



SCHOOL BOARD ACTION REPORT

DATE: May 8, 2017
FROM: Dr. Larry Nyland, Superintendent
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For Introduction: June 28, 2017
For Action: July 5, 2017

1. TITLE

Approval of contracts for Therapeutic Day Treatment Service Providers

2. PURPOSE

This Board Action Report seeks approval of annual contracts for the private placement of students in need of therapeutic day services and programming totaling \$1,958,225 for the 2017-2018 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute contracts with the following agencies under RFQ07695 Therapeutic Treatment Day Services: Ryther in the amount of \$231,950; Overlake Hospital Specialty School in the amount of \$571,175; Fairfax Hospital/NWSOIL in the amount of \$722,240; and Seneca Family of Agencies in the amount of \$432,860 for private placement of students in need of therapeutic day services and programming, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement these contracts.

4. BACKGROUND INFORMATION

- a. **Background** There are currently Seattle Public Schools students with Individualized Education Plans (IEPs) that require specialized services that the District cannot currently provide because the district does not have a therapeutic services day treatment program. The identified agencies are approved by the Office of Superintendent of Public Instruction, and/or have agreed to provide these services in partnership with District staff. This is a continuation of services for most students on these contracts. To increase oversight and monitoring of all day treatment, placements the District has allocated at least weekly consultation, meetings and/or site visits with all three therapeutic day treatment service providers. Data regarding academic instruction behavior intervention plans, emergency response protocols (including isolation and restraint data) are reviewed by the District behavior specialists assigned to the service provider. Feedback, professional development, and coaching are provided to the service provider staff to ensure adherence to District protocols and the Student Success Plan developed for Seattle Public School students in Therapeutic Day Treatment.

- b. **Alternatives** Not to approve this motion. This is not recommended because students' legally mandated Individual Education Plan (IEP) services would not be met. The District does not currently have internal District programming and services to meet the high needs of these students.
- c. **Research** N/A

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be agency contracts up to \$1,958,225.

The revenue source for this motion is the IDEA Federal Grant.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

Community engagement was elicited through the RFQ process for therapeutic services for students who require this level of service need as identified in their Individualized Education Plan (IEP). Through the RFQ process, feedback and responses to questions generated by representatives from multiple Seattle Public Schools departments was elicited from the four agencies delineated in this BAR. The RFQ process allowed the district to review and determine that these four agencies meet the qualifications outlined through the RFQ. The SPS Behavior and Autism Intervention Team (BAIT) has also been involved and advised in support of students and identification of needs.

7. EQUITY ANALYSIS

Utilizing the District's Equity Analysis tool, a review of current district student's demographics who are placed and served at and/or by these four agencies, with the understanding that the total population is small. Below is a comparison to overall district student demographics:

<u>Race</u>	<u>District</u>	<u>RFQ Total (4 agencies)</u>	<u>Ryther</u>	<u>Overlake</u>	<u>NWSOIL</u>	<u>Seneca</u>
White	46.5%	57.1% (16 students)	50% (1 student)	50% (4 students)	66.6% (6 students)	62.5% (5 students)

Black	15.7%	32.1% (9 students)	50% (1 student)	20% (2 students)	33.3% (3 students)	37.5% (3 students)
Hispanic	12.3%	3.5% (1 student)	N/A	12.5% (1 student)	N/A	N/A
Asian	15.1%	3.5% (1 student)	N/A	12.5% (1 student)	N/A	N/A
Multi-Racial	9.4%	3.5% (1 student)	N/A	N/A	11.1% (1 student)	N/A

All students placed by the District and served by these four agency providers are IDEA - protected students in receipt of special education services with active IEPs. The population at Ryther is too small at this time to draw any conclusions in isolation. Overlake Specialty School indicates a roster of students placed at the school that is generally in line with the District’s overall demographics.

Additional review of student placement and service data suggests that there is some discrepancy in the assignment (of students) on a racial basis as reflecting the aggregate of District students receiving services. There are slightly more White (18.5% more) and twice as many (51.4% more) Black students at these placements, with an 8.8% difference in Hispanic (70% less) and 11.6% difference in Asian (76% less) students. This suggests unequitable distribution of students along racial demographics overall.

To this end, the RFQ process, the District’s Special Education behavioral team, and Special Education leadership has been structured to provide the oversight to evaluate and hold accountable that services delivered for students at these sites meet educational equity policies, guidelines, and priorities to support the District’s focus on ending individual racism, institutional racism, and structural racism.

8. STUDENT BENEFIT

Approval of this proposed action will benefit students who are identified as in need for therapeutic day school services who would otherwise be inappropriately served or unable to access necessary special education services and supports to make adequate progress in their educational programming.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

Per Policy No. 6220, Procurement, contracts over \$250,000 require Board approval. Special Education services will be provided under the contract in alignment with Policy No. 2161, Special Education. This will include programs and services that are identified in students' Individualized Education Programs (IEPs).

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the A&F Committee meeting on June 8, 2017. The Committee reviewed the motion and moved this item forward for approval to the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, contracts will be executed with the day treatment provider agencies, and services will be provided per student's IEPs for the 2017-2018 school year beginning September 1, 2017.

13. ATTACHMENTS

- RFQ07695 Therapeutic Day Services
- Personal Service Contracts and Sole Source: Ryther, Overlake Specialty School, NWSOIL/Fairfax Hospital, Seneca Family of Agencies