

DATE: April 3, 2020

TO: All Offerors

FROM: Angela R. Young
Executive Director of Contracting

RE: Request for Qualifications No. 141-20, School Climate and Behavior Supports and Interventions

Please see Addendum No. 1 for the above-referenced solicitation.

ADDENDUM NO. 1
RFQ NO. 141-20
SCHOOL CLIMATE AND BEHAVIOR SUPPORTS AND INTERVENTIONS

A. The following changes have been made to the above-referenced solicitation:

Delete: Pages 31, 32, and 33

Add: Page 32A and REVISED 4/3/2020 Page 31, 32, and 33

B. All other terms and conditions remain the same.

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ADDENDUM NO. 1
RFQ NO. 141-20
SCHOOL CLIMATE AND BEHAVIOR SUPPORTS AND INTERVENTIONS
REVISED 4/3/2020, PAGE 31

REQUEST FOR QUALIFICATION INTRODUCTION

10% of FCS’s students are classified in special education, and 7% percent are classified as having limited English proficiency.

Students attending schools in the Southern part of the county tend to struggle with different issues than their counterparts in the North. Students in the South risk exposure to poverty, housing instability, violence, gang activity, lower health outcomes, lower adult educational attainment, unemployment, etc. Students attending schools in the North might risk exposure to issues such as bullying, depression, suicide, and drugs. Clearly, the data validate the need to improve school climate and provide additional behavior supports and interventions to our students.

1. REQUEST FOR QUALIFICATION PROCESS

A committee will review the Statement of Qualifications and evaluate the qualifications of the Offeror(s). Offeror(s) should make their best effort to describe their qualifications, certifications, capabilities, expertise, and experience. The results of the evaluation will qualify firms to be included on the list of pre-approved vendors, which could be called upon to provide consulting, sales, support and/or installation services to FCS. Awardees will become part of a “pool” of vendors to be called upon for various AV services at the discretion of FCS.

2. SCOPE OF WORK

Fulton County Schools is seeking qualified Offerors to be included on a pre-approved list to provide school climate and student behavior supports and interventions in our district. Multiple Offerors will be included on the pre-approved list for each of five (5) categories listed below.

Recommendation for award of a category or categories does not constitute a promise of work. The Offerors will be used on an as-needed basis to assist in staff augmentation, project management, consulting, and/or training in support of various projects or initiatives.

Offerors may also be called upon to provide full project teams, or individuals to support operational processes or designated projects. Engagements may be for both short- and long-term assignments. No exact quantity or minimum engagement length is guaranteed.

FCS is seeking firms and/or individuals to successfully support our initiatives related to school climate and student behavior supports and interventions. Specifically, we seek applications from Offerors who can demonstrate expertise and experience in one (1) or more of the categories listed below. For each category, Offerors must provide impact data to demonstrate capabilities:

1. Category 1: Professional Development

Build the capacity of staff to provide ~~research-based~~ **evidence-based** positive student behavior supports that are school-wide, classroom-based, and/or individually focused in the following areas:

- School climate and culture
- Classroom management
- Restorative practices
- Building healthy relationship

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- Decision-making
- Parent/family engagement
- Gang prevention and intervention

2. Category 2: Student Character Development and Social and Emotional Skill Building

Provide ~~research-based~~ evidence-base programming, materials, supplies and/or interventions to include, but not limited to, the following:

- Citizenship
- Responsible decision-making
- Conflict resolution
- Anger management
- Resilience
- Self-awareness
- Self-management
- Social and emotional awareness
- Relationship skills
- Mentoring
- Youth leadership
- After-school programming

3. Category 3: Case Management

Surround students with a community of support empowering students to stay in school.

Connect students and families to culturally appropriate, systemic and sustained academic and career enrichment services, mentoring, parent engagement, literacy, youth leadership, and after-school programs. Develop an individual service plan to provide a range of services (e.g. mental health, housing, academic support, daily living skills, socialization, employment, crisis intervention, substance abuse treatment, etc.).

Drop-out prevention case management to encourage targeted students to stay in school, graduate, and prepare for life by: 1) identifying and coordinating appropriate community resources; 2) expanding parent/caretaker support and involvement and facilitating community partnerships; and 3) providing individualized assistance to students and families.

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4. Category 4: Mental/Behavioral Health Services

To include, but not limited to, the following high-quality and culturally competent services for students and families:

- Individual counseling/therapy
- Group counseling/therapy
- Therapeutic services
- Prevention

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- Early intervention
- Intensive treatment
- Family support

5. Category 5: Consulting/Coaching

Provide consulting services to help Fulton County Schools design and implement **research-based evidence-based** positive student behavior support programming.

Provide coaching support to help administrators develop and sustain a positive school climate within their schools and build an environment conducive to student and adult learning. The areas of focus for coaching support include those listed in Category 1. culturally competent services for students and families:

5. EVALUATION AND SELECTION PROCESS

The services being sought under this RFQu are considered professional in nature. Consequently, the evaluation of the submittals shall be based upon consideration of the demonstrated qualifications and capabilities of the qualified firms, which shall result in an award that is in the best interest of FCS.

6. AGREEMENTS AND ASSIGNMENTS

The services being sought under this RFQu are professional in nature. Assignment of projects and agreement of execution will take place as projects come online.

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C. The following are questions received and FCS' responses for the above-referenced solicitation:

1. Would FCS be open to a train-the-trainer model for professional development?
Yes, FCS would be open for professional development.
2. How many mental health consultations does FCS envision per year?
FCS would like for all 106 schools to have a partner.
3. How many students does FCS anticipates to be served through the school climate and behavior supports and interventions program?
At this time, FCS would like to be able to support all students through various supports.
4. Would FCS be open to a district- wide program for school climate and behavior supports and interventions?
No, FCS is currently implementing the Positive Behavior Intervention Support Structure (PBIS).
5. Would FCS be interested in administering school climate and social-emotional learning surveys to ground the professional development in student voice?
No, not at this time.
6. Would it be beneficial to FCS to view social emotional learning data alongside school climate and behavioral data?
To be determined.
7. Would FCS be interested in a technology platform that integrates student data and generates district, school, and student level reports, and enables users to create, assign, and monitor student interventions over time?
No, not at this time.
8. What is the anticipated budget for this program?
Undetermined.

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9. How many copies of the proposal should be submitted? Is a flash drive also required?
Please provide one (1) original, six (6) copies and one (1) flash drive.
10. What specific discipline(s) is FCS looking for (BCBA, BCA, Social Worker, Counselor etc.)?
FCS is looking for licensed Counselors, LCSWs, and Licensed Family Therapists.
11. Who would be in charge of Medicaid reimbursements/payments? Is this something Fulton County Schools maintain with the help of our Therapists?
FCS does not manage Medicaid reimbursement for mental health services. The Offeror would be responsible for managing Medicaid reimbursements.
12. Has Fulton County Schools used contracting agencies in the past? If so, what are the most vendors and rates?
FCS is implementing Truancy Intervention Project the rates vary by resources / services being provided.
13. Have these vendors been able to meet all of FCS' School Climate and Behavior Supports needs?
No, not at this time.
14. Will this RFP be awarded to a single or multiple vendor?
We are looking to award the contract to multiple Offerors.
15. Are vendors allowed to submit a bid to be considered as a backup vendor in the event the awarded vendor is not able to fulfill FCS' needs?
This contract is for multiple Offerors, so this does not apply.
16. When will the contract be awarded and will the awarded Contractors be notified?
Upon Board approval the awarded Contractors will be notified.
17. Are testing/evaluation materials, and equipment be provided by Fulton County Schools?
The Offeror will be responsible for these items.
18. Will therapists have access to internet capabilities, computers, laptops, iPads, office supplies, fax, or copy machine at Fulton County Schools?
FCS does not provide these services or supplies.
19. Could you please provide me with an overview of the exact services requested?
Please refer to Page 31 of the solicitation.
20. Will COVID-19 closures affect the timeline for the bid and/or the implementation of this project?
No, COVID-19 has not impacted the scheduled timeline required in the solicitation.

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21. Since our main office is closed indefinitely for the state's stay-at-home orders, it may be challenging to submit the proposal in the required format (multiple copies, notarized forms, etc.). Is it possible to submit electronically and then provide the actual submittals copies when the offices re-open?
FCS does not accept electronic submissions. However, all submittals should be sent via mail or delivered in person.
22. Will activities under this RFQ be directed by the Administrative Offices, or will they be directed by the schools?
This will depend on the services being provided.
23. Will there be an opportunity for vendors to get clarifications and to ask questions pertaining to the solicitation prior to submitting a proposal?
Please refer to page one (1) of the solicitation.
24. Does the district have a similar program in place, currently?
Yes, FCS has some resources and supports in place.
25. Is there a reason why Fulton County is seeking "research-based" vs. "evidence-based" positive behavior supports?
Please refer to revised page 31 of the Addendum.
26. Franklin Covey currently provides services to multiple Georgia districts in the area of positive behavior supports. In all cases we are required to provide direct documentation of our evidence-based status. This is a significantly higher threshold than research based.
Please, refer to revised and added pages of this Addendum.
27. Is the district actually pursuing evidence-based programs? If so, will the RFQ be amended to reflect this clarification?
Please, refer to revised and added pages of this Addendum.
28. Given the unprecedented irregularities in the operational calendar will the deadline for the Request for Qualifications No. 141-20, School Climate and Behavior Supports and interventions be adjusted or remain 2:30 p.m., on Thursday, April 16, 2020?
Yes, all dates will remain the same.

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