Questions & Answers for Proposal P027-24

Q&A Due June 11, 2024
Bid Due June 24, 2024

Q1. Could the District clarify whether the AI-driven features of the proposed software should automatically interpret variations in student academic and behavioral data to suggest specific IEP modifications? For instance, should the system utilize pattern recognition in test results or class participation to recommend interventions such as structured literacy for dyslexia or behavior modification plans for ADHD? How should the software handle emergent educational needs that may not be fully captured in the standard data inputs?

A1. The minimum standard that the District requires is specified in the RFP. Any additional features and functionalities should be included in the proposal and will be reviewed by the committee.

Q2. In securing sensitive student information within the software system, is it a requirement for the District that role-based access controls be implemented to manage user permissions effectively? Should specific encryption protocols such as AES-256 for data at rest and TLS 1.3 for data in transit be utilized to ensure the confidentiality and integrity of data exchanges across the District's network?

A2. All security requirements are included in the RFP document, any security options that are included in a Firm’s proposal will be reviewed by the committee.

Q3. Could you specify which data formats, such as JSON for web-based interactions or XML for richer data structuring, are required for IEP transmission to ensure seamless compatibility with the District's existing student information systems? Are there any middleware solutions or data exchange standards like REST APIs or SOAP protocols that the new software must align with to integrate effectively with your current technological ecosystem?

A3. No specific formats are required.

Q4. Does the District expect the software to interface with existing behavior tracking systems or databases to utilize historical behavior data for students when generating behavior assessment plans within IEPs? If so, could you specify the systems or data structures, like SQL databases or cloud-based storage solutions, that the software should connect with?

A4. No

Q5. Considering the critical role of real-time data in optimizing educational tools, would the District find value in integrating specific analytical modules into the software that track user interactions at a granular level? Could functionalities such as heat maps of user activity, click-through rates on IEP entries, and time-on-task measurements be useful for understanding user engagement and identifying areas for UI/UX improvements?

A5. No

Q6. Given the evolving needs of educational staff, does the District require a blended learning approach for the professional development modules that integrates AI-driven analytics to customize training experiences? For instance, should the software assess user performance through metrics such as module completion rates and quiz scores to dynamically adjust training content, offering more personalized learning paths for various user groups like teachers, administrators, and support staff?

A6. No
Q7. What specific third-party tools or platforms does the district currently use that the software must integrate with, such as existing student information systems or analytics tools? Are there preferred communication protocols or data exchange formats (e.g., APIs, webhooks) that these integrations should support to ensure seamless functionality and data flow?

A7. None

Q8. Could the district specify the types of support required for migrating existing IEP data into the new system? For instance, are there particular data formats (e.g., CSV, XML) that the new software must be capable of importing? Does the district require any tools or services for data cleansing or normalization to ensure compatibility with the new system’s data structure?

A8. Migration will not be necessary.

Q9. Does the district expect the new software to support real-time collaboration features that allow multiple users to work simultaneously on IEP drafts? If so, how should these features be implemented—through integrated web-based editing tools, shared dashboards, or something else? Are there specific security protocols, such as role-based access controls or audit trails, that must be included to manage and monitor these collaborative interactions?

A9. No.

Q10. What specific mechanisms does the district anticipate for the bulk import of student information into the new software? Are there essential data integrity checks, such as duplicate detection or validation of data formats (e.g., date formats, numerical values), that need to be in place to ensure the accuracy and consistency of the imported data?

A10. There is no need for bulk import of student information. Data should be entered as needed to create each individual IEP.

Q11. Could you specify how the proposed software will utilize AI to integrate multidimensional student data—such as cognitive assessments, behavioral reports, and longitudinal academic performance—to automatically generate tailored IEP drafts? Such as, how will the system identify and incorporate specific educational strategies and supports, like adaptive technology for students with declining math skills or targeted behavioral interventions for students with consistent challenges in social interactions.

A11. The District has no plans to propose how any potential software will work. The review committee is interested in reviewing each proposal to determine the best fit for the District’s needs.

Q12. Could the district elaborate on the specific features and functionalities it expects within the behavior assessment and intervention plan module? For instance, does the district require the software to include predictive behavior analytics, customizable intervention strategies, or real-time behavior tracking and reporting tools to address the individualized needs of students with various disabilities?

A12. The minimum standard that the District requires is specified in the RFP. Any additional features and functionalities should be included in the proposal and will be reviewed by the committee.

Q13. Could the district detail the expected capabilities of the software’s performance monitoring system, particularly whether it should include real-time analytics and automated alerts for system anomalies? For instance, should the system provide threshold-based alerts for latency or error rates and predictive analytics to foresee potential downtimes or performance degradation based on historical data trends?

A13. No.

Q14. What specific formats and content structures does the district prefer for tailoring professional development sessions to distinct user groups such as teachers, administrators, and support staff? For example, should the training for teachers focus on scenario-based learning for drafting IEPs,
while administrators receive insights on data analysis and reporting functionalities of the software?

A14. The training should be tailored to teachers and provide professional learning regarding using the features of the software correctly.

Q15. Could the district specify the required types of software licenses for various user roles, such as read-only access for support staff and full editing capabilities for special education teachers? Are there expectations for concurrent user licensing versus named user licenses, particularly in terms of system access during peak periods such as the beginning of the academic year?

A15. The District requires one type of user license, there are no plans to manage various permissions and roles for users.

Q16. Confirming that the intent is to implement Special Education AI software beginning in August/September, 2024?

A16. Yes.

Q17. Douglas County School District or Omaha State individual education forms are not required to be part of the solution, rather the solution should create content that can be copied into these forms or into another system. Is this an accurate assumption of the general requirements?

A17. Yes.

Q18. Are data integrations from other tools that contain student related data, such as student demographics, assessments, attendance, behavior, etc. expected to be part of the solution for the purpose of facilitating development of measurable goals, identifying functional needs, services, supports, or creating student intervention plans?

A18. No. Data integration will not occur.

Q19. Is the county looking to license the program only for a number of users or build a custom version for its specific use?

A19. The District is not specifically looking for a custom version.

Q20. What IEP system does the county use at present?

A20. The District uses Infinite Campus.

Q21. Is the county looking to replace its current system or have an integrated add on to its current system?

A21. The District is looking for optional supplemental software for teachers to use.

Q22. Would the county pay a differential pricing for a tiered level of customer support?

A22. The District will review all proposals.

Q23. What reporting capabilities does the new software have? Does it need full reporting as is prevalent for current IEP systems? Should the reports be AI enabled as well?

A23. The RFP does not specify reporting in the product requirements. The District’s review committee will review any reporting features mentioned as part of a submitted proposal.

Q24. Does the software need to have the ability to integrate with Medicaid processes?

A24. No.

Q25. Does the software need to include components of child find like SST, 504, MTSS etc?

A25. No.