



Chappaqua Central School District

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CHAPPAQUA CENTRAL SCHOOL DISTRICT

REQUEST FOR PROPOSALS

CCSD RFP #2020- ____

**COMPREHENSIVE PROGRAM REVIEW of
SPECIAL EDUCATION**

December 2020

Chappaqua Central School District

REQUEST FOR PROPOSALS CCSD RFP #2020-____ SPECIAL EDUCATION PROGRAM REVIEW

December 14, 2020

Overview

The purpose and intent of this Request for Proposal (RFP) is to solicit proposals from qualified consulting firms to establish a contract to conduct a Comprehensive Review of Special Education, pre-school through graduation for Chappaqua Central School District, herein referred to as "CCSD" or the "District," in accordance with the statement of needs, terms and conditions stated herein. Consulting firms must send complete proposals to the District by 2:00 p.m. on JANUARY 15th, 2021. Proposals should be sent as described on the last page of this Request for Proposals.

Background

Chappaqua Central School District is a high-performing, public school district located in Chappaqua, NY. Chappaqua sits in Westchester County, 35 miles north of New York City. The district educates approximately 3,700 students in grades K-12. The District is made up of six schools; three elementary schools which each house grades K-4, two middle schools containing grades 5-8 and one comprehensive high school. The District is a nationally renowned, suburban public school system characterized by highly motivated students, a broadly educated and talented staff, and an actively involved parent community.

We believe in providing an inclusive experience for all children. The District's inclusive framework was established almost two decades ago and is consistent with the spirit and intention of IDEA. We believe that students with disabilities, and students without disabilities, do better academically and socially when educated in an inclusive general education program.

Scope

The District is seeking an experienced and reputable consulting firm to conduct a Comprehensive Review of Special Education, through graduation for Chappaqua Central School District. We intend to commence this review in the Summer of 2020 with a final report delivered to the Board of Education in the Spring of 2021.

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The successful consulting firm shall provide any and all supervision, labor, materials, equipment, documentation, training, technical support, supplies, and incidentals necessary to provide and conduct an external review of the Special Education Department of the Chappaqua Central School District. This review is to examine the provision of educational services provided for students with special education needs.

Description of the Project

The Chappaqua Central School District has requested that an external review of the Special Education Department be conducted to examine the provision of educational services and determine the effectiveness of individualized services to students with special education needs. CCSD is seeking to review its current program offerings, continuum of services, monitoring and compliance, related professional development, consistency and articulation between schools, resources, and parent relations. The results of the review are to be used by the District's leadership team to develop a strategic plan for special education. Recommendations resulting from this project shall highlight how CCSD can more effectively organize its structures, systems, and processes to better support the delivery of services to students with disabilities. The end goal of this work is to improve procedures and align resources so that all identified students receive high quality special education services. Proposed areas of focus include:

- 1) Review of staffing and organization of the special education personnel
 - a) Central administration & support staff organizational structure & distribution of responsibilities
 - b) Building level special education teachers, teacher assistants and aides
 - c) Support staff (psychologists, school social workers, etc.)
 - d) Related services
 - e) Departmental interface with related supports such as building administration & school counselors
- 2) Review of quality and effectiveness of Special Education teacher pedagogy, support and professional development
 - a) Teacher licensure/hiring and retention practices
 - b) Teacher preparedness to deliver quality instruction, write quality IEPs, appropriately monitor student progress and engage in the CSE process
 - c) Professional development programs for special educators & non-special educators, including administrators, related to the education of children with disabilities
 - d) Review of best practices for PD for general education teachers to better support classified students and promote inclusion
 - e) Instructional practices

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- 3) Review of Pre-Special Education Interventions and Eligibility Process
 - a) Appropriate identification as a student with a disability, including pre-identification intervention strategies
 - b) Appropriate screening measures
 - c) Determination on how screening tests are to be selected
 - d) AIS & RTI eligibility, process, monitoring, access and research-based interventions available
 - e) RTI Team efficacy and consistency
 - f) Consistency of AIS/RTI across buildings
 - g) AIS & RTI interface with identification, eligibility and CSE
 - h) Initial eligibility process including appropriate evaluations
 - i) Administration of assessment protocols
 - j) Assessment systems which minimize subjectivity
 - k) Classification rate
 - l) Declassification process
 - m) Declassification rate
 - n) Process to support and monitor students who are deemed ineligible by CSE, or are declassified
- 4) Review of the provision of FAPE in special education programs
 - a) Review the philosophy and effectiveness of inclusion at the different building levels (ES, MS, & HS)
 - b) Continuum of services within the least restrictive environment for students with disabilities
 - c) Consultant teacher / Integrated co-teaching models utilized within buildings
 - d) Access to the general education curriculum
 - e) Access to and appropriateness of related services (ie. reading instruction as a related service vs. reading instruction through AIS for classified students)
 - f) CSE out-of-district placements and parentally placed students
 - g) Use of assistive technology
- 5) Review of outcomes and transition for students with disabilities
 - a) Student academic performance and growth
 - b) Participation in and performance on local and state assessments
 - c) Other measures of success and engagement (ie. attendance, discipline, extracurricular, athletic, and student-life participation)
 - d) Regents/local graduation rates of students with disabilities
 - e) Outcomes of students with disabilities to include students who exit with a Regents/local diploma or credential
 - f) Overall preparedness of students for college, career or post-graduation plans

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- g) Overall compliance with meeting requirements of students' IEPs
- h) Development of student exit summaries
- 6) Cost analysis of the provision of a comprehensive special education program
 - a) Budget Management
 - b) Cost analysis overview; breakdown of special education resource allocation
 - i) Personnel cost distribution
 - ii) Contracted services (private day school placements, OT/PT services, etc.)
 - iii) Auxiliary costs (technology, nursing care, transportation)
 - iv) Per pupil distribution of costs
 - v) Professional development resources
 - c) Cost analysis of out-of-district placements by program type
 - d) Grant eligibility, access and use
- 7) Review of record keeping system for special education
 - a) Maintenance and retention of records (building level and central office level)
 - b) Reports and documents confidentiality, workflow and efficiency
 - c) Accuracy and efficiency in data collection and storage
- 8) Review of Community Relations and Customer Service
 - a) Transparency of processes and procedures
 - b) Customer service orientation
 - c) Parental communication and access
 - d) Stakeholder involvement
 - e) Selection and communication process for tests and assessments
 - f) Parent access to score reports and other records

RFP Requirements

The proposal should clearly address the following areas:

- Statements of qualification, experience and background of the firm
- Firm overview including a description of services, philosophy, and guiding framework
- Qualifications of the individual(s) specifically assigned to this project
- Proposed project methodology and organization including a summary of activities, timeline and stakeholder engagement opportunities
- Statement of confidentiality describing how the firm intends to maintain appropriate and legal levels of confidentiality
- Description of how findings will be reported and shared with the district

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- Pricing structure for the scope of this project (broken into stages if necessary)
- References from five K-12 school districts similarly situated

Evaluation of Proposals

THE BOARD OF EDUCATION RESERVES THE RIGHT TO ACCEPT OR REJECT ANY OR ALL PROPOSALS OR ANY PARTS OF PROPOSALS.

All proposals will be opened publicly at the above-mentioned deadline time.

The original copy of all proposals received will be kept on file in the office of the District Purchasing Agent.

Copies will be distributed as follows: Superintendent of Schools, Board of Education, Selected Members of the PPS Department, and the Administrative Cabinet.

Scoring criteria will be based on the information each firm provides in the “RFP Requirements” section of this RFP.

Results and Contract Award Process

After the review and evaluation of all proposals, the Board of Education, administrators and consultants may elect to interview a group of selected firms before the award of the contract.

It is the intent of the Board of Education to award a contract for this review within a reasonable time after the RFP deadline. An award by the Board of Education shall be subject to successful contract negotiations.

Questions regarding the RFP

Please direct your questions to:

Ellen Doherty- Assistant Superintendent for Pupil Personnel Services
via email: eldoherty@ccsd.ws

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Proposal Submission Instructions

All proposals must be received by the Purchasing Agent no later than January 15, 2021 at 2 p.m. Any proposals received after this deadline will be returned unopened to the firm.

Please note **“CCSD RFP COMPREHENSIVE PROGRAM REVIEW of SPECIAL EDUCATION”** on the submittal envelope and email.

Each firm shall submit 1 original proposal to the following address:

**Michael Trnik
Purchasing Agent
Chappaqua Central School District
66 Roaring Brook Road
Chappaqua, New York 10514**

An electronic version of the proposal shall also be submitted to:

**Michael Trnik
at
mitrnik@ccsd.ws**