



SCHOOL BOARD ACTION REPORT

DATE: May 2, 2018
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Beth Mills, Director of Special Education, eamills@seattleschools.org

For Introduction: June 27, 2018
For Action: July 11, 2018

1. TITLE

Approval of contracts for Therapeutic Day Treatment Service Providers RFQ07695

2. PURPOSE

This Board Action Report seeks approval for annual contracts generated from agencies/providers approved through RFQ07695, Therapeutic Treatment Day Services, for a not-to-exceed total amount of \$1,891,703 for the 2018-19 school year, based on yearly 2017-18 contract totals.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute contracts with agencies approved through RFQ 05790 Therapeutic Treatment Day Services, for a not-to-exceed total amount of \$1,891,703 as follows: Ryther in the amount of \$231,950.00 (3,402 hours); Overlake Hospital Specialty School in the amount of \$571,175.00 (7,299 hours); Fairfax Hospital/NWSOIL in the amount of \$655,718.00 (10,355 hours); and Seneca Family of Agencies in the amount of \$432,860.00 (15,393 hours) 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 Programs (IEPs) that require highly specialized special education services that the district cannot provide because the District does not have the ability to meet these needs. The identified agencies are approved by the Office of Superintendent of Public Instruction (Fairfax Hospital/NWSOIL and Overlake Hospital Specialty School) and/or have agreed to accept these students or provide these specialized, IEP-driven services in partnership with District staff. For most students under these contracts this is a continuation of services. The District increased oversight and monitoring of all day treatment placements, has allocated regular consultation, and 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 procedures.
- b. **Alternatives** Not to approve this motion. This is not recommended because the student's legally mandated Individualized Education Programs (IEPs) will not be met. The District

does not currently have enough internal District programming and services to meet the high needs of these students. There are very limited treatment placements in the region with few openings for new students.

c. **Research** N/A

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be contracts up to \$1,891,703.00

The revenue source for this motion is State Special Education funding and Baseline Funding.

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 Program (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 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 Equity Analysis tool process, the demographics of the students who are placed and receiving services at and/or by these four agencies were reviewed, understanding that the total population is small. IEP teams have made highly specialized recommendations for these students based on their individualized needs, which includes parents/guardians.

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 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 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 11, 2018. The Committee reviewed the motion and moved the item forward for consideration by 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 students IEPs for the 2018-19 school year beginning September 1, 2018.

13. ATTACHMENTS

N/A