



SCHOOL BOARD ACTION REPORT

DATE: July 17, 2018
FROM: Denise Juneau, Superintendent
LEAD STAFF: Beth Mills, Director of Special Education-Operations, (206) 252-0807
Wyeth Jessee, Chief of Student Support Services, (206) 252-0067

For Introduction: August 29, 2018
For Action: August 29, 2018

1. TITLE

Contract modification approval for Northwest Center (Birth to 3 Intervention Service Provider)

2. PURPOSE

This Board Action Report authorizes the Superintendent to execute the modified contract with Northwest Center adding \$300,000 to the contract to ensure the provision of Early Intervention Services in accordance with Part C of the Individuals with Disabilities Education Act (IDEA).

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to modify the contract with Northwest Center to increase the contract by the additional amount of \$300,000 to ensure the provision of Early Intervention services as defined in 34 C.F.R. 303 in accordance with Part C of the Individuals with Disabilities Education Act (IDEA), with any minor additions, deletions, and modifications deemed necessary by the Superintendent; and to take any necessary actions to implement the contract. Immediate action is in the best interests of the district.

4. BACKGROUND INFORMATION

- a. **Background** Part C of IDEA requires States to maintain and implement statewide, comprehensive, interagency systems to make available early intervention services for all infants and toddlers with disabilities from birth to age three. Eligible infants, toddlers and their families are entitled to individualized, quality early intervention services in accordance with Federal law. Since 2009, Washington State has also required all school districts to provide services to infants and toddlers, under the requirements of Part C regulations. OSPI provides the funding for the Part C of IDEA service requirements and Seattle Public Schools serves as the flow through as we are the Local Education Agency (LEA) where providers are located.

Starting in January 2006, Seattle School District has served our youngest and most vulnerable students in collaboration with local Birth-to-Three providers. Currently approximately 472 children are served through our Birth-to-Three program.

By providing the required services through these contracts, the District ensures service provision and fosters relationships with the community and families to serve infants and toddlers who have disabilities and/or developmental delays.

The Northwest Center has an increase in the number of students being served which results in the need for a contract modification exceeding \$250,000 and requires Board approval.

With this modification, the total amount contracted with Northwest Center for 2017-18⁸⁹ will be \$1,306,821.89.

The Board approved the original contract on July 11, 2018. This increase represents an increase in the number of students served during the 2017-18 school year.

The 2018 Washington State Legislature adopted ESSB 6257 which provides for the development of a funding model for early intervention services for eligible children. Beginning in school year 2019-20, school districts will no longer serve as a flow through for this funding, but will continue to be responsible for the transition of students from Part C to Part B IDEA services.

- b. **Alternatives** An alternative to contracting would be for the District to provide direct administration, subcontracting, billing, payment and compliance monitoring for infants, toddlers and their families who are eligible for Birth-to-Three services.

This option would require the district to hire staff and provide facilities, as well as implement complex/compliant tracking and monitoring of services provided.

- c. **Research** Provision of early intervention services to children and their families has been supported by research that indicates the school age achievement gap is often created by an early childhood preparation gap. Children who arrive at school behind their peers tend to stay behind. High quality, aligned early learning opportunities from birth can mitigate the impact of developmental delays, especially in an aligned system that creates continuity for children and their families.

The Early Head Start Research and Evaluation Longitudinal Follow-Up Group provided an abstract from their study. This study examined school readiness at kindergarten entry for low-income children whose disability indicators were identified before age 3. Children who had suspected developmental delays and did not receive Part C services had lower pre-academic skills scores at kindergarten entry than those who had no disability indicators. In contrast, the pre-academic skills at age 5 of children who received Part C services did not differ from those who had no disability indicators. A large portion of children who had suspected developmental delays and did not receive Part C services by age 3 received Part B services later. Results highlight the importance of early intervention for low income children who have suspected developmental delays to enhance their school readiness skills.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$300,000 from the Special Education Infant and Toddler Birth-to-Three revenue flow-through funds allocated as follows:

- Northwest Center: \$300,000

The revenue source for this motion is State Apportionment flow through.

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 and through review of parent communication from agencies and parent determination of service provider, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Information will be provided on the district website, in brochures and from district staff about where early intervention services can be accessed for children residing within Seattle Public Schools. As a part of the original RFQ for these contracts, the ad for agencies to apply was publicized.

7. EQUITY ANALYSIS

Qualified students will not be denied services due to their race, ethnicity, religion, ELL status or ability to pay. Interpreters are provided for meetings and events so that non-English speaking families can participate. Services are provided in “natural setting”, most often in homes or childcare facilities. These occur throughout the city so no community is excluded. Information regarding the availability of translation services is provided to agencies, referral sources, and the SPS B-3 transition coordinator to support families accessing these services.

8. STUDENT BENEFIT

Students will receive early intervention services as prescribed by their Individualized Family Service Plan. By providing these services to students at an early age, their skills will improve so that they will need fewer or no special education services upon school entry.

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

Policy No. 2161 Special Education states it is the policy of the Board to provide FAPE (Free and Appropriate Public Education) to all eligible students with disabilities beginning at age 3. As noted above, providing services earlier in life improves outcomes.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the C & I Committee meeting on August 21, 2018. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the contract will be modified with Northwest Center for the 2017-18 school year.

13. ATTACHMENTS

- [Northwest Center Agreement Modification](#)
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Personal Service Contract Modification / Extension

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For questions and more information about this document, please contact the following:

Beth Mills
Director of Special Education
eamills@seattleschools.org

Attachment to Contract modification approval for NW Center.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract Modification/Extension

CONTRACTOR NAME AND ADDRESS
 (Legal Name – MUST be same as registered with Tax ID Number)

Legal Name	Contract No. _____ <small>(Example: 75-00001)</small>
DBA	Contractors Email: _____
Address	Modification No. _____
City _____ State _____ Zip _____	Contractor ID No _____ <small>(6 Digits)</small>

PLEASE IDENTIFY THE NATURE OF THE MODIFICATION:

Budget coding revision
 Dollar amount increase
 Dollar amount decrease
 Extension of time
 Other (describe): _____

Fiscal Year	Fund	Fund Center/Cost Center	Commitment Item

REVISED CONTRACT TOTAL \$ _____

Original Contract Amt\$ _____ Last Revised Contract Amt \$ _____ Amount of Increase \$ _____

Reason for increase from original agreed-upon amount: _____

EXTENSION OF TIME

Original Dates of Service: _____ Extension Requested Until: _____

Explanation of need to extend time from original estimate: _____

Except as specifically modified above, the original contract remains in force. This modification becomes a part of the original contract when signed by the Contractor and the Seattle School District Accounting Manager for modifications up to \$75,000, Assistant Superintendent for Business Finance for modifications \$75,000 to \$100,000. Modification amounts in excess of \$100,000 require the additional approval of the Superintendent. Modifications which exceed \$250,000 require the additional approval of the School Board. Modifications with an increase of more than 25% of original contract amount are required to be signed by Assistant Superintendent for Business Finance.

Contractor Signed: _____ Date _____	Originator (Principal, Program Manager, etc) Signed: _____ Date _____
Printed Name: _____	Printed Name: _____
Accounting Manager (all modifications) Signed: _____ Date _____	Additional Program Approval (If Required) Signed: _____ Date _____
Asst. Super. Business Finance (\$75,000 to \$100,000) Signed: _____ Date _____	Superintendent (contracts/mods over \$100,000) Signed: _____ Date _____
<small>FOR ACCOUNTING USE ONLY</small>	
Grant Review: _____	Date: _____
OK to encumber: _____	Encumbered \$: _____ Date _____ Initials _____