domain:</b>	1
<b>Date achieved:</b>	9.10.12

***Outcome Achievement Summary:***

Therapist attended a school meeting for regarding his learning disabilities. The impact between his mental health symptoms and experience with learning disabilities, esp. dyslexia appear to be correlated. This was discussed at the meeting. has been attending school consistently and the school staff appears to be addressing his issues with the support of therapist and mother at this point in time.

Yes  No Outcome recorded in Documentation of Services

<b>Therapist Signature</b>	MS, MA, LMHCA
<b>Supervisor Signature</b>	LMFT, CMHS, EMMHS

**SOUTHEAST YOUTH & FAMILY SERVICES INDIVIDUAL TREATMENT PLAN**

Consumer Name:

Consumer Number:

Therapist:

, MS, MA, LMHCA

Tier: HSP

Assessment Date: 7/5/2012

Authorization Dates:

**DOMAIN 4: ACADEMIC/WORK**

**Identified Problem(s)**

- Client exhibits disruptive and rule-breaking behavior in school.

**Identified Strength(s)**

- Client's academic efforts are supported by his mother and grandmother, as well as by a mentor.

**GOAL 1 (EDUCATIONAL): Client will benefit from development of mood regulation skills, as well as from improved self-esteem and self-efficacy.**

**Objectives**

- Therapist will establish and maintain collaborative relationships with school and teaching staff for the 2012/2013 school year and beyond.
- Therapist will help identify triggers that catalyze rule-breaking and disruptive behavior.
- will share with therapist the need for support in various areas of problem solving to help minimize his disruptive behaviors.
- Therapist will instruct in stress reduction and anxiety management techniques that can be used each morning to help stay focused on productive and supportive behaviors that will help him meet his academic attendance obligations.
- Therapist will help learn the rules that currently exist in his classroom and in school and related consequences for breaking rules
- Therapist will help earn appropriate boundaries to have with his peers and adults in school
- Therapist will work with school administration team to determine if modifications to the Behavioral Intervention Plan are necessary.
- Therapist will monitor success and challenges encounters in working toward his goals so that treatment can be modified to meet his needs.

**Estimated Length of Treatment: 12 MONTHS**

**Date Goal Reviewed** 7/31/2012

**Date Goal Achieved** \_\_\_\_\_

**DOMAIN 4: ACADEMIC/WORK**