



CHRYSALIS SCHOOL HANDBOOK

Welcome to the Chrysalis community...we're so glad you're here! Here are some practical things you should know as you start your child's new schooling experience.

EVERYDAY BASICS

SIGN IN: Students must sign in and out at the front desk every time they enter or leave the building.

ABSENCES: A child's absence should be phoned in to the front desk or emailed to the consulting teacher by a parent, not the student themselves.

LUNCH: Students are welcome to bring their own lunch and we have a refrigerator and microwave available for their use. We also offer a variety of lunch options delivered to the school from nearby restaurants for \$6-8. Lunch orders must be received by 9:30 or 10:30am, depending on the vendor, so if your child arrives later in the day, be sure to phone in their lunch order.

SCHOOL HOURS:

Monday-Thursday 8:30am-4pm, Friday 8:30-3:00pm. Leave us a message outside of school hours at 425-486-3065 or email jayna@chrysalis-school.com.

PICK UP: In the event that you are unable to pick up your child by the time the school closes, please call as soon as possible to know when you will arrive. We will not leave students alone after closing, but we do reserve the right to charge for additional staff time to stay with the child in such circumstances.

SNOW DAYS: Snow closures and late starts are announced through local media, at schoolreport.org, and via email. We do not reschedule missed appointments if we close due to snow or other weather conditions.

EMERGENCY PROCEDURES: In the case of an earthquake or other unplanned event, students will remain at school with staff until parents or other designated contacts can pick them up. We have official emergency preparedness plans and numerous staff members trained in first aid and CPR.

DRESS CODE: Clothing that is revealing, offensive, or distracting should remain outside of school. This includes clothing with drug, alcohol, or tobacco references. Students

must wear shoes, are asked to not wear hats that cover their faces, pajamas, or slippers (unless it is a designated PJ day), and should refrain from using perfumes.

CHRYSALIS GEAR: You can purchase customized Chrysalis gear at prepsportswear.com, where a wide variety of sweatshirts, t-shirts, hats, and more are available.

VOLUNTEERING: There are multiple ways to help out at school, from offering your expertise to teachers or students, to volunteering at school events and arranging teacher appreciation activities. Please ask for the current Parent Volunteer Coordinator's contact information to sign up.

COMMUNICATION

GENERAL: All general concerns can be relayed to the staff member at the front desk. Please call 425-486-3065 or send an email to jayna@chrysalis-school.com.

CONSULTING TEACHERS: Your child's consulting teacher is your primary contact at Chrysalis. As head of your child's "team" they are in contact with all of their teachers on a consistent basis. As such, they are able to answer questions about your child's progress in any class. They can provide assessments of their academic, neurological, and social development. They are also your contact for absences, high school planning, and any concerns you may have about your child. You will hear from your consulting teacher regularly, however feel free to check in whenever you need to for an update. Email is typically the best way to get a hold of teachers since they are scheduled with students throughout the school day. You will meet for an official parent conference with your consulting teacher twice a year, once in the fall and again in the spring.

YOUR CHILD'S TEAM: Each one of your child's teachers has been selected based upon our belief that they will connect with your child. If there is ever any concern that a teacher may not be the right match for your child, please let Jayna Ludwick or your consulting teacher know. We hold open houses and community celebrations throughout the year that pose opportunities to get to know your child's teachers.

SCHEDULING: Contact Jayna Ludwick (jayna@chrysalis-school.com) with any scheduling questions.

OPTING IN: Upon your child's acceptance to Chrysalis you will receive an email to opt in to our email list. When you do you will receive notices about school events, student activities, closures, and information about our practices.

WEEKLY NEWSLETTER: Each week we send out an update via email with news about events, current research-based practices, and highlights about what's happening in our Chrysalis community.

WEBSITE: You can find a list of contacts, information about the programs we offer and our philosophy, this handbook, and our blog at chrysalis-school.com. You can learn more about our founder and director, Karen Fogle, at karenfogle.com.

SOCIAL MEDIA: Follow us on Facebook and Twitter to see what students are doing in school and to keep up with Chrysalis news and events: facebook.com/chrysalisschool and [@Chrysalisk12](https://twitter.com/Chrysalisk12)

SCHOOL CALENDAR: You can synch our school calendar with your own at our website (chrysalis-school.com/calendar).

NUTS AND BOLTS

ENROLLMENT: Chrysalis School is under no obligation to continue a student's enrollment. We may terminate enrollment for any reason at our sole and absolute discretion.

TUITION: Tuition is billed one month in advance (August-May for the September-June school year) and is due on the **1st of each month**. If payment is received after the 5th of the month, a \$50 late fee will be assessed. Payments can be dropped off in the tuition box at the front desk or mailed to: Chrysalis School, 14241 NE Woodinville-Duvall Road #243, Woodinville, Wa 98072. We accept Visa, Mastercard, and Discover with a 3% convenience fee.

Tuition is based on a yearly fee and can be divided into 10 monthly payments for your convenience. Parents who pay tuition for the year in advance by July 1st will receive a 3% reduction. Tuition is based on each student's individualized program, not the number of days or hours they are on site, and varies for every child. Aside from direct instruction, it includes supervision by highly trained staff throughout the day, PE, study sessions, time for teachers to communicate with parents, most books, and some materials.

A student may be placed on financial suspension if tuition is 30 days overdue, and will not be able to attend until fees are made current. Special payment arrangements may be made in advance with the office. The cost to run the school is paid entirely by tuition. We do not require fundraising or volunteer hours.

There may be additional fees for optional field trips and activities. These and other incidental fees for items such as lunch or lost books will also be added to your account.

WITHDRAWAL: We require a 30-day notice by the parent if a student plans to withdraw. This time is needed for the student to complete their courses and give us time to complete reports and prepare a transcript. Another month's tuition will be due if notice is not given. All books must be returned, any lost or damaged materials must be paid for, and all tuition must be paid in full before any records are released. If a student

withdraws owing tuition, a minimum payment of \$100 per month will be required to avoid collections procedures. A finance charge of 1.5% per month will be applied on the unpaid balance.

RECORDS: We should be notified of any errors on grade reports within 30 days of receipt. We maintain all records forwarded to us, including grade reports, until we are requested to send them to another school. We keep all records deemed necessary for five years. These records are school property and are not part of the student's permanent file. Immunization records will be released upon request.

SCHOOLING

ATTENDANCE: We do not schedule makeup appointments, but Skype or phone appointments can be arranged with advanced notice if a student is absent for an extended period of time.

TRAVEL: Travel can serve as one of the greatest ways for a child to learn by experience. As such, we respect family decisions to take vacations outside of the normally scheduled breaks or participate in competitive events that require travel. While we cannot reschedule their appointments, we can formulate a plan for any time missed. All of this planning can be arranged by your consulting teacher. Tuition is due for the time students are gone to reserve their appointment times.

TESTING: As an independent school our students are not required to take any state or standardized tests and we do not teach to them. Instead, we use multiple measures of assessment to determine student progress and mastery, including discussion, oral or written quizzes, tests, presentations, projects, portfolios, conferences, or professional observations. We do occasionally have students take more formal quizzes and tests for assessment purposes and to teach them test-taking skills.

HOMEWORK: Every student's homework load will vary depending upon their learning needs, abilities, goals, and stage in the learning process. We will only assign work that can be done independently to further a child's learning goals. While parents may choose to support homework by setting aside time, we ask that they not be involved in the actual completion of the work. Teachers must be able to gauge what a student can do independently to truly personalize their program and work on the independent skills that homework represents. Early elementary students should expect no homework. It will be added to their program as their level of independence increases. Reading at home independently or with another member of the family is highly encouraged.

GRADES: We use the traditional A-F scale, however, we do not issue grades below a C. Once a student approaches the C level in a course their consulting teacher is contacted and a series of measures or modifications are implemented to support them. These measures may include extra support appointments, a change of teacher, or a variety of other interventions.

MODIFICATIONS: Modifications are changes that must be made to a course for a student to be successful and complete it. They may include reducing the length of assignments, more time to complete assignments, eliminating some of the usual required components, or making a range of other necessary adjustments. If a student requires modifications to succeed in their courses while at Chrysalis it is an indication that a professional evaluation may be needed to rule out potential learning disabilities. Any modifications that are made will be noted on their progress and grade reports.

LEARNING ADDENDUM PLANS (LAPs): In public schools, learning disabilities are documented in IEP or 504 plans. Our version of this is what we refer to as an "LAP." We use them to document a student's diagnoses from their professional evaluation and outline accommodations that should be made in their classes to ensure their success.

SCHEDULING AND PERSONALIZATION: We take a multitude of factors into consideration when creating a student's schedule, from time constraints to learning style and student interests. The process also considers teacher observations and recommendations from previous years, when available. We will only offer an educational program that is suited to the needs and abilities of each child. One child's program simply cannot and should not be compared to another's.

BOOKS & MATERIALS: We use a variety of resources for our curriculum, including textbooks, workbooks, online subscriptions, and multimedia, which are included in the tuition. Students are encouraged to use the public library system to access further resources.

BYOD: Students are welcome to bring their own electronic devices (iPads, laptops, phones, etc.) to school and are welcome to use them during designated times to access school-appropriate sites/games. We cannot assume responsibility for the safety of any device while it is at school. (See our Acceptable Internet Use Policy for more detail.)

PE: Research shows that physical activity is paramount to the development of the brain in childhood and is linked to a number of outcomes that benefit student performance. Students who are ready to participate in group classes are offered PE twice a day in addition to recess.

STUDY SESSIONS: Students who are ready to participate in group classes are offered study sessions during their day to work quietly and independently on their "homework," reading, puzzles, math skills, handwriting practice, journaling, or anything else that their teachers may recommend.

PORTFOLIO: At the end of the year students are encouraged to reflect upon the growth they've made and all they've learned over the course of the year by making a portfolio presentation to their consulting teacher and their parents. Students will receive guidelines and assistance for the portfolio from their consulting teachers. Portfolio Day

is reserved as a day for celebration of student successes. Any questions regarding the student's program can be addressed in a separate parent conference.

TAKING CLASSES AT CHS: Students occasionally take individual courses at the high school based on their academic readiness and social maturity. We do not provide transportation between the two campuses.

MIDDLE SCHOOL: By seventh and eighth grade, student typically hit a new developmental stage where they outgrow our South Campus environment and are ready to move up to the high school to take on new challenges. We try our best to make this transition smooth and incremental by introducing seventh graders to CHS on Fridays for elective courses, where they can get to know the high school staff and become comfortable with new rules and expectations. In eighth grade students are at CHS full-time, but only take group classes with other eighth graders. During this year they are considered "in training" for high school expectations and assessed for high school courses for the next year.

STUDENT LIFE: We take cues for social events directly from our students and involve them closely in the planning. In a given year we typically hold several open houses or celebrations, plays, a spirit week, and nights out in the community.

SCHOOL RULES

STUDENT RESPONSIBILITIES: We do everything possible to provide a safe, secure, and comfortable learning environment for our students. The following rules and procedures exist to maintain this environment. There are immediate consequences for violations of safety or security procedures, which may include, but not be limited to, suspension or termination of enrollment.

All students agree to the following rules upon their enrollment:

1. Parents must notify us if their child will not be attending school.
2. Students may not bring friends to school. We ask that all guests check in at the front desk and do not allow unsupervised visitors on campus. We are responsible for every person in our building and cannot assume responsibility for those who do not attend. If friends provide rides, they should leave and return when the Chrysalis student is finished.
3. Students must wait inside the school for rides. Students may not be in the parking lot for any reason.
4. Students must enter and exit through the front door only and must sign in and out when they do. We must know where students are at all times.

5. Students must not open the security door for visitors. They should notify a staff member to let them in the building.
6. Students must be under the supervision of an adult to be out on the playground. They must comply with teacher or staff instructions while on the playground. They may not climb the fences or gates or enter/exit through the gates.
7. Students may not be in a room unless an adult is present. Lights off indicates a room is closed.
8. Personal electronic devices are allowed at school, but their misuse may result in warnings, confiscation, and/or loss of use.
9. Students may bring in trading cards (such as Pokemon, Magic, etc.), but may not trade cards on site.
10. Students must comply with our dress code: No clothing that is revealing, offensive, or distracting. This includes clothing with drug, alcohol, or tobacco references, obscenities, or sexual innuendo; clothes that are sheer or reveal undergarments; and pajamas. Students must wear shoes and are asked to not wear hats that cover their face or perfumes/aftershave.
11. Harassment or teasing of another student or staff member is prohibited. Students may not say, write, or do things that would be offensive or cause harm to another person or to school property. Examples include exclusion, unwanted attention, and unwanted touching or contact such as pushing and shoving. Swearing, sexual language, and comments or teasing regarding religious affiliation, sexual orientation, race, physical features, or disabilities are prohibited.
12. Students may not fight, argue, raise their voices, or talk back to any staff member or student. Any behavior that makes others feel unsafe or uncomfortable will not be tolerated. Staff members are interested in this being the best possible experience for students and will listen to concerns and questions, but communication must always be done in a respectful way.
13. Students must comply immediately with a direct request from an adult regarding staying in the building or leaving the premises. (There may be an emergency that students are unaware of or students may be engaging in unsafe behavior.)
14. No weapons are permitted on campus. The state of Washington prohibits anyone from carrying a knife, gun, or other weapon into a school, whether real or toy. We are required to report any such incidents to the King County Police Department.

15. Tobacco, drugs, alcohol, or other illegal substances are prohibited. Consequences may include suspension or termination of enrollment. We reserve the right to administer random urine analysis tests if we suspect a student is using illegal drugs.

16. We reserve the right to search students and their belongings, and seize any items we feel present a danger or violate school rules.

PROTOCOL FOR BEHAVIOR ISSUES: We recognize that our students are often learning how to behave and what is appropriate in a school environment. When an undesirable behavior arises we view it as an opportunity for a teachable moment to promote positive behaviors. We do this by engaging the student in a dialogue. We open a conversation about what happened, what we could do next time to prevent an outcome from reoccurring, and make the moment a learning experience. We will include a discussion with other students who are involved, if applicable.

We may elect to use the following steps to address behavior issues, however, depending on our assessment of the relevant circumstance, we reserve the right at any time to omit some or all of these steps, and to take any other action up to and including immediate suspension or termination of enrollment:

1. If a student is not exhibiting appropriate behavior, a staff member will talk with them, reminding them of our expectations and why the behavior is inappropriate.
2. If this is not effective and the behavior issue continues, the student's consulting teacher will be notified and the parent will receive a call or email. At this point, we want the parent to discuss the behavior with the student.
3. The next time there is a behavior issue, the parents and student will be asked to come in to meet with a staff member. During this meeting a plan will be developed to prevent the behavior and a plan of action if the behavior issues surface again.
4. Any further behavior issues may result in school-related changes that can include restricting the student's schedule. They may even require the parent to attend with the student.

BULLYING: We take great pride in our ability to maintain a positive school culture. If you suspect any form of bullying, please let us know so that we may deal with the situation appropriately.

HEALTH AND SAFETY: Nothing a student says to us is confidential when it comes to health and safety. We will notify parents in any case of rumored substance abuse or threat of suicide.

OUTSIDE OF SCHOOL

Since our students are not bound to the traditional 35-hour school week, many parents ask what they should do with their extra time. We encourage students to do what interests them and follow their passions. Our flexible scheduling allows students

time to take community classes, participate in sports, and engage in community service. Many of our students and their families travel or participate in sporting events that take them to different parts of the world. We feel these are valuable pursuits and valid learning opportunities, and we support students entirely in these ventures.

At the same time, we warn against the temptation to overschedule your child. A number of experts in child development agree that attaining balance is just as important for children as it is for any of us. While scheduled activities can be positive contributors to a child's life, they can also prove detrimental if their self-worth becomes tied to their ability to perform, whether in academic, sports, or otherwise. It is important to keep childhood and learning joyful, and teach children the value of a balanced life.

IDEAS FOR TIME AT HOME:

ALONE TIME: Time is one of the greatest benefits of our program. It allows students to really process information. In most school settings students are exposed to more information than they can possibly remember or understand, causing anxiety and stress. Time to not have to actively engage with someone is also important. It's hard to be with other kids all of the time. They need alone time too and will welcome the quiet (as many of us would).

TIME WITH FAMILY: These years will fly by before you know it! Make a concerted effort to spend time being present with your child every day and foster a positive relationship with them. Share activities with them that you enjoy.

TIME WITH FRIENDS: It's important for children to stay connected to their friends. It takes a little more work, but making sure this happens is important.

PHYSICAL ACTIVITY: Students are encouraged to develop healthy habits, which may take the form of going to the gym, playing organized sports, or even taking the dog for a walk. PE is one subject that parents are required to provide in high school. Students track their PE hours with their consulting teacher to earn credit for it. At least an hour a day of movement is recommended, but the more the better.

READING: Reading is the most important outside activity students can do. Setting aside an hour a day for reading would be very beneficial to your child's development. Your child's teacher can suggest titles if you are unsure of reading material or level. Contrary to popular belief, young people are never too old to be read to and most really enjoy it!

MOVIES/TV: The most effective way for our brains to remember and understand concepts is through moving color images, making TV and film important mediums for learning. With the number of learning channels available these days, there are endless possibilities out there that can provide immense benefit. (It is recommended that screen time should be limited to 2 to 3 hours a day.)

VIDEO GAMES: Video games provide another venue for learning, offering the chance to see the world in a new way, the potential to interact with others with similar interests, the development of problem-solving skills, and the opportunity to learn about a domain as a design space that engages and manipulates people in different ways.

PITCHING IN AT HOME: Children should be encouraged to help out with the family chores, and they're often capable of more than we think. It would be of great benefit to have them help with the preparation of meals, including shopping and cooking. These are important skills for life and signs of independence. They are also capable of doing laundry, light housekeeping, and helping in the garden.

SLEEP: A good night's sleep is an important foundation for learning. Without it memory, focus, coping, problem-solving ability, and executive functioning skills can be compromised. Teens are particularly notorious for what we often perceive to be indulgent sleeping habits--staying up late and sleeping late into the day whenever they can. But there's a biological reason for it! When children hit adolescence their circadian rhythm shifts, causing them to naturally stay up later and require more sleep than before. The average teen requires 9¼ hours of sleep a night, which is especially important for learning. We start later as one way to maximize student learning. Consider removing their phones and computers at a reasonable time so they are able to rest without the pressure to respond to texts, but let them sleep in.

THE ARTS: The arts are important to learning. Our community offers many opportunities to pursue theater, art, and music. Music lessons, dance lessons, or any creative area of interest to your child is recommended. In high school, students can get credit for these elective classes.

COMMUNITY SERVICE: Students may receive credit for community service and it is required in high school for National Honor Society membership. Younger children have limited opportunities but high school students should be engaged in community service, especially in an area where they think they might pursue a career.

HOMEWORK: Homework will increase as the student moves through our program and gains independence. By their senior year they can be quite busy with school work, hobbies, sports, and service.

APPENDIX 1. WHO'S WHO AT CHRYSALIS SCHOOL

Below you will find a list of support staff and teachers, their titles, and how long they have been part of the Chrysalis family. Many of our teachers teach a variety of subjects, but their primary specialties are listed here.

Karen Fogle, Founder/Director, since 1983

Jayna Ludwick, SC Director, since 2003

Lorri Rollins, CHS Director, Director of Admissions, since 2002

Jackie Singer, Financial Manager, since 2012

Wanda Metcalfe, Director of Student Services, since 1995

Alison McNee, Academic Advisor, Specialist Teacher, Spanish, English, since 2011

Kyra Blair, Office Manager, since 2012

Jenna Porter, Administrative Assistant, since 2013

Cindy Baker-Williams, Consulting Teacher, since 2011

Nina Crampton, Specialist Teacher, Arts, Humanities, since 2013

Dorothy Fulbright, Specialist Teacher, since 2004

Leslie Judd-Harwood, Consulting Teacher, since 2006

Kent Lassinger, Consulting Teacher, since 2004

Beth Morrison, Consulting Teacher, since 2008

Jennifer Reif, Specialist Teacher, Drama, Music, since 2012

Jackie Sanders, Consulting Teacher, Spanish, since 2013

Sarah Viers, Consulting Teacher, since 2009

Earl Wright, Consulting Teacher, since 2012

APPENDIX 2: RECOMMENDED READING

Fox, Jenifer. 2008. *Your Child's Strengths: Discover Them, Develop Them, Use Them*. New York: Viking.

Holt, John. 1964. *How Children Fail*. New York: Pitman.

Kohn, Alfie. 1999. *The Schools Our Children Deserve*. Boston: Houghton Mifflin.

Levine, Melvin. 2002. *A Mind at a Time*. New York: Simon & Schuster.

Medina, John. 2008. *Brain Rules: 12 Principles and for Surviving and Thriving at Work, Home, and School*. Seattle: Pear Press.

Moore, Raymond and Dorothy Moore. 1975. *Better Late than Early: A New Approach to Your Child's Education*. New York: Reader's Digest Press.

APPENDIX 3: ADDITIONAL RESOURCES

COUNSELING/THERAPY

When seeking a potential counselor or therapist for your child you want to make sure you feel that the therapist will create a safe, supportive place and that they will help your child to see their strengths--the aspects that they have failed to appreciate. Ask yourself: "Does this therapist seem to be a good match for my child?" "Will they click and communicate well?"

QUESTIONS TO ASK A POTENTIAL COUNSELOR

What approach do you use to diagnose/treat the issue? You want to gauge whether they use a biological/pharmacological only, a psychoanalytical or cognitive/behavioral approach. Have them explain their approach in detail. You'll need to decide which of these ideologies you feel most comfortable with, or if you want to employ a combination of these for treatment.

Is your style passive (sits and listen w/ little response) or active (feedback, questions, and even advice)?

How long do you anticipate my child will attend these sessions? How will progress be evaluated? This question has a number of variables, so no specific number can be given, but *how* they answer the question will be valuable information in itself. If there is no way to evaluate progress and the therapist has no goals or objectives (plan or course) of treatment, then what is to keep your child from going for the rest of his or her life without any improvement?

What is your educational background, number of years of experience, and are you willing to give references (or have them available). They may be available by phone from the office or online.

Do you have a specialty in your field?

Have you worked with adolescents before?

Do you accept my insurance plan?

LIST OF COUNSELORS

The following is a list of local counselors and therapists that our students have used in the past, whose evaluations we have found helpful in creating personalized educational programs for some of our students.

EDUCATIONAL EVALUATIONS / TESTING

Jennifer R Blair, Ph.D.

*Neuropsychological and psychoeducational assessment services for children, adolescents, and young adults

Ph. (425) 776-1045

8318 196th St SW

Edmonds, WA 98026

www.drjrblair.com

Ann Uherek

* Child & Family Therapy, Neuropsychology, Developmental Disabilities, Psychological Assessments, Learning Problems.

Ph: (360) 568-8737

13th and Lakeview

Snohomish, WA 98290

www.pcsnorth@comcast.net

Grant Martin

* Individual & Family Therapy, ADHD, Psychological Evaluations, Stress Management, Depression & Anxiety, Identification & Intervention for Asperger's Disorder, including instruction in social skills, Follow-up treatment for children with special needs, including pro-social skills, Anger Management, Divorce Recovery, Generalized Anxiety, Obsessive Compulsive Disorder & Victims of Abuse, Cogmed Working Memory Training.

Ph: (425) 774-4673

555 Dayton St

Edmonds, WA 98020

www.drgrantmartin.com

Gayle Fay

* Psychology, Clinical Psychology, Pediatric Neuropsychologist

Ph. (425) 452-8036

2227 112th NE, Ste # 101

Bellevue, WA 98004

Integrative Educational Consulting

Amy Aldrich, MA Psychology, LPC, CO

Independent Educational Consultant

* Individualized Education, Special Needs Programs, Drug & Alcohol Issues, Crisis Intervention.

Ph: (206) 406-7588

4509 Interlake Ave N #193

Seattle, WA 98103

www.integrative-ec.com

Interlake Psychiatric Associates, PLLC

John Pastor, MD

* Children & Adolescents: Comprehensive evaluation of behavioral & emotional difficulties related to school, family & social adjustment. Evaluation & treatment of ADD, Mood Disorders, Depression, Bipolar Disorders, Developmental Disorders, Asbergers, Learning Disorders & Major Mental Illnesses.

Ph. (425) 462-9511

2025 112th AVE NE, Ste #200

Bellevue, WA 98004

www.interlakepsychiatry.com

Teresa M Hildebrandt MSN, LMHC

* Eating Disorders, Anxiety, Fears, Phobias, Depression, Self-Injury, Chronic Pain and/or Illness, Bereavement, Grief & Loss, OCD, PTSD, Relationship Issues, Personality Disorders, Adolescent Issues.

Ph. (206) 369- 4788

Bellefield Office Park

Mercer Canal Building

1300 114th AVE SE, Ste # 104

Bellevue, WA 98004

TeresaHild@aol.com

TREATMENT AND COUNSELING SERVICES

Woodinville Psychiatric

Jon Berner, MD PHD

Robert B. Devney, MD

* Adolescent & Pediatric Psychiatry

Ph. (425) 481-0429

18500 156th Ave NE, Ste. #100

Woodinville, WA 98072

YES- Youth Eastside Services

* Youth & family counseling, parenting help, substance abuse treatment, violence prevention, success mentoring.

Ph: (425) 747-4937

Offices in Bellevue, Kirkland & Redmond

www.youtheastideservices.org

Amen Clinic Northwest

* ADD/ADHD, Anxiety, Depression, Autism, Obsessive Compulsive Disorder, Addictions, Obesity, Memory, Learning & Behavioral Problems.

Ph. (425) 455-7500

616 120th Ave NE, Ste # C100

Bellevue, WA 98005

www.amenclinics.com

Ryther Child Center

Benjamin Wahl, MSW

Director, Collaborative Coaching & Outdoor Leadership Program

* Therapy & Counseling, Psychiatry & Psychology, Autism Assessment, Teen Drug & Alcohol Treatment.

Direct: (206) 856-9490

Main: (206) 525-5050

2400 NE 95th St.

Seattle, WA 98115-2426

benq@ryther.com

Children's Institute for Learning Differences

Ph. (206) 232-8680

4030 86th AVE SE

Mercer Island, WA 98040

*CHILD is a regional center providing therapeutic day school and therapy services for children ages 3 to 17. For more than 35 years, CHILD's vision has been to create a world in which every child succeeds. We serve students placed privately by parents or in partnership with school districts. Our goal is to help students develop the essential skills that are critical to success. We focus on identifying barriers and developing solutions for our hardest to serve children-those most vulnerable to failure in school, at home and in life. We provide innovative full-day academic programs coupled with developmental therapy services that promote social, emotional and academic growth for children with special needs.

www.childnow.org

Stanley E Muench, MSW, ACSW

Diplomate, Clinical Social Work

* Individual, Marital & Family Psychotherapy, Children, Adults, Adolescents.

Ph: (206)524-6429

7031-27th AVE NE

Seattle, WA 98115

Jennifer Herron, MA

* Individual & Relationship Psychotherapy

Ph: (425)-466-1193

16336 NE 81st ST

Redmond, WA 98052

Jen.herron@yahoo.com

www.herroncounseling.com

Chris Chandler Counseling

* Depression, Anxiety, Bipolar, PTSD, Chemical Dependency, Isolation & Loneliness, Grief & Loss, Anger, Self Harm, Stress Management, Sexual Struggles, Self Esteem & Life Transition.

Ph. (425) 289-9589

2820 Northup Way, Ste # 105

Bellevue, WA 98004

www.chrischandlercounseling.com

Cadence Family Therapy

* ADHD, Anger Issues, Anxiety, Asperger Syndrome, Autism, Bipolar Disorder, Crisis Management, Depression, Emotional Trauma, Family Conflict, Learning Disabilities, OCD, Oppositional & Defiant Behavior, Self-Harm, Suicidal Thinking & Behavior.

Ph. (425) 658-3200

5210 Carillon Point

Kirkland, WA 98033

info@cadencefamilytherapy.com

VISION SPECIALISTS

Alderwood Vision Therapy Center

Dr. Nancy Torgerson

*Vision Specialist

Ph. (425) 787-5200

16006 Ash Way, Ste # 101

Lynnwood, WA 98087

www.alderwoodvisiontherapy.com