



REQUEST FOR PROPOSAL

COMPLIANCE MONITORING OF THE COVID-19 COMPENSATORY
SERVICES 2.0 PROCESS



Students first
Always, in all ways.



FEBRUARY 15, 2024
PITTSBURGH PUBLIC SCHOOL DISTRICT
341 South Bellefield Ave, Pittsburgh, PA 15213

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**COMPLIANCE MONITORING OF THE COVID-19 COMPENSATORY SERVICES
2.0 PROCESS**

RFP ID: 005-2024-DREA PPS
Invitation Date: **February 15, 2024**
Due Date: **8:00am EST on March 7th, 2024**
For (address): Pittsburgh Public School District
Office of Data, Research, Evaluation and Assessment
341 South Bellefield Ave,
Pittsburgh, PA 15213

**PART I
REQUEST FOR PROPOSAL INVITATION**

SECTION 1: INTRODUCTION

The Pittsburgh Public School District (“District” or “PPS”) is the largest of 43 school districts in Allegheny County and second largest in Pennsylvania. The District serves approximately 20,000 students in Pre-Kindergarten through Grade 12.

PPS offers students a variety of options and opportunities for students that supports success in school and preparation for college, career, and life.

District Vision:

All students will graduate high school college, career and life-ready prepared to complete a two or four-year college degree or workforce certification.

District Mission:

The Pittsburgh Public Schools will be one of America’s premier school districts, student-focused, well-managed, and innovative. We hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life.

SECTION 2: INVITATION

The District seeks an individual or entity (“CCS Monitor”) to monitor and evaluate the effectiveness of the provision of Covid Compensatory Services (“CCS”). Specifically, monitoring and evaluating the Individualized Determination Meeting (IDM) processes and the delivery of CCS 2.0 services (“CCS 2.0 Plan”). The CCS Monitor will use the RFP which is derived from the District’s Covid Compensatory Services Action Plan 2.0. and the District’s December 8, 2022, Preliminary Resolution Agreement with

KidsVoice regarding the provision of CCS to District students (“Resolution Agreement”), only as explicitly described in this RFP and is otherwise not part of the RFP materials and process.

It is the responsibility of all bidders and other interested parties to examine the entire RFP and seek clarification in writing if they do not understand any information and/or instruction(s).

The District reserves the right to answer or not answer any question(s) received.

The contract agreement for this evaluation will be based on agreed services within the stated timeframe. The elements of the desired educational activities to be evaluated, scope of the work, detailed proposal requirements, milestones and terms are discussed in the RFP.

The District also reserves the right to contact any external reviewer/evaluation contractors to clarify its proposal.

To be considered as the monitor of this project, your proposal submission must be received on or before 8:00am EST on March 7th, 2024, via email to sstefanik1@pghschools.org cc'ing drea@pghschools.org.

Please note that proposals submitted by mail ONLY will NOT be considered.

The District reserves the right to extend this deadline by providing a written addendum to the RFP.

Copy of the Request for Proposal is available on the District’s Business Opportunities website: <https://www.pghschools.org/rfp>.

PART II

SCOPE OF THE WORK

The District seeks an individual or entity (“CCS Monitor”) to monitor and evaluate the effectiveness of the provision of Covid Compensatory Services (“CCS”). Specifically, monitoring and evaluating the Individualized Determination Meeting (IDM) processes and the delivery of CCS 2.0 services (“CCS 2.0 Plan”). The CCS Monitor will use the RFP which is derived from the District’s Covid Compensatory Services Action Plan 2.0. and the District’s December 8, 2022, Preliminary Resolution Agreement with KidsVoice regarding the provision of CCS to District students (“Resolution Agreement”), only as explicitly described in this RFP and is otherwise not part of the RFP materials and process.

The District is focusing on an unbiased, independent review of the CCS 2.0 Plan as executed by the District to address services related to qualified students with disabilities (Individual Education Plans “IEPs” and Section 504 plans) who did not receive those services during the COVID-19 “Pandemic Period” defined as March 16, 2020 to June 16, 2022. The CCS Monitor will examine and verify the IDM documentation and provide a qualitative and quantitative examination of the implementation and effectiveness of services identified in the IDM process. The CCS 2.0 Plan is executed in 2 phases, the first phase is the IDM process, the second phase is the CCS 2.0 service delivery process.

The CCS Monitor will produce a random stratified sample of students from the students eligible for CCS 2.0 services. The CCS Monitor for each identified student in the random sample will assess the IDM process (Phase 1), and the delivery of CCS 2.0 services (Phase 2).

The CCS Monitor will conduct analyses of extant documents and data and interview central and school-based staff, and members of the IDM teams to monitor and evaluate the IDM process and the delivery of CCS 2.0 services.

Important note: The review process will include a review of the PDFs linked to their IDM and their IEP information in IEPWriter. Data for these reviews are only documented in Multiple per-student PDFs uploaded into IEPWriter and are not available in data files. Information regarding the process for accessing student records in IEP Writer for IDM review is described in the Appendix Section 5.

The award for the monitoring in this RFP will be approved for the monitoring of Pittsburgh Public Schools CCS 2.0 and **is expected to last for 3 years with the option to extend based on the status of completion of CCS 2.0 services**. The contract completion and closure will be linked to the CCS 2.0 services and be renewed yearly through board action.

PART III

DETAILED PROPOSAL REQUIREMENTS

All proposals that meet minimum requirements will receive equal treatment regarding the selection process. The shortlisted organizations will be informed of the next steps. There may be more than one screening interview. During the interviews and discussions, there shall be no disclosure of information derived from proposals submitted by other proposers.

Please see below the detailed proposal requirements covering the following contents: cover page, work plan, detailed monitoring plan, detailed budget and its narrative, contract period, detailed timeframe, milestones, deliverables, organization's background summary, references, work history with PPS, legal actions within the last three years, licensures (if any), safeguarding and confidentiality statements, submission requirements, how to receive confirmation receipt, proposal evaluation criteria, intellectual property rights, clearance needed and contact person if you have further questions.

SECTION 1: COVER PAGE

The cover page will contain the following information:

3.1.1 General Organization Information:

Name, mailing address, phone number, website, submission date, name of authorized organization contacts and signatory.

3.1.2 Primary Contact:

The primary contact will receive all relevant communication about the proposal's status. Please provide primary contact's name, phone number, and e-mail address.

SECTION 2: WORK PLAN (NO MORE THAN 10 PAGES)

Please provide your work plan for this proposal including but not limited to:

3.2.1 Detailed monitoring plan and general timeline.

3.2.2 Detailed budget and its narrative.

3.2.3 Methods you will use to communicate and work with PPS.

3.2.4 Any challenge you would anticipate within this proposal's scope and the actions you will employ to overcome them.

3.2.5 Your process and/or performance guarantee regarding ensuring client satisfaction with your completed project evaluation.

3.2.6 Summary of your organization's background, including licenses and legal actions, if any.

3.2.7 References.

SECTION 3: DETAILED MONITORING PLAN (NO MORE THAN 20 PAGES)

The monitoring plan describes the details of the proposed plan. The plan will describe the following in detail (among others):

- 3.3.1 Description of monitoring process.
- 3.3.2 Goals, objectives, and logical model of the reviewing/evaluation, if any
- 3.3.3 Detailed plan how to measure key data (identify key process, specific and defined measurements, and outcome data).
- 3.3.4 Detailed plan for data collection, analysis, and reporting the monitoring results.
- 3.3.5 Key results communication plan with Board of Education, senior leaderships, schools' leaderships, stakeholders, and staff.
- 3.3.6 Please attach written or published examples of related previous work as an appendix, if any.

SECTION 4: DETAILED BUDGET AND ITS NARRATIVE (NO MORE THAN 5 PAGES)

Please submit a detailed budget and its narrative aligned with detailed monitoring plan. The narrative explanation and its assumptions underlying the proposed cost will be provided by the evaluators, i.e., each line item in the budget needs to have a corresponding description in the narrative. Cost categories will include but are not limited to: (i) Personnel, (ii) Travel and transportation (for in-person only, if applicable), and (iii) Equipment, materials, and supplies. All costs, direct and indirect, for all plans in the detailed monitoring plan need to be included in the budget and the corresponding budget narrative. The Budget must cover the expected cost over the anticipated three years, with a yearly cost identified for each category.

SECTION 5: CONTRACT PERIOD

The contract period shall be based on the provision of the stated services based on our agreement.

SECTION 6: DETAILED TIME LIMIT

Please submit a detailed timeframe that aligns with the detailed monitoring plan. This may be in the form of a Gantt chart.

SECTION 7: MILESTONE (TENTATIVE) (NO MORE THAN 5 PAGES)

Please submit a tentative milestone with your detailed timeframe that aligns with the detailed monitoring plan.

SECTION 8: DELIVERABLES

The project deliverables will include:

3.8.1 Updates at the quarterly CCS progress review meetings to track IDMs (Phase 1) to include:

- 3.8.1.1 Updates on the status of the IDMs
 - 3.8.1.1.1 Number of attempted contacts from contact log in IEP writer
 - 3.8.1.1.2 Number of successful contacts from contact log in IEP Writer
 - 3.8.1.1.3 Number of meetings scheduled
 - 3.8.1.1.4 Number of meetings conducted
- 3.8.1.2 Updates on IDM meeting results
 - 3.8.1.2.1 Number of eligible students
 - 3.8.1.2.2 Number of non-eligible students
 - 3.8.1.2.3 Potential eligible CCS hours
 - 3.8.1.2.4 CCS hours agreed
 - 3.8.1.2.5 Services identified
 - 3.8.1.2.6 Preferred method of service delivery
- 3.8.1.3 The capacity and availability of contracted providers and District staff to deliver the CCS services based on:
 - 3.8.1.3.1 Timeline when services will be provided, including what services will be provided over the summer and during each school year, and the location of the provided services

3.8.2 Updates at CCS monitoring and evaluation meetings (held after the end of each 9-week phase of the school year and once at the beginning of the school year) to track delivery of CCS 2.0 services (Phase 2)

- 3.8.2.1 Report on the random samples
- 3.8.2.2 Updates on the status of the IDM process for all students in the cohort
 - 3.8.2.2.1 Specifically addressing the items in 3.8.6.1 of this RFP
- 3.8.2.3 Updates on the status of the implementation and delivery of CCS 2.0 services
 - 3.8.2.3.1 Specifically addressing the items in 3.8.6.5. of this RFP
- 3.8.2.4 The capacity and availability of contracted providers and District staff to deliver the CCS services based on:
 - 3.8.2.4.1 Timeline when services will be provided, including what services will be provided over the summer and during each school year, and the location of the provided services
- 3.8.2.5 Updates on the staff training for students with disabilities

3.8.3 Comprehensive individual student-level feedback in bi-weekly meetings with the Program for Students with Exceptionalities (“PSE”), Student Services, and district designee

- 3.8.3.1 To ensure timely corrective action and provide accountability for issues if/as they arise, the CCS Monitor will:
 - 3.8.3.1.1 Provide a report to PSE or designee reflecting any inconsistencies found for individual students so corrections can be implemented for that student.
 - 3.8.3.1.2 Document the delivery of this information in biweekly meetings.
 - 3.8.3.1.3 Record PSE subsequent corrections.

3.8.4 Reports

- 3.8.4.1 **In addition to the updates, the CCS Monitor will provide final reports on the outcomes of Phase 1 and Phase 2 at the conclusion of each school year, including:**
 - 3.8.4.1.1 FERPA-compliant aggregated information for a public report with:
 - 3.8.4.1.1.1 Overall findings of the level of compliance with the CCS process as outlined in the District CCS 2.0 guidance.
 - 3.8.4.1.1.2 Current and retrospective Level of compliance to date with original deadlines in the Resolution Agreement and any delays in implementation, specifically:
 - 3.8.4.1.1.2.1 Identification of current and former students with IEPs or 504 plans who were enrolled during pandemic period from 3/10/2020 - 6/13/2022 (10/27/2022).
 - 3.8.4.1.1.2.2 Identification of students with IEPs or 504 plans who graduated in 2020, 2021 or 2022 (10/27/2022).
 - 3.8.4.1.1.2.3 Providing notification and invitation to parents for IDMs (1/3/23-4/10/23).
 - 3.8.4.1.1.2.4 Completion of IDMs and development of individualized CCS 2.0 plans that include timeline for evaluations/reevaluations and/or CCS to be provided, timeline of when services will be provided and location of provided services (1/3/2023-4/10/2023).
 - 3.8.4.1.1.2.5 Completion of evaluations/reevaluations and provision of CCS to eligible students (4/11/23 until complete).
 - 3.8.4.1.1.2.6 Progress monitoring of CCS delivery (4/1/2023 and monthly).
 - 3.8.4.1.1.2.7 Finalization of RFP (1/31/2023).
 - 3.8.4.1.1.3 Recommendations for improvement with the provision of CCS.

- 3.8.4.1.1.4 Aggregation of issues addressed in bi-weekly meetings with PSE.
- 3.8.4.1.1.5 Recommendations articulating a monitoring and accountability framework for the provision of CCS for the District to maintain internal monitoring and improvement.
- 3.8.4.1.1.6 Total number of cumulative CCS hours provided and remaining, including by types of CCS service.
- 3.8.4.1.1.7 Number of students, inclusive of students who are currently in the District, students who left the District, and students who have graduated, who:
 - 3.8.4.1.1.7.1 received compensatory education funds
 - 3.8.4.1.1.7.2 received CCS services
 - 3.8.4.1.1.7.3 received both compensatory education funds and services

3.8.4.1.2 A school-level report which articulates individual cases and examples for use by the PSE department for improvement to include:

- 3.8.4.1.2.1 Actions by individual schools addressing identified processes to improve service delivery based on issues identified by the monitor
- 3.8.4.1.2.2 Documentation of inconsistencies found for individual students
- 3.8.4.1.2.3 Record of corrective actions taken by PSE personnel for students.

3.8.5 Random Sample: The CCS monitor will identify a random sample of students stratified by disability type and demographics (with each sample representing adequate size for at least a 95% confidence interval for the students in the CCS sample – 370 at a minimum based on an application of the Central Limit Theorem). The students identified must have been District students for at least six months of the pandemic period. The monitor will verify that the random sample is representative of the demographics of the CCS 2.0 eligible population. Additionally, a random selection of 15% of the Homeless (51), Foster Care (33), and ELL Students (24), as well as the 5 disability groups with less than 50,^[1] will be included in the random sample (93 students). The monitor will verify the random sample is representative of the demographics of the CCS 2.0 eligible population. The sample will remain confidential and will not be shared

^[1] Blindness or Visual Impairment, Developmental Delay, Hearing Impairment, including Deafness, Neuro Impair/Trauma Brain Injury and Physical Disability.

during the period of review and evaluation by the CCS Monitor to ensure impartiality.

3.8.5.1 The Monitor will report on the representativeness of the sample consistent with the demographics of the stratification. The report will provide a demographic breakdown of the CCS 2.0 eligible population and sample to include:

3.8.5.1.1 Disability type by:

3.8.5.1.1.1 Grade

3.8.5.1.1.2 Race

3.8.5.1.1.3 Gender

3.8.5.1.1.4 Economically Disadvantaged

3.8.5.1.1.5 Foster Care

3.8.5.1.1.6 McKinney Vento Eligibility

3.8.5.1.2 Current school (or last PPS school enrolled)

3.8.5.1.3 Race

3.8.5.1.4 Gender

3.8.5.1.5 Economically Disadvantaged status

3.8.5.1.6 Foster Care status

3.8.5.1.7 McKinney Vento Eligibility status

3.8.5.1.8 English Language Learners status

3.8.5.1.9 Graduated students

3.8.5.1.10 Students who left the District prior to graduation

3.8.6 A review of the available data for the students identified in the stratified random sample from the PDF documents uploaded into IEPWriter, and a review of the services provided data available from the data systems - service provision information will be collected through a district-developed system, and the monitor will receive data from and access to that system (additional information regarding documents and processes for IDM review process is described in the Appendix):

3.8.6.1 **IDM process:**

3.8.6.1.1 Verify and document pre-COVID (pre-March 2020) IEP/504 information

3.8.6.1.1.1 IEP goals identified

3.8.6.1.1.2 IEP progress monitoring data identified

3.8.6.2 Verify and document Pandemic Period IEP/504 information (March 2020 – June 2022)

3.8.6.2.1.1 IEP goals identified

3.8.6.2.1.2 IEP progress monitoring data identified

3.8.6.3 Verify and document current IEP/504 information (post-June 2022)

3.8.6.3.1 IEP goals identified

- 3.8.6.3.2 IEP progress monitoring data identified
- 3.8.6.4 Verify and document that IDM documentation in the IEPWriter reporting system have been completed and represents all the required steps in the IDM process:
 - 3.8.6.4.1 Review and verify of meeting documentation (PDFs and documentation as described in the appendix):
 - 3.8.6.4.1.1 Invitation to participate
 - 3.8.6.4.1.2 Contact log (from IEPWriter)
 - 3.8.6.4.1.3 Notice of Recommended Educational Placement/ Prior Written Notice (“NOREP”)
 - 3.8.6.4.1.3.1 Review of minutes agreed to
 - 3.8.6.4.1.3.2 Review of compensatory education rationale data and factors determining the amount of compensatory education eligible
 - 3.8.6.4.1.4 Service Agreement
 - 3.8.6.4.1.4.1 Review of services being provided, including the timeline of what services will be provided over the summer and during each school year, and the location of the provided services; service provision information will be collected through a district-developed system and the monitor will receive access to the system.
 - 3.8.6.4.1.5 Calculation worksheet
 - 3.8.6.4.1.5.1 Review of minutes eligible
 - 3.8.6.4.1.6 Verify Procedural Safeguards parent/guardian signature page
 - 3.8.6.4.1.7 Optional documents:
 - 3.8.6.4.1.7.1 Teacher pre-meeting checklist
 - 3.8.6.4.2 Report on the consistency of IDM documentation across all cases reviewed
 - 3.8.6.4.2.1 Provided for the overall sample and demographics identified in 3.8.5.1.1
- 3.8.6.5 **Implementation and delivery of CCS 2.0 services:**
 - 3.8.6.5.1 Review of the status of the CCS services (as documented in the NOREP) to verify that those services are being received by the student and documented (including the timeline of what services will be provided over the summer and during each school year, and the location of the provided services)
 - 3.8.6.5.1.1 Verify that services are being delivered as identified in NOREP and service agreements
 - 3.8.6.5.1.1.1 Verify progress monitoring processes for CCS 2.0 services

3.8.6.5.1.2 The timeline of what services will be provided over the summer and during each school year and the location of the provided services disaggregate, and highlight any disparities in the data, and the delivery of services by:

3.8.6.5.1.2.1 Disability type by:

3.8.6.5.1.2.1.1 Grade

3.8.6.5.1.2.1.2 Race

3.8.6.5.1.2.1.3 Gender

3.8.6.5.1.2.1.4 Economically Disadvantaged

3.8.6.5.1.2.1.5 Foster Care

3.8.6.5.1.2.1.6 McKinney Vento Qualified

3.8.6.5.1.2.2 Current school (or last PPS school enrolled)

3.8.6.5.1.2.3 Race

3.8.6.5.1.2.4 Gender

3.8.6.5.1.2.5 Economically Disadvantaged

3.8.6.5.1.2.6 Foster Care

3.8.6.5.1.2.7 McKinney Vento Eligibility

3.8.6.5.1.2.8 English Language Learners

3.8.6.5.1.2.9 Graduated students

3.8.6.5.1.2.10 Students who currently attend another school district

3.8.6.5.1.2.11 Students who attended school at PPS during the pandemic period but have subsequently graduated from a different district

3.8.6.5.1.2.12 Students who have withdrawn from school

3.8.6.5.2 Evaluate the effectiveness of the modality, delivery, and methodology of specific services utilizing contact outcomes using baseline data

3.8.6.5.2.1 The effectiveness of the modality, delivery, and methodology of specific services will be evaluated through Qualitative and Quantitative data.

3.8.6.5.2.1.1 quantitative data:

3.8.6.5.2.1.1.1 IEP or 504 progress monitoring information, existing academic and behavioral data.

3.8.6.5.2.1.1.1.1 Identifying declining, maintaining, and growth

3.8.6.5.2.1.1.2 Student's overall academic and behavioral progress

3.8.6.5.2.1.1.2.1 Using student academic data to include but not limited to Grades, All Assessment results, etc.

3.8.6.5.2.1.1.2.2 Using behavioral data to include but not limited to attendance, discipline, etc.

3.8.6.5.2.1.2 qualitative data

3.8.6.5.2.1.2.1 Surveying the students and families of students receiving CCS to ensure student needs are met.

3.8.6.5.2.1.2.2 Surveying staff providing CCS to ensure that student needs are met.

3.8.6.5.3 Disaggregate, and highlight any disparities in the effectiveness of data, and the delivery of services by:

3.8.6.5.3.1 Disability type by:

3.8.6.5.3.1.1 Grade

3.8.6.5.3.1.2 Race

3.8.6.5.3.1.3 Gender

3.8.6.5.3.1.4 Economically Disadvantaged

3.8.6.5.3.1.5 Foster Care

3.8.6.5.3.1.6 McKinney Vento Qualified

3.8.6.5.3.2 Current school (or last PPS school enrolled)

3.8.6.5.3.3 Race

3.8.6.5.3.4 Gender

3.8.6.5.3.5 Economically Disadvantaged

3.8.6.5.3.6 Foster Care

3.8.6.5.3.7 McKinney Vento Eligibility

3.8.6.5.3.8 English Language Learners

3.8.6.5.3.9 Graduated students

3.8.6.5.3.10 Students who currently attend another school district

3.8.6.5.3.11 Students who attended school at PPS during the pandemic period but have subsequently graduated from a different district

3.8.6.5.4 Students who have withdrawn from school

3.8.6.5.5 Verify that the CCS services were/are:

3.8.6.5.5.1 individualized,

3.8.6.5.5.2 tailored to student needs,

3.8.6.5.5.3 provided by highly qualified providers,

3.8.6.5.5.4 evaluate whether the CCS services supplemented, rather than supplanted, students' other IEP or 504 services

3.8.6.6 **Monitoring Compensatory Education Funds:** The CCS Monitor will report students eligible for receiving CCS 2.0 services who received compensatory education funds

3.8.6.6.1 Number of students who received compensatory education funds in each of the following categories:

3.8.6.6.1.1 Current PPS students

3.8.6.6.1.2 PPS graduated students

- 3.8.6.6.1.3 Students who currently attend school at another district
- 3.8.6.6.1.4 Students who attended school at PPS during the pandemic period but have subsequently graduated from a different district
- 3.8.6.6.1.5 Students who have withdrawn from school
- 3.8.6.6.2 Number of agreed hours from IDM service remaining for students who received comp ed funds in the categories identified in 3.8.6.6.1.

3.8.7 Report on staff training for students with disabilities:

- 3.8.7.1 Review documentation of the delivery of staff training provided by BSE and PaTTAN
- 3.8.7.2 Review documentation of District CCS training
 - 3.8.7.2.1 Produce a disaggregated number of participating administrators and teachers
 - 3.8.7.2.2 Verify that District training included:
 - 3.8.7.2.2.1 The purpose of CCS
 - 3.8.7.2.2.2 How CCS is to be assessed (e.g., progress monitoring)
 - 3.8.7.2.2.3 How CCS is to be tracked (e.g., monitoring and data tracking system)
 - 3.8.7.2.2.4 How CCS is to be provided (e.g., best practices)
- 3.8.7.3 Verification of training or certification of CCS providers

SECTION 9: QUALIFICATIONS OF THE CCS MONITORS

Please provide a summary of the organization and the monitors' experience and qualifications (your previous work experience and how it is related to the CCS monitor).

- 3.9.1 Qualifications of the CCS Monitor:
 - 3.9.1.1 * Experience with review of IEPs and Section 504 Plans.
 - 3.9.1.2 *Knowledge of federal and state special education and education-related civil rights laws and regulations.
 - 3.9.1.3 *Experience working with vulnerable and underserved students
 - 3.9.1.4 *Experience with developing a random sample.
 - 3.9.1.5 * Experience with educational evaluations, research, and monitoring – including identifying disparities and inequities in educational data.
- 3.9.2 Additional Considerations: In addition to the requirements above, please indicate any specific experience in the below areas, which are not required, but will receive weighting for applicants with experience in any of these areas:

Additional considerations: In addition to the requirements above, please respond with any applicable specific experience in the areas identified below. If you do not have experience in the area, please indicate that.

3.9.2.1 *Experience training court/child welfare personnel regarding special education

3.9.2.2 *Experience training school districts and school personnel

3.9.2.3 *Experience with collaborating across university and/or other post-secondary institutions

3.9.2.4 *Experience with students with learning disabilities related to trauma, developmental delays and/or autism

3.9.2.5 *Knowledge of the national landscape of school districts addressing CCS effectively

3.9.2.6 *Experience addressing issues of equity in education

3.9.2.7 *Experience working with juvenile court/child welfare-involved youth with special education needs

The background summary should not be more than two pages in APA format and please attach your best example of similar or relevant work within the last three years (an evaluation or research report) as an appendix.

SECTION 10: REFERENCES

Please provide at least three professional references. Please provide the individual's name, title, organization, e-mail address, and phone number for each professional reference.

A representative of Pittsburgh Public School District will contact the references of selected external reviewer(s) and seek information regarding:

3.10.1 Overall project monitoring/reviewing satisfaction

3.10.2 Timeliness with the completion of the monitoring or evaluation and reporting

3.10.3 Leadership success

3.10.4 Collaborative activity

3.10.5 Energy

3.10.6 Success and quality of service delivery and

3.10.7 Ability to develop important stakeholder engagement and relationships.

The Pittsburgh Public School District reserves the right to contact these references and to request additional references.

SECTION 11: WORK HISTORY WITH PPS

Please list and describe any previous work history with Pittsburgh Public Schools, including the specific project(s), if applicable. Please also indicate if you have a personal or business relationship with Pittsburgh Public Schools.

SECTION 12: LEGAL ACTIONS

Please list and describe if you have been involved in any legal action(s), any project cancellation or any contract cancellations settled in arbitration with any of your clients within the past three years (if applicable, please give the name, date, and jurisdiction for each matter as well as a brief description of the nature of the dispute and the outcome).

SECTION 13: LICENSES

Please provide copies of relevant certificate(s)/license(s) relevant to the performance of this contract as an appendix, if applicable.

SECTION 14: SAFEGUARDING AND CONFIDENTIALITY

The contracted external reviewer(s) will be required to read, understand, sign, and abide by the PPS Safeguarding Policy and Code of Conduct, as well as our data and confidentiality agreements.

All materials and information made available for the conduct of the project, as well as all data and information collected as part of the review/monitoring process, are confidential and considered the property of Pittsburgh Public School District and must be returned to the organization upon completion of the review process.

SECTION 15: SUBMISSION REQUIREMENTS

If you are interested in evaluating this project, please send the following listed documents:

- 3.15.1 Please include the following proposal response to the RFP covering:
 - 3.15.1.1 Respond to all areas outlined in the scope of the work and detailed proposal requirements.
 - 3.15.1.2 Provide your monitoring/evaluation process plan (required).
 - 3.15.1.3 Provide a preliminary budget. This is a preliminary estimate and any final contract costs will be negotiated based on the needs of the District.
- 3.15.2 Please also state the methods you will use to communicate and work with PPS.
- 3.15.3 Any challenge you would anticipate within this proposal's scope and the actions you will employ to overcome them.
- 3.15.4 Approach or review process plan for your Return on Investment (ROI) analysis.
- 3.15.5 Please follow the following Proposal Format:
 - 3.15.5.1 *Pages limit - between 10-30 pages (without appendices).*
 - 3.15.5.2 *Throughout your proposal, please apply APA format guidelines.*
 - 3.15.5.3 *File type: Adobe Acrobat PDF document with ".pdf" extension after filename.*
 - 3.15.5.4 *Figures in the text must fit in the stated page limit.*

- 3.15.6 Failure to submit the required signature form with the proposal will cause non-acceptance of the proposal and the proposal shall be considered non-responsive.
- 3.15.6.1 *All providers MUST sign the signature page and it shall be the FIRST page of your proposal (the signature form is attached in Part IV of this proposal as 'PROPOSAL FORM-SIGNATURE PAGE').*
- 3.15.6.2 *The proposal must be signed and submitted by an authorized representative.*
- 3.15.7 Please copy and complete the following paragraphs pasting them into your RFP response (Please note: this is required if it is not included the proposal will not be considered. You may include these in your letter of interest):
- 3.15.7.1 *___ (fill in your company name) is interested in and available to be contracted for the review of CCS 2.0 program.*
- 3.15.7.2 *___ (fill in your company name) will be the primary reviewer/evaluator for the project and will not outsource any of the analysis and work associated with this project.*
- 3.15.7.3 *___ (fill in your company name) understands that the proposal will be evaluated in relation to other submissions, this analysis will include a rubric that ranks the responses in relation to known criteria as listed in the invitation to submit a proposal. Final selection will be made from the top ranked responses, based on the needs of the district.*
- 3.15.7.4 *___ (fill in your company name) will NOT be compensated for any communications or work that occurs prior to the confirmation of a contract by the PPS Board of Education. While the district will negotiate in good faith with those chosen based on their initial selection, if the negotiations are not consistent with the needs of the district, PPS reserves the right to approach other candidates.*
- 3.15.8 In your response, please also address the following:
- 3.15.8.1 *Are there any monitoring / reviewing activities that your firm has conducted that you feel are important to highlight in relation to this RFP (please provide examples, if releasable).*
- 3.15.8.2 *Are you affiliated with any professional organizations or groups that focus on the project's topic?*
- 3.15.8.3 *Provide an estimated timeline for the monitoring/review process (e.g., data collection, analysis, report completion).*
- 3.15.8.4 *Provide a general description of reviewers (you may attach their resumes as appendix outlining relevant experience including additional reviewers as part of your team, if any).*
- 3.15.8.5 *Provide references or research related to this project.*
- 3.15.9 Submit your letter of interest and proposal to Pittsburgh Public Schools on or before 8:00am EST March 7th, 2024.

- 3.15.9.1 *ONLY proposals submitted by email to sstefanik1@pghschools.org, cc'ing drea@pghschools.org with the subject line: **External Reviewer/Monitoring - Review of the CCS 2.0 Process** will be considered.*
- 3.15.9.2 *Please note that proposals submitted by **mail only** will **NOT** be considered.*
- 3.15.9.3 *Withdrawal or modification of the proposal must be in writing and will be allowed **ONLY** before March 5th, 2024.*
- 3.15.9.4 *Modification of any part of the proposal or withdrawal of the proposal will not be allowed on or after the Due Date.*
- 3.15.10 The proposal shall be considered an irrevocable offer and shall be valid for 90 days from the date the proposals are required to be submitted.

SECTION 16: CONFIRMATION OF RECEIPT

Confirmation of evaluation proposals will be generated via email.

Please note that PPS reserves the right to:

- 3.16.1 Select one or more providers to provide the services outlined herein.
- 3.16.2 Reject all proposals.
- 3.16.3 Identify any areas where a conflict of interest may exist, and
- 3.16.4 Utilize existing District staff and/or existing District resources without required submission of a proposal.
- 3.16.5 Please also note that PPS's Board of Education will confirm the final selection.

SECTION 17: PROPOSAL EVALUATION CRITERIA

3.17 All confirmed respondents will at a minimum be evaluated based on the following criteria. Any proposal not meeting the minimum criteria will be disqualified and will not be evaluated further. The minimum evaluation criteria are:

- 3.17.1 Completion of interest paragraphs and acknowledgment of required Board of Education action

Qualifications:

- 3.17.2 Qualifications: Documentation, and evidence of the monitor/group meeting the specified Qualifications in Section 3.9.1.and Additional Considerations in Section 3.9.2.

Quality of Proposal:

- 3.17.3 Monitoring/Review Process plan and logic model, if any.
- 3.17.4 *Program description (well described program monitoring process).*
- 3.17.4.1 *Monitoring design (demonstrating both compliance with listed criteria and how purpose and method of monitoring will be used).*
- 3.17.4.2 *Plan to measure key data (key process, outcome data, identifying specifics*

- and defined measurements).*
- 3.17.4.3 *Explanation of proposed data collection, analysis, and method of reporting results including gathering and illustrating program progress and monitoring program impact.*
- 3.17.4.4 *The proposal needs to provide authentic depth and breadth examples of understanding deliverables.*
- 3.17.5 Stakeholder involvement addressed.
- 3.17.5.1 *Key results communication plan (sharing evaluation results with PPS Board of Education, senior leaderships, schools' leaderships, staff, stakeholders, and community members).*
- 3.17.6 The monitoring/ evaluation plan and associated documentation submitted reflects everything else indicated in the RFP.

Proposed Budget/Capacity:

- 3.17.7 Analysis capacity and methods proposed.
- 3.17.8 Estimated timeline and estimated budget with its narrative.
- 3.17.8.1 *Ability to finalize the monitoring under the stated time as proposed in the submission.*
- 3.17.8.2 Total cost of the project (budget and its narrative).
- 3.17.8.2.1 *The External Reviewers Search Committee will compare the total cost and its explanation only for those organization or monitors who will be invited for interviews.*

The District reserves the right to accept or reject any and/or all proposals received pursuant to this request if it is in the District's best interest to do so.

SECTION 18: CLEARANCE NEEDED

The approved reviewers/monitors and their staff who will have direct contact with children shall complete the following 3 clearances:

- 3.18.1 PA Child Abuse History (Act 151),
- 3.18.2 PA Criminal Record check (Act 34), and
- 3.18.3 FBI Federal Criminal History check (Act 114, 2006).

The fees to complete the required clearances are to be paid by the contracted provider and should not be billed to the PPS in the proposed budget.

SECTION 19: INTELLECTUAL PROPERTY RIGHTS

The contracted external reviewer/evaluator(s) will be required to grant authority at no cost an irrevocable, royalty-free perpetual license to use and to sub-license the use of any material created by the contracted consultant under the terms of this agreement for such purposes as the authority shall deem appropriate.

SECTION 20: CONTACT FOR FURTHER QUESTIONS

If you have any questions about the RFP, please email sstefanik1@pghschools.org, cc'ing drea@pghschools.org with the subject line: **External Reviewer/ Monitor - Review of the CCS 2.0 Process.**

PART IV

PROPOSAL FORM - SIGNATURE PAGE

The undersigned has carefully reviewed the complete Request for Proposal for Pittsburgh Public School District and certifies that they have complied with all the conditions and terms of this Request for Proposal and agrees to hold the contents and information as confidential except as indicated below.

The External Reviewer/Monitor further certifies that no commissions, fees, or any other compensation shall be received/or paid in connection with the development of the proposal including interviews or an on-site presentation (if invited). The External Reviewer/Monitor(s) agrees that the Pittsburgh Public School District reserves the right to accept or reject any or all proposals and to waive any irregularity or informality in any proposal received.

The attached proposal shall be considered an irrevocable offer and shall be valid for **90 (ninety)** days from the date the proposals are required to be submitted.

The undersigned hereby affirms that s/he is an authorized agent for the company submitting this response.

Company Name

Signature

Title

Date

Note: This page MUST be completed and is to be the FIRST page of your proposal.

PART V

APPENDICES

SECTION I: INFORMATION ON THE POPULATION OF STUDENTS IN THE CCS SAMPLE

5.1 Students in the CCS sample: Currently enrolled: 4426

Students who have left the district: 2289

Students who have graduated: 1111

5.1.1 CCS sample by:

Race	Active in PPS	Left PPS	PPS Grad
B	2515	1256	583
W	1311	678	419
Other	600	355	109
Grand Total	4426	2289	1111

5.1.2 CCS sample by:

Gender	Active in PPS	Left PPS	PPS Grad
F	1628	895	488
M	2798	1394	623
Grand Total	4426	2289	1111

5.1.3 CCS sample by:

Economically Disadvantaged	Active in PPS	Left PPS	PPS Grad	
ED		3593	1792	677
Not ED		833	497	434
Grand Total		4426	2289	1111

5.1.4 CCS sample by:

Foster Care	Active in PPS	Left PPS	PPS Grad
Not Foster	4340	2141	1101
Foster	86	131	10
NULL		17	
Grand Total	4426	2289	1111

5.1.5 CCS sample by:

McKinney Vento Eligibility	Active in PPS	Left PPS	PPS Grad	
Not MV Homeless		4209	2176	1073
MV Homeless		217	96	38
NULL			17	

Grand Total	4426	2289	1111
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5.1.6 CCS sample by:

English Language Learners	Active in PPS	Left PPS	PPS Grad
Non-EL	4321	2241	1100
English Learner	105	48	11
Grand Total	4426	2289	1111

SECTION 2: LINK TO ALL PUBLIC-FACING DASHBOARDS:

Examples of the data that will be available to the monitor (these examples are aggregated to comply with FERPA, however for this project, the monitor will need and be provided these data at the student level): <https://www.pghschools.org/districtdata>

SECTION 3: DEFINITIONS:

5.3.1 Highly Qualified:

<https://www.education.pa.gov/Educators/Certification/CertFAQs/Pages/AppCertUnderESSA.aspx>

5.3.2 Individualized Determination Meeting Process (IDM): a meeting with each student’s IEP team to discuss whether students are eligible for CCS and utilize the factors provided by the Pennsylvania Department of Education (9 factors identified below) to determine how much and what type of CCS a student is entitled to.

5.3.3 IEP Writer: an online system used to store the Individual Education Plans and 504 information for students. Documents stored in IEPWriter are primarily available as PDFs.

5.3.4 CCS (Covid Compensatory Services): Services available to qualified students with IEP and 504 plans, who did not receive appropriate services during the COVID-19 “Pandemic Period” defined as March 16, 2020, to June 16, 2022.

5.3.5 PDE guidance 9 factors and sources of data that IEP teams should consider when determining CCS needs:

- 5.3.5.1 Levels of academic and functional performance, including levels of performance on all IEP goals prior to the mandatory school closures as compared to the student's current level of performance as measured from the baseline data collection.
- 5.3.5.2 Information and observations from teachers, related services providers, parents, caregivers, and other family members.

- 5.3.5.3 The student's ability to access remote learning opportunities and special education services while LEAs were using alternative learning models due to the COVID-19 Pandemic.
- 5.3.5.4 The student's engagement in the learning process while the LEAs were using alternative learning models due to the COVID-19 pandemic.
- 5.3.5.5 The amount of skill and/or behavior loss and/or lack of progress the student experienced while the LEAs were using alternative learning models due to the COVID-19 pandemic.
- 5.3.5.6 Historical data regarding the student's ability to recoup lost skills and/or behavior.
- 5.3.5.7 Services provided while the LEAs were using alternative learning models due to the COVID-19 pandemic.
- 5.3.5.8 Data collected through progress monitoring and progress reports.
- 5.3.5.9 Results from informal and/or formal assessments.

SECTION 4: RELEVANT FINDINGS FOR COVID COMPENSATORY SERVICES RULINGS:

5.4.1 Link to the OCR CCS findings

LA Unified:

<https://www.ed.gov/news/press-releases/office-civil-rights-reaches-resolution-agreement-nations-second-largest-school-district-los-angeles-unified-meet-needs-students-disabilities-during-covid-19-pandemic>

The letter to Los Angeles Unified School District is available [here](#), and the resolution agreement is available [here](#).

4.2 Fairfax County:

<https://www.ed.gov/news/press-releases/us-department-educations-office-civil-rights-announces-resolution-investigation-fairfax-county-public-schools-virginia-related-needs-students-disabilities-during-covid-19-pandemic>

The letter to Fairfax County Public Schools is available [here](#) and the resolution agreement is available [here](#). In addition, OCR has developed a fact sheet addressing the provision of FAPE during the COVID-19 pandemic and the need for compensatory services under Section 504. This fact sheet can be found [here](#).

SECTION 5: DATA ACCESS AND CLARIFICATIONS FOR DATA AND DATA EXPECTATIONS:

5.5.1 The monitor will be responsible for managing the data and working with the district to ensure they understand the structure and content of the data.

5.5.1.1 **Access to district data systems and documentation** will be provided upon completion of the appropriate non-disclosure assurances, and district required documents including but not limited to:

5.5.1.1.1 *December 8, 2022, Preliminary Resolution Agreement with KidsVoice regarding the provision of CCS to District students (“Resolution Agreement”). Any aspects of the settlement agreement that will be monitored are documented throughout the Scope of work of this RFP.*

5.5.1.1.2 DATA access - elements available from PPS and PPS Data System

5.5.1.1.2.1 The CCS Monitor will have access to the District data systems and district personnel. Including the District data management systems, which the monitor will be provided data from or access to; including but not limited to: the student information system, the IEP tracking system, Qualtrics, and the district data warehouse Data tracking system for IDM process and CCS service delivery information (i.e. service type and number of minutes provided). The monitor will be provided with appropriate access to the files as they are stored (e.g., data tables, PDF, etc.).

5.5.1.1.2.2 The district will provide access and training for the IEP writer system if needed.

SECTION 6: EXAMPLES OF THE TYPES OF ACADEMIC DATA AVAILABLE FOR STUDENTS:

5.6.1 **Examples of the types of Academic data available for students -** Grades for each 9-week report period, semester and final grades, State Assessments (PSSA, Keystone, PASA, WIDA), district assessments (NWEA MAP – 2018-2020, CDT 2021-present), national assessments provided to students across the district (PSAT, SAT), etc.

5.6.2 **IEP and CCS determination information** – progress monitoring, NOREP/prior written notice, permission to evaluate/re-evaluate, IEP and other IEP specific documentation are all housed in the

IEP writer system, which has limited export abilities and will require direct access for examination of individual records.

- 5.6.3 Important note:** The review process will include a review of the PDFs linked to their IDM and their IEP information in IEP writer. Data for these reviews are only documented in Multiple per-student PDFs uploaded into IEP Writer and are not available in data files.

SECTION 7: PROCESS FOR ACCESSING DOCUMENTS FOR IDM REVIEW PROCESS IN IEPWRITER

- 5.7.1 Log into IEPWriter
- 5.7.2 Enter student name or student ID# and click "Search"
- 5.7.3 At Student Homepage, monitor, will be able to scroll through the page to locate items for review. Student Homepage is divided into sections that include the following:
 - 5.7.4 NOREP (signed signature page 1 Page) - link to student homepage in IEPWriter (PDF or print out)
 - 5.7.4.1 Other Documents (i.e., Service Agreement 1–2-page PDF and Eligibility Worksheet 2–5-page pdf, additional documents – 1-3 page PDF)
 - 5.7.4.2 Parent Call Log - link to PDF document on student homepage in IEPWriter
 - 5.7.4.3 IEP - link to student homepage in IEPWriter (PDF or print out)
 - 5.7.4.3.1 Progress Monitoring link accessed through IEP (print out or PDF)
 - 5.7.4.4 Invitation to Participate - link to student homepage in IEPWriter (PDF or print out)
 - 5.7.4.5 Procedural Safeguards - link to student homepage in IEPWriter (PDF or print out)
 - 5.7.5 Monitor will locate section to review and click on it to retrieve saved/uploaded information. Uploaded documents are available in PDF form.
 - 5.7.6 When document review is complete for a student, Monitor will restart the process by entering the next student's name or student ID# to search and repeat steps.

SECTION 8: STRUCTURE OF STUDENT LEVEL DATA INCLUDING DEMOGRAPHIC DATA IN DATA SYSTEMS:

5.8.1 Generally – these data are available for the student at the end of each school year (or during the current year as of today), and we can also pull up what was in the record on a date specific.

- * GradeCode
- * GenderCode
- * RaceCode
- * ELLStatusCode
- * PrimaryIEPCode
- * Homeless
- * Foster Care
- * FreeLunchCode¹

5.8.2 For historical/date certain information:

- * StudentID
- * StateStudentID
- * FirstName
- * MiddleName
- * LastName
- * AlternateFirstName
- * AlternateMiddleName
- * AlternateLastName
- * Generation
- * Birthdate
- * RaceCode
- * GenderCode
- * PrimaryIEPCode
- * HomeRoom
- * LanguageCode
- * NativeLanguageCode
- * IsIEP
- * Plan504Ind
- * FreeLunchCode
- * ELLStatusCode
- * CurrentStatus

¹ Economically disadvantaged; the variable label is because the data system was built before Community Eligibility program (“CEP”) existed.

5.8.3 Provides information on when the record was initially entered and last updated (allows derivation of date specific demographics)

- * StratDate
- * UpdateDate
- * CurrentFlag
- * ActiveFlag

5.8.4 Enrollment Data

- *StudentID
- * GradeCode
- * EnrolledSchoolID
- * EntryDate
- * WithdrawDate
- * EntryCode
- * WithdrawCode
- * WithdrawReasonCode
- * SchoolYear
- * StartDate
- * CalendarType

5.8.5 Provides information on when the record was initially entered and last updated (allows derivation of date specific demographics)

- * UpdateDate
- * CurrentFlag
- * ActiveFlag

5.8.6 Assessment Data when the student has taken the

- *PASA
- *WIDA
- *PSSA
- *Keystone
- *Historic NWEA
- *CDT

5.8.7 Student Program Data – non-IEP programs

- * StudentID
- * ProgramID
- * ProgramIDNumber
- * ProgramValue
- * EntryReason

- * **StartDate**
- * **WithdrawReason**
- * **EndDate**
- * **IsSummerSchool**
- * **ProgramOverride**
- * **ChangeDate**
- * **ProgramID**
- * **ProgramIDNumber**
- * **IdOrder**
- * **LabelName**

5.8.8 Student Mark Data (these data must be linked to the course data to derive the course for which the student is receiving the grade)

- * **SchoolYear**
- * **SchoolID**
- * **StudentID**
- * **CourseCode**
- * **SectionNumber**
- * **TermCode**
- * **MarkValue**
- * **CreditsAttempted**
- * **CreditsAttemptedOverride**
- * **CreditsEarned**
- * **CreditsEarnedOverride**
- * **MarkType**
- * **Override**
- * **RawMarkValue**
- * **OverrideNotes**

5.8.9 Attendance Data

- * **SchoolYear**
- * **DateKey**
- * **StudentID**
- * **StudentKey**
- * **EnrolledSchoolID**
- * **AttendanceCode**
- * **AttendanceKey**
- * **AttendanceDesc**
- * **AttendanceStatus**
- * **AttendanceType**

* AttendanceGroup

5.8.10 Discipline Data

- * IncidentID
- * SchoolYear
- * IncidentSchoolID
- * IncidentLocationCode
- * DisciplineCode
- * IncidentDate
- * IncidentTime
- * IncidentTimeID
- * MisconductStudentID
- * DisciplineCodeDesc
- * ActionCode
- * ActionDesc
- * InfractionStudentid

5.8.11 Schedule Data

- * Course Add Date
- * CourseDropDate
- * CourseShortDesc
- * TermStart
- * TermEnd
- * StudentScheduleKey
- * SchoolYear
- * EnrolledSchoolID
- * StudentID
- * EmployeeID
- * ScheduledSchoolID
- * TermCode
- * CourseCode
- * SectionNumber
- * CourseAddDate
- * CourseDropDate
- * CourseSession
- * MeetCode
- * NativeCode
- * RoomNumber
- * StartPeriod
- * EndPeriod
- * ReceiveMark

- * CycleCode
- * StartDate
- * UpdateDate
- * EndDate
- * CurrentFlag
- * ActiveFlag

5.8.12 Structure notes:

a. Master Schedule

- i. School year
- ii. School
- iii. Course Code
- iv. Section (distinguishes distinct/multiple instances of a course)
- v. The primary teacher
- vi. Room
- vii. The starting period
- viii. The ending period (if the class is only 1 period in length, the end period and start period will be the same value)
- ix. The days the class meets
- x. The marking periods the class meets

b. Student Schedule

- i. The section
- ii. The add date
 1. The earliest date active in the class
 2. If starting day 1 of class
 - a. May be the first day the class starts/scheduled or a date prior to the first day of school
 3. If starting after day 1 of class
 - a. The date is when the student started the class
- iii. The drop date
 1. NULL = Completed the entire term and/or it is still active and ongoing
- iv. Some other data for mark reporting needs

5.8.13 Student Disability Data

Table 1

- * StudentID
- * IEPCode
- * SequenceNumber
- * DisabilityOrder

- * StartDate
- * EndDate
- * Percentage
- * ExitCode
- * ExitReason
- * CurrentFlag
- * ActiveFlag
- * PrimaryInd

Table 2

- * IEPKey
- * IEPCode
- * SrcIEPDesc
- * SrcIEPAlias
- * StateIEPCode
- * RptIEPDesc
- * RptIEPGroup
- * StartDate
- * EndDate
- * CurrentFlag

Table 3

- * IEPKey
- * IEPCode
- * SrcIEPDesc
- * SrcIEPAlias
- * StateIEPCode
- * RptIEPDesc
- * RptIEPGroup
- * StartDate
- * EndDate
- * CurrentFlag

Table 4

- * StudentID
- * RelatedServiceCode
- * StartDate
- * EndDate
- * CurrentFlag
- * ActiveFlag
- * RelatedServiceCode2

- * SchoolFlag
- * RelatedServiceDescription
- * ExternalCode