

STATE OF HAWAII
HAWAII DEPARTMENT OF EDUCATION
PROCUREMENT AND CONTRACTS BRANCH

February 3, 2016

ADDENDUM A

Request for Proposals

RFP No. F16-047

Alternative School For Leeward School District

The Hawaii Department of Education (the Department or the HIDOE) hereby issues this addendum to the above-entitled Request for Proposals (the RFP).

Part I: RFP Amendments

The following amendments to the original RFP issued on December 23, 2015, are hereby made (additions in **Bold/Underline/Blue**, deletions in ~~strikethrough/red~~):

1. **Reference:** RFP Section 2 Service Specifications, pg. 2-8, Item #9 Program Assessments and Monitoring Student Progress, Subsection d..

~~The program staff will schedule and complete quarterly meetings (minimum) to review student status.~~ **If student is enrolled in Program for 45 days or more, the program staff will schedule and complete a Student Progress meeting with home school (minimum) to review student status.** Program staff will be responsible to invite HIDOE personnel such as the student's IEP care coordinator, SPED and regular education teachers, school administrator, other involved staff, and student's parent as appropriate to each meeting. Cost accrued for these meetings are included as part of the program.

2. **Reference:** RFP Section 2 Service Specifications, pg. 2-13, Item #4 Output and performance/outcome measurements, Subsection b.

~~Course Grades for Standards-Based Reporting and IEP quarterly progress reports and tracking of outcome measures reported to the home school two (2) weeks before the end of the quarter;~~ **For students in attendance for an entire quarter, course Grades for Standards-Based Reporting and IEP quarterly progress reports and tracking of outcome measures reported to the home school two (2) weeks before the end of the quarter. If student is not enrolled for entire quarter, final grading will be a collaborative effort between home school and Program, but in any case, final mark will be at home school's discretion;**

Part II: Questions and Answers

The Department's responses to the written questions received are hereby provided:

Q1: The RFP Section 2.4.A. Service Activities requires Provider to grade coursework. Will all necessary tools (e.g.; scoring tools and answer keys) be provided by the student's home school

for Providers to efficiently grade work and return to home school, regardless of time in placement?

A1: Yes. Provider will grade daily/weekly work as required. Requirements will be determined by student's school status at home school and communicated to Provider upon student's entry into the Program. Depending upon length of stay, Provider may also recommend a student's final grade to home school for consideration, but in any case, final mark will be at home school's discretion.

Q2: In reference to the RFP Section 2.4.A.2. Exit Transitions, are there any formal transition plans or a specific requirement for contents or format of transition plans when a student will be returning to their home school?

A2: For regular education students, transition plans are coordinated between home school and Provider. For students with an IEP, the transition plan developed by the IEP team must be followed. Formal IEP documents are provided by HIDOE home school.

Q3: The RFP Section 2.4 A. Service Activities, Work Activities, Item #1 Referral and Intervention/Transition Planning, Subsection a. requires that "every two weeks an agreed upon checklist will be shared with home school..." AND Item # 9. Program Assessments and Monitoring Student Progress, Subsection c. requires that the Provider's "program staff will maintain and keep a record of bi-weekly communication with the school and/or district staff..." Are these 2 sections referring to the same expected data?

A3: Yes this is the same report. The agreed upon checklist will be the basis of the bi-weekly communication.

Q4: The RFP Section 2.4 A. Service Activities, Work Activities, Item #1 Referral and Intervention/Transition Planning, Subsection e. requires that the Provider staff is "...expected to be involved in instruction or service provision." Is it expected that Provider be present at IEP meetings when referral discussion/planning is taking place to ensure appropriate accommodations are in place prior to start of student? Will HIDOE be responsible for inviting Provider to meeting?

A4: Yes, Provider must be at IEP meetings upon the student's entering and exiting the Alternative School. If IEP meeting is called during student's stay at Alternative School, Provider must be present. Yes, the HIDOE will be responsible for scheduling and inviting all parties to the meeting, including the Provider.

Q5: Please clarify if quarterly meetings to review student status are required for students with IEP/MP, in the event that the quarterly review is due during placement.

A5: A quarterly meeting is separate from an IEP meeting and the two cannot be combined. A student progress meeting for each student in the program is required, dependent on the student's length of stay. Refer to RFP Amendment #1 noted above in part I of this addendum for more information. IEP meetings are required based on the student's IEP or MP.

Q6: If the situation arises, can a student progress meeting and a transition meeting for the same student be combined?

A6: Yes.

Q7: Section 2.1 F. Probable funding amounts, source, and period of availability. Given the high costs to operate this program will the HIDOE consider increasing funding beyond the proposed \$341,000?

A7: We recognize the extensive costs of operating this type of program, however, our funds are limited, and is expected to be between \$171,000 and \$341,000. As noted, we do not expect a final funding decision until approximately April 2016.

Q8: Are there any reports required, other than the annual report described in the RFP Attachment H? If so, what is the requirement for frequency, format, and content?

A8: The annual report is required. Quarterly monitoring sheets will be requested regarding services received by student per IEP.

Q9: How long has the Leeward District Alternative Program (Program) been in place?

A9: The current contract has been in place for 3 fiscal years. The program has been ongoing for more than 10 years.

Q10: Are there any significant changes from prior year RFP?

A10: There are no significant changes. However, refer to the RFP Amendments noted above in Part I of this Addendum.

Q11: Is there a requirement for a single or multiple site location/facility for the Program?

A11: Minimally, a single site location is required. Whether single or multiple, the site must be accessible to Leeward District school students and must operate within the allotted budget.