

STATE OF HAWAII  
HAWAII DEPARTMENT OF EDUCATION  
PROCUREMENT AND CONTRACTS BRANCH

February 4, 2016

ADDENDUM A

Request for Proposals

RFP No. F15-099

**Paraprofessional Support Services**

The Hawaii Department of Education (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 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. **Reference:** RFP Exhibit A, 4.1.6. Employee Requirements, 4.1.6.2., pg. 5.

~~An individual who possesses a Master's Degree in Education with a specialty in the area of special education, or Psychology, or Speech Pathology and having at least five (5) years of experience working with students with special needs in an educational setting and have knowledge and experience of behavioral/instructional approaches for the target population;~~

**An individual who possesses a Master's Degree in Education with a specialty in the area of special education, or Psychology, or Speech Pathology, or Social Work, or**

Marriage Family Therapy, and having at least five (5) years of experience working with students with special needs in an educational setting and have knowledge and experience of behavioral/instructional approaches for the target population;

5. **Reference:** RFP Exhibit A, 4.4.1.3. Quality of Care/Quality of Services, 4.4.1.3.2., pg. 11.

The following subsection is hereby deleted:

~~4.4.1.3.2. Student's IEP/MP Goals and Objectives are reflected in the Student Service Plan as authorized by the STATE.~~

6. **Reference:** RFP Exhibit A, 5.2.3.10. Work Schedule, 5.2.3.10.1., Classroom Assignment, 1<sup>st</sup> Bullet, pg. 15.

The 1st bullet under subsection 5.2.3.10.1 is hereby deleted:

~~Paraprofessionals will be assigned to a classroom as determined by the HIDOE.~~

**Part II: Questions and Answers**

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

**Q1:** How would an IEP team determine if a student should have individual help or help within a group?

**A1:** In the IEP process, the team decides on the type of service(s) based on the student needs and goals/objectives. The school would then work with the District Educational Specialist (DES) to identify resources.

**Q2:** If a paraprofessional (parapro) is providing services in a group setting, how will this work in Service Verification Module (SVM) for billing? Currently errors occur in the billable log because it appears a parapro is overlapping services.

**A2:** Schools need to verify service and ignore errors to proceed with the billing process. Schools should confirm with agency and district.

**Q3:** Insofar as group rates for students are concerned, are providers paid for each student in the group, present or not?

**A3:** The provider shall be paid per student who is present at the established HIDOE group rate.

**Q4:** How does the process work now to obtain a parapro to service a student at the schools?

**A4:** Based on the IEP, the needs of a student drives the goals/objectives and the type of supplementary service, such as instructional support. The school would then work with the DES to identify resources.

**Q5:** How are students transitioned between providers? Is this clearly addressed in the RFP?

**A5:** Refer to RFP Exhibit A, 5.1.1.2., pg. 12. It will be an individualized process based on the needs of the student.

**Q6:** When paraprofessionals are working in group settings, what is the maximum ratio of students to work with?

**A6:** It depends on the level of needs for each student. The higher the needs, the less students should be in the group; however, teachers know their students and classroom settings, There are no set numbers required.

**Q7:** Do work hours of a parapro vary from week to week services?

**A7:** They are usually consistent.

**Q8:** Can providers bill for parapro supervision?

**A8:** The expectation for supervising will be an included cost in the contract.

**Q9:** How do providers approach a school about submitting a current Request For Provider service authorization for each school quarter, before or on the first day of the quarter?

**A9:** Contact the school, and if no response contact the respective DES.

**Q10:** If the agency has a current Request for Provider for service authorization, and the school decides not to use the service in the middle of the month (but does not cancel the Request For Provider), will services be paid for if the provider continued to provide services till the end of the month?

**A10:** If the Request For Provider was current and services were rendered, the agency will be paid. Clear communication between schools and agencies, and Request For Provider cancellation will be addressed in training for schools using contracted services.

**Q11:** Will there be a Student Service Plan (Pg. 11 Exhibit A (4.4.1.3.2)?

**A11:** No. All references to the Student Services Plan in the Paraprofessional contract have been removed.

**Q12:** How do schools get distributed to the providers ?

**A12:** Schools have the choice to select services from any authorized provider in the district.

**Q13:** 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?

**A13:** They will remain the same.

**Q14:** How many students will be assigned per paraprofessional? What guidelines will determine this?

**A14:** The IEP drives the provision of services.

**Q15:** How can the agency expect to bill for paraprofessional services for group services? If paraprofessionals are assigned to a group, how does the paraprofessional fill out a SVF for each student?

**A15:** One SVF must be completed for each student. Training will be provided regarding the proper completion of the SVF.

**Q16:** How will the HIDOE determine pairing students in group for Paraprofessional Services?

**A16:** This is a teacher call, on how to group students, and ultimately each student's IEP team decision that the student is ready for a small group format.

**Q17:** The HIDOE expects that contracted providers not make contact with parents. What happens if the paraprofessional 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 (i.e. paraprofessionals, 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.) What happens if it is observed that a student excels in meeting their objectives in a 1:1 setting versus a group setting? Will the student continue to receive para services in a group setting?
- b.) What role does paraprofessional play in this case?
- c.) What will the paraprofessional be responsible for?

**A21:**

- a.) The teacher/IEP team makes this decision.
- b.) None.
- c.) The parapro is under the guidance and direction of the classroom teacher.

**Q22:** Currently, EAs/PPTs have requirements and training that differ from paraprofessionals. Will the EAs/PPTs need to take the praxis and meet same requirements as the paraprofessionals?

**A22:** This is a HIDEOE concern.

**Q23:** If there are students that will receive 1:1 versus group paraprofessional support, how will that be determined and by whom?

**A23:** The IEP team.

**Q24:** If students have 1:1 support stated in their IEP, what language will be used in the IEP to clearly state that?

**A24:** Individualized Instructional Support.

**Q25:** Will there be a training or information provided for our billing staff to bill for this new change in services?

**A25:** HIDEOE will notify the providers when training and/or information becomes available.

**Q26:** Will other non-licensed masters level professionals, such as those with Social Work, MFT, or Master's level ABA be considered for potential Paraprofessional supervisor status?

**A26:** RFP Exhibit A, 4.1.6.2., has been changed. Refer to RFP Amendment #4 noted above in Part I of this addendum.

**Q27:** Will licensed behavior analysts (licensed BCBAs) be considered as potential Paraprofessional supervisors?

**A27:** No.

**Q28:** In current contracts there have been payment delays of up to 6 months or more resulting from processing delays within the HIDEOE utilizing the SVM. Will the Department consider an alternative method of billing (e.g., paper billing or other) at less than a year in cases where it can be demonstrated that the approval/processing delay is not due to the provider?

**A28:** SVM is a billing system that the HIDEOE has in place and unless SVM or components of SVM are not available, this is the system that must be used.

**Q29:** Given the importance and breadth of this RFP would the HIDEOE 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?

**A29:** The proposal deadline has been revised. Refer to Amendment #1 noted above in Part I of this addendum.