



SCHOOL BOARD ACTION REPORT

DATE: May 1, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Michaela Clancy, Director of Special Education, 252-0054

For Introduction: May 17, 2017
For Action: June 7, 2017

1. TITLE

Contract approval for Early Support for Infants & Toddlers (Birth to 3 Intervention Service Providers)

2. PURPOSE

This Board Action Report authorizes the Superintendent to execute contracts with the Experimental Education Unit (EEU), Wonderland Developmental Center, Northwest Center and Boyer Children’s Clinic 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 execute contracts with the Experimental Education Unit (EEU) in the amount of \$151,480.00, Wonderland Developmental Center in the amount of \$252,470.00, Northwest Center in the amount of \$757,395.00 and Boyer Children’s Clinic in the amount of \$1,262,320.00, 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 make any necessary actions to implement the contracts.

4. BACKGROUND INFORMATION

Background

- a. 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.

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 470 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 providers in this motion responded to RFQ 01542, Early Support for Infants and Toddlers.

The amount contracted with each agency for 2016-17 is as follows:

Experimental Education Unit: \$129,351.60

Wonderland Developmental Center: \$207,886.50

Northwest Center: \$669,856.50

Boyer Children's Clinic: \$993,235.50

For the 2017-18 school year the following amounts are anticipated:

Experimental Education Unit (EEU): \$151,476.00

Wonderland Developmental Center: \$252,460.00

Northwest Center: \$757,380.00

Boyer Children's Clinic: \$1,262,300.00

These increases represent an increase in the number of students projected to be served during the 2017-18 school year and a 4.14 increase in the State BEA rate.

Alternatives

- b. 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. The providers responded to RFQ 01542, Early Support for Infants and Toddlers.

Research

- c. 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 \$2,423,616.00 from the Special Education Infant and Toddler Birth-to-Three revenue funds allocated as follows:

Experimental Education Unit: \$151,476.00

Wonderland Developmental Center: \$252,460.00

Northwest Center: \$757,380.00

Boyer Children’s Clinic: \$1,262,300.00

The revenue source for this motion is State Apportionment.

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 in order 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 Audit & Finance Committee meeting on May 11, 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, the contracts will be executed with the Experimental Education Unit (EEU), Wonderland Developmental Center, Northwest Center and Boyer Children’s Clinic for the 2017-18 school year.

13. ATTACHMENTS

- Experimental Education Unit Agreement
- Wonderland Developmental Center Agreement
- Northwest Center Agreement
- Boyer Children’s Clinic Agreement