



Chappaqua Central School District

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CHAPPAQUA CENTRAL SCHOOL DISTRICT

REQUEST FOR PROPOSALS

CCSD RFP #2020-13

COMPREHENSIVE PROGRAM REVIEW of SPECIAL EDUCATION

December 2020

Chappaqua Central School District

REQUEST FOR PROPOSALS CCSD RFP #2020-13 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 May/June of 2021 with a final report delivered to the Board of Education in the Fall 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

Sealed envelope proposals and/or electronic proposals must be marked “**CCSD RFP #2020-13: “COMPREHENSIVE PROGRAM REVIEW OF SPECIAL EDUCATION”** and must include the name and address of the submitting firm. Proposals will be received until **2:00pm on January 15th, 2021** at the Chappaqua Central School District, 66 Roaring Brook Road, Chappaqua, NY 10514. **Electronic proposals can be sent electronically to mitrnik@ccsd.ws.**

All proposals must be received by the Purchasing Agent no later than the date mentioned above. Any proposals received after this deadline will be returned unopened to the firm.

Iran Divestment Act

By submission of this RFP, each firm and each person signing on behalf of any firm certifies, and in the case of a joint RFP, each party thereto certifies as to its own organization , under penalty of perjury, that to the best of its knowledge and behalf that each bidder is not on the list created pursuant to paragraph (b) of subdivision 3 of the section 165-a of the state finance law.

CHAPPAQUA CENTRAL SCHOOL DISTRICT
66 ROARING BROOK ROAD
P.O. BOX 21
CHAPPAQUA, NEW YORK 10514

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RFP CHECKLIST

LIST OF REQUIRED ITEMS TO BE CHECKED OFF AND INCLUDED IN SEALED RFP ENVELOPE OR ELECTRONIC PROPOSAL

- 1) ↑ FIRM'S PROPOSAL AS LISTED ON PAGES 4 AND 5 OF MAIN DOCUMENT. IF SENDING SEALED ENVELOPE PROPOSAL, THREE (3) COPIES OF THE FIRM'S PROPOSAL. IF SENDING ELECTRONIC PROPOSAL, ONE (1) COPY OF THE FIRM'S PROPOSAL.
- 2) ↑ COMPLETED HOLD HARMLESS AGREEMENT
- 3) ↑ COMPLETED RFP PROPOSAL CERTIFICATION/NON-COLLUSIVE CERTIFICATION.

**ALL ITEMS ON THIS LIST MUST BE SUBMITTED IN SEALED
ENVELOPE PROPOSAL OR ELECTRONIC PROPOSAL.**

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**CCSD RFP # 2020-13: "COMPREHENSIVE PROGRAM REVIEW of
SPECIAL EDUCATION"**

HOLD HARMLESS AGREEMENT

The undersigned hereby agrees to defend, indemnify, and save harmless the Chappaqua Central School District from and against any and all liability, loss, damages, claims for bodily injury and/or property damages, cost and expense, including counsel fees, to the extent permissible by law, that may occur or that may be alleged to have occurred in the course of the performance of this agreement by the contractor, whether such claims shall be made by an employee of the contractor or by a third party. The contractor covenants and agrees that they will pay all costs and expenses arising there from and in connection therewith, and if any judgment shall be rendered against the Owner, in any such litigation, the Contracting Firm shall at this own expense satisfy and discharge the same.

By: _____
(Signature of Authorized Representative of Corporation)

Print Name & Title: _____

Company Name: _____

Date: _____

CCSD RFP # 2020-13: COMPREHENSIVE PROGRAM REVIEW of SPECIAL EDUCATION
RFP PROPOSAL CERTIFICATION/NON-COLLUSIVE PROPOSAL CERTIFICATION

FIRM NAME _____

BUSINESS ADDRESS _____

TELEPHONE NUMBER _____ DATE OF BID _____

- I. General Proposal Certification – The proposal certifies that he/she will furnish, at the prices herein quoted, the material, equipment, and/or services as proposed on this bid.

II. Non-Collusive Proposal Certification

By submission of this proposal, the firm certifies that he/she is complying with Section 103-d of the General Municipal Law as follows:

1. Statement of non-collusion in bids and proposals to political subdivision of the state. Every bid or proposal hereafter made to a political subdivision of the state or any public department, agency or official thereof where competitive bidding is required by statute, rule, regulation, or local law, for work or services performed or to be performed or goods sold or to be sold, shall contain the following statement subscribed by the bidder and affirmed by such bidder as true under the penalties of perjury: Non-collusive bidding certification.

“(a) By submission of this proposal, each firm and each person signing on behalf of any firm certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of knowledge and belief:

- (1) The prices in this proposal have been arrived at independently without collusion, consultation, communication or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other firm or with any competitor; and
- (2) Unless otherwise required by law, the prices which have been quoted in this proposal have not been knowingly discussed by the firm and will not knowingly be disclosed by the firm prior to opening directly or indirectly, to any other firm or to any competitor;
- (3) No attempt has been made or will be made by the firm to induce any other person, partnership or corporation to submit or not to submit a bid for the purpose of restricting competition.”

“(b) A proposal shall not be considered for award nor shall award be made where (a) (1), (2) and (3) above have not been complied with; provided, however, that if in any case the firm cannot make the foregoing certification, the firm shall so state and shall furnish with the proposal a signed statement which sets forth in detail the reasons therefore. Where (a) (1), (2), and (3) above have not been complied with, the proposal shall not be considered for award nor shall any award be made unless the head of the purchasing unit of the political subdivision, public department, agency or official thereof to which proposal is made, or his designee, determines that such disclosure was not made for the purpose of restricting competition.

The fact that a firm (a) has published price lists, rates, or tariffs covering items being procured, (b) has informed prospective customers of proposed or pending publication of new or revised price lists for such items, or (c) has sold the same items to other customers at the same prices being proposed, does not constitute, without more, a disclosure within the meaning of subparagraph one (a).

2. Any proposal hereafter made to any political subdivision of the state of any public department, agency or official thereof by a corporate bidder for work or services performed or to be performed or goods sold or to be sold, where competitive bidding is required by statute, rule, regulation, or local law, and where such bid contains the certification referred to in subdivision one of this section, shall be deemed to have been authorized by the board of directors of the firm, and such authorization shall be deemed to include the signing and submission of the firm and the inclusion therein of the certificate as to non-collusion as the act and deed of the corporation."

Authorized Signature _____

Title _____