

STATE OF HAWAII
HAWAII DEPARTMENT OF EDUCATION
PROCUREMENT AND CONTRACTS BRANCH

February 4, 2016

ADDENDUM A

Request for Proposals

RFP No. F15-114

Behavioral Instructional Support Services

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

Part I: RFP Amendments

The following amendments to the original RFP issued on January 7, 2016, are hereby made (revisions/additions in **Bold/Underline/Blue**, deletions in ~~strikethrough/red~~):

1. **Revision to Proposal Deadline:**

The following deadline is hereby revised:

The proposal due date is postponed to **2:00 p.m. Hawaii Standard Time on March 1, 2016.**

2. **Revision to Proposal Evaluation Period:**

The following scheduled period is hereby revised:

The Proposal Evaluation Period is postponed to **March 1, 2016 – March 18, 2016.**

3. **Revision to Provider Selection:**

The following scheduled date is hereby revised:

The Provider Selection is postponed to **March 18, 2016.**

4. All references to the Teacher Consultation Plan (TCP) included in this RFP shall be changed to Teacher Support Plan (TSP).

5. **Reference:** RFP Exhibit A, 5.2.2.10.4., Phase I: Information, explanation, and demonstration, 2nd bullet, item #3, pg. 17.

- ~~• (3) designing and implementation of strategies for specific student interventions which may include but not limited to the following:~~
- ~~o Applied Behavioral Analysis intervention;~~

- ~~o Structured Teaching techniques;~~
- ~~o Physical modifications/changes to the classroom set-up or organization; and~~
- ~~o Visual schedules or other supports.~~

- (3) designing and implementation of evidence based strategies for specific student behavioral/instructional interventions which may include but not limited to:

- o Differential Reinforcement;
- o Prompting Hierarchy;
- o Visual Schedules; and
- o Calming Strategies.

6. **Reference:** RFP Exhibit A, 5.2.2.10.4., Phase III Review progress/identify new/additional targets keeping in mind the overall purpose of the support, pg. 18.

~~Phase III: Review progress/identify new/additional targets keeping in mind the overall purpose of the support~~ Phase III: In collaboration with the teacher, review progress/identify new/additional targets keeping in mind the overall purpose of the support

Part II: Questions and Answers

The HIDEOE responses to the written questions received are hereby provided:

Q1: Does each provider's resume need to be on file at their agency?

A1: Yes, required for the HIDEOE monitoring of the provider.

Q2: Do agencies refer to the anticipated work hours of the BISS stated in the RFP?

A2: It's a guide to be used and referred to when submitting a response to the RFP.

Q3: Will students or teachers be tied to the TSP?

A3: The TSP would be tied to the student if the service is included in the student's IEP. The TSP would be tied to the school and the teacher when support is needed for working with a classroom.

Q4: Does the BISS provider create the TSP?

A4: The plan will be developed collaboratively between the BISS provider and the teacher, depending on the teacher-identified targets.

Q5: How does a school request for BISS services?

A5: For a specific student, the student's IEP team will make the decision depending on the student's needs, then the HIDEOE process will be activated to request the service. For a teacher needing teacher support with the class, she/he would go through their administrator, who then would communicate with the District Educational Specialist (DES) to identify resources.

Q6: Can agencies work collaboratively with schools and districts on how the BISS services will work effective July 1, 2016?

A6: Yes. BISS services will be requested via the Request For Provider and the services received by the schools shall be in accordance with the IEP.

Q7: If a student has a program that is referred to ABA (applied behavior analysis), how would this be addressed in the TSP?

A7: Through training of teachers who will be using the BISS service, the focus of the TSP will be on behavioral/instructional interventions versus broad approaches; such as, but not limited

to: differential reinforcement, prompting hierarchy, visual schedules, choices, calming strategies, etc.

Q8: Will the examples of the teacher identified targets be changed in (5.2.2.10.4)

A8: Yes, these targets have changed. Please refer to RFP amendment #5 noted above in Part I of this Addendum.

Q9: How are group rates paid for students? How would you bill for a group rate when for example you have 2 students and one of them doesn't show up or is absent, what should you do at this point?

A9: There is no group rate for students for BISS services.

Q10: During ESY, if a substitute teacher is working with students with BISS services, how would they get the info and knowledge of the students?

A10: The current teacher receiving BISS services will ensure that plans are in place for any substitute teacher.

Q11: Can BISS hours be provided outside of school hours?

A11: Yes, if stated in the Teacher Support Plan (TSP) that BISS services will be provided beyond the school day; the service activities shall focus on observation and monitoring of the paraprofessional services. (RFP Exhibit A, 5.2.2.4., Pg. 16.)

Q12: Will the BISS provider be doing a Student Service Plan?

A12: No. All references to the Student Services Plan by BISS in the RFP have been removed.

Q13: Any changes in the new BISS RFP for Parent Training?

A13: No.

Q14: Does BISS service include parent communication?

A14: Direct communication with parents will not be through the provider. The schools are responsible for that action and are the main point of contact in any communication (RFP Exhibit A, 5.2.2.1. and 5.2.2.2., Pg. 15). If the BISS provider is monitoring the paraprofessional service beyond the school day per the TSP, the student's Crisis Plan would include emergency contacts.

Q15: What was the process in which the reimbursement rates were established? The reimbursement rates are identical to the prior contract and were there any inflationary increases taken into account on the determination of the rates?

A15: They will remain the same.

Q16: How many students will be assigned per BISS? What guidelines will determine this?

A16: The IEP drives the provision of services.

Q17: The HIDOE expects that contracted providers not make contact with parents. What happens if the BISS and student(s) are out in the community and there is a safety concern? Who are the providers expected to contact?

A17: The expectation is that there is an emergency plan with contact information that the teacher has developed and should be with the student at all times when off-campus. The providers are expected to refer to the emergency plan and contact whoever is listed in the emergency plan.

Q18: Data is currently being collected by paraprofessionals. Who will be developing the monthly reports and who will be aggregating the data?

A18: Teachers will be aggregating the data and using it to determine student progress toward IEP goals and objectives. If this is an area where teachers need training, this could be a self-identified target that the teacher may need support with.

Q19: What happens if the student or teacher requires more support than the teacher can provide?

A19: There are HIDEOE processes to address student or teacher needs.

Q20:

a.) How will the HIDEOE personnel be accountable for data collection and objectives?

b.) What role do contracted providers (BISS) play in data collection and objectives?

A20:

a.) This is a HIDEOE concern.

b.) This is to be determined by the Teacher Support Plan.

Q21:

a.) If the teacher is on vacation, will the BISS still be expected to provide services with the substitute teacher?

b.) Or if it is during ESY/(End of School Day (ESD), will the BISS consult with the ESY/ ESD education person?

A21:

a.) If it is a long term substitute teacher and this person requires this service (already in the IEP) to help the student, the BISS will need to provide the service.

b.) The regular teacher of the student has developed plans during ESY/ESD and the substitute teacher should be following these plans. This situation should be thought about and planned well in advance.

Q22: The training requirements have increased for our contracted providers; however, there has been no increase in the BISS rate for 10 years. How will the HIDEOE expect agencies to cover the additional expense?

A22: In this new contract, there have been no additional requirements.

Q23: Will there be a training or information provided for our billing staff to bill for this new change in services?

A23: HIDEOE will notify the BISS providers when training and/or information becomes available.

Q24: If the BISS contract is changing to more of a training support for the teacher, what is the long term trajectory for services that are provided in the home and/or community? Will the teacher be present in the community or the home?

A24: For ESD on or off campus, the BISS shall focus on the observation and monitoring of the paraprofessional service. For services in the community where a parapro is assigned to a student, the BISS or HIDEOE personnel will be assigned to ensure that the goals being addressed by the teacher's plan for this time period and the data being collected is appropriate. This service does not include directly working with the student as this service is targeted for teachers. The Parent Education component has not changed. Refer to RFP Exhibit A, 5.2.2.4., Pg. 16.

Q25:

- a.) If there is more than one BISS currently providing services to several students in one classroom, will the new contract only allow for one BISS per teacher?
- b.) Will co-BISS be allowed?
- c.) Will this be a group based billing situation?
- d.) Or does the group represent a group of students?

A25:

- a.) This is a school decision. HIDOE and the BISS provider will collaborate based on IEP needs for targeted student(s) on the most appropriate way to handle Request For Providers with the final decision-making authority belonging to the HIDOE.
- b.) If two BISS personnel are used to share a large amount of teacher support service minutes, it is a school's call to allow it.
- c.) No.
- d.) There may be services that are available outside of IEPs that would address this situation.

Q26: Given the TSP is aimed at providing teacher support, will a BISS have any responsibilities for individual student performance?

A26: This is a teacher responsibility.

Q27: In current contracts there have been payment delays of up to 6 month, resulting from HIDOE Infrastructure delays at various stages of the SVM in a timely fashion. Will the district consider an alternative method of billing (e.g., paper billing) in cases where it can be demonstrated that the approval/processing delay is not due to the provider?

A27: SVM is a billing system that the HIDOE has in place and unless SVM or components of SVM are not available, this is the system that must be used.

Q28: For group based billing is there an identified manner for delivery, would this be representative of multiple teachers or multiple students in a teacher's classroom?

A28: At the present time, this service is for an individual teacher who identifies a need for training in a particular area on behalf of a student or group of students with teacher support services in their IEPs.

Q29: In the staffing requirements for BISS the credentialing related Board Certified Behavior Analyst is incorrect. A Certified Analyst must have a Master's degree, can the RFP be modified to strike the Bachelor's level related to Board Certified Behavior Analysts or the more correct credential of Board Certified associate Behavior Analyst (BCaBA)? Could the HIDOE also consider adding Bachelor's in Applied Behavior Analysis plus 5 years and/or Master's in Applied Behavior Analysis (non-BCBA) plus 3 years experience?

A29: The staffing requirements shall remain the same.

Q30: Given the importance and breadth of this RFP would the HIDOE consider extending the submission deadline, or potentially keeping the submittal date for F15-099 and staggering the proposal submission date for F15-114 by a week or so?

A30: The proposal deadline has been revised. Refer to Amendment #1 noted above in Part I of this addendum.

Q31:

- a.) Will the TSP be replacing the student service plan.
- b.) And will there continue to be a monthly plan, or quarterly report?

A31:

- a.) The services provided by the TSP have replaced the student service plan.
- b.) Quarterly report, per the RFP.