

**Request for Proposals**  
**For**  
**The Administrator and Intake Coordinator of the**  
**Wisconsin Special Education Mediation System**  
**(WSEMS) [www.wsems.us/rfp](http://www.wsems.us/rfp)**

<p style="text-align: center;"><b>Issued by:</b></p>	<p style="text-align: center;"><b>Cooperative Education Service Agency #7 (CESA 7)</b></p>
<p style="text-align: center;"><b>Proposals due:</b></p>	<p style="text-align: center;"><b>Wednesday, March 16, 2011 4:00 PM (CDT)</b></p>
<p><b>Submit an original and seven (7) copies of all materials to:</b></p> <p style="text-align: center;"><b>(No electronic or faxed proposals will be accepted)</b></p>	<p style="text-align: center;"><b>Nissan B. Bar-Lev Director of Special Education CESA 7 530 W. Main Street Chilton, WI. 53014</b></p>
<p style="text-align: center;"><b>Address all questions in writing or via email (no later than February 16<sup>th</sup>, 2011) to:</b></p>	<p style="text-align: center;"><b>Nissan B. Bar-Lev Director of Special Education CESA 7 530 W. Main Street Chilton, WI. 53014</b></p> <p style="text-align: center;"><b><a href="mailto:nbarlev@wi.rr.com">nbarlev@wi.rr.com</a></b></p>

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# WSEMS Background

## **Brief History**

The Wisconsin Special Education Mediation System (WSEMS) was formally established in July 1996, but traces its origins to the founding partners, a parent (Jan Serak, Parent Partner) and a special education director, (Nissan Bar-Lev, School Partner) who had seen the special education system from their own perspective. They were only too familiar with traditional methods used to resolve issues - complaints, due process hearings and civil trials. They found these to be expensive, time-consuming, polarizing, adversarial, and often without satisfactory results to either parents or schools.

The partners' aspirations for a non-adversarial system, where parents and schools would be able to work out their own solutions, led to their partnering with a university professor of dispute resolution experienced in systems design. They collaborated to write a discretionary grant proposal to plan a mediation system in Wisconsin.

The first grant was awarded WSEMS by the Wisconsin Department of Public Instruction (WDPI) in July 1996. WSEMS convened and facilitated an advisory council, which was comprised of key stakeholders including, parents, school representatives, legislators, attorneys, advocates, and state department representatives to develop legislative language for special education mediation in Wisconsin. Wisconsin Act 164, Chapter 115.797, was unanimously passed by both the Assembly and Senate and signed into law by Governor Thompson on December 19, 1997 establishing the WSEMS. In August 1998, WSEMS expanded its role to include full operation of the mediation system, as described in WDPI Information Update Bulletin 08.02 (<http://dpi.wi.gov/sped/bul08-02.html>).

## **WSEMS Structure**

Since 1996, the WSEMS has been funded through a discretionary grant from WDPI with CESA 7 as the fiscal agent. CESA 7 also provides the system with its school perspective relative to WSEMS policy issues and daily operations. As part of the grant, CESA 7 currently sub-contracts with three entities for other key roles: (1) Wisconsin's Parent Training and Information (PTI) Center, to provide the system with its parent perspective (WI FACETS); (2) an individual who is a nationally-recognized dispute resolution professional to provide dispute resolution expertise and serve as the Mediation Partner (Nina Meierding); and (3) a dispute resolution entity to provide System Administration and Intake Coordination services (Burns Mediation Services).

The WSEMS System Administration and Intake Coordination services is provided by a neutral and impartial entity with formal training in dispute resolution, and who has no prior or current connection with parents/family members of children with disabilities, parent advocacy groups or school systems. The system administration and intake through a neutral entity is a critical component to the success of the WSEMS, serving to maximize stakeholder trust and implement IDEA requirements relative to the provision of information to parents about mediation.

The WSEMS System's Administration services include coordination of WSEMS dispute resolution services:

1. Provision of all convening services for complex, multi-participant mediation, facilitated IEP meetings and facilitated resolution meetings;
2. Coordination of system evaluation design, implementation and reporting;
3. Provision of technical assistance to the roster of mediators/facilitators; and
4. Provision of training to the mediators/facilitators; and also some outreach and stakeholder training.

WSEMS Intake Coordination services include provision of information to parents, school staff, attorneys, advocates and others by telephone, mail or email about dispute resolution options available through WSEMS:

1. Management of the case intake process;
2. Processing of requests for facilitated IEPs, mediation and facilitated resolution meetings;
3. Implementing the WSEMS screening process; handling case correspondence;
4. Assisting the parties with their selection of a mediator or facilitator; and
5. Maintaining an accurate case record-keeping system.

### **Team Approach**

The WSEMS project partners conduct educational presentations statewide throughout the year to educators, parents, professionals and others. The partners - a parent, a special education director and a dispute resolution professional "model" parent-school partnership during their presentations in a continuing effort to move Wisconsin's special education culture from one that is adversarial to one that is problem-solving.

The WSEMS team also includes a bilingual (Spanish) Outreach Coordinator, and the WSEMS System Administrator/Intake Coordinator (the position sought through this RFP). The Wisconsin system's team approach is a distinctive feature nationally. In their presentations, the partners emphasize the importance of resolving conflict at the earliest possible stages. Presentations include real-life examples gleaned from the partners' collaboration.

### **Mediation System Update**

WSEMS began administration of the Wisconsin system in August, 1998. Prior to that, the WDPI administered the system. Currently, the system maintains a roster of 35 mediators, (21 currently active) all of whom are required by state law to attend a five-day introductory training and a one-day update training each year.

The three WSEMS partners, WSEMS System Administrator/Intake Coordinator, and WSEMS Bilingual Outreach Coordinator plan and conduct the training for mediators. The mediators are located throughout the state, several are bilingual (Spanish).

### **Mediation Information**

From August 1998 to June 2010, WSEMS received 1001 requests for mediation; of these, 697 cases went to a mediation session, and 606 resulted in a full or partial agreement. For this time period, the system has an 87% agreement rate. The conversion rate of requests to cases is 70%. 127 due process hearings (DPH) were dismissed, 37 IDEA Complaints and 8 OCR complaints were withdrawn and 2 civil/federal court lawsuits were dismissed.

Agreements reached as a result of special education mediation must be reduced to writing and may be reviewed by a lawyer before a party signs any agreement. These agreements are contracts between the parties (signers) and generally contain details regarding the resolution of the dispute. If any party fails to follow through with the agreement, the parties can request WSEMS to reopen the mediation. The agreement may contain a provision that, if there is a need for further clarification, that the parties may agree to return to mediation. One benefit of the mediation process has been is to help the parties establish better communication and trust. A copy of the written agreement is kept by the school and the parent; no copies are sent to either the WSEMS office, the WSEMS partners representing parents and schools, to the WDPI, or kept by the mediator. While the WDPI receives a case number, it never receives the names of the school or parents involved in the mediation in order to safeguard the system's confidentiality.

WSEMS, as a neutral administrator of the mediation system, is not an enforcement agency. The parties are responsible for and exercising enforcement options of their agreements. WSEMS' position functions as a neutral administrator. WSEMS' role in the mediation concludes with an analysis of the surveys completed by the mediation participants following the session.

### **Individual Education Program (IEP) Facilitation Information**

This process, in effect since April 2004, has resulted in third-party neutral intervention at an earlier stage of the disputes between parents and schools during the IEP and special education process. WSEMS roster neutrals provide the IEP facilitation services

### **Resolution Meeting Information**

Under IDEA, the options of mediation and a resolution meeting must be provided to the parties when a due process hearing is requested. The parties are required to either a) participate in mediation (with limited exceptions) or b) participate in a resolution meeting unless c) the parties elect to waive mediation and a resolution meeting and proceed directly to the due process hearing. The resolution process provides an option of using a WSEMS roster neutral for facilitation of a resolution meeting. The use of a WSEMS roster neutral to facilitate a resolution meeting is to assist the parties in resolving the due process hearing dispute prior to hearing.

### **Liaison with Wisconsin DPI**

Marge Resan, J.D., is the (WDPI) liaison to the WSEMS. In her role, Ms. Resan meets at least annually with WSEMS project partners to review the system's annual progress. She is currently the WDPI representative to whom WSEMS annual data is reported

# **Administrator and Intake Coordinator: Job Description**

1. Support of Roster Mediators
  - a. In consultation with the Mediation Partner, provide appropriate technical dispute resolution assistance and case management to roster mediators/facilitators.
  - b. Process and approve all invoice payments for the roster mediators.
  - c. In consultation with the Mediation Partner, observe mediators and debrief them face-to-face and work with Mediation Partner to give a written debriefing. It is estimated there will be 5-6 observations per year.
  - d. Coordinate observations with new roster mediators and experienced panel – and attend as needed. It is estimated there will be 2-3 observations per year where system administrator might attend.
  - e. Serve as a liaison between mediators/facilitators and users of the system including, but not limited to, dealing with feedback, responding to complaints from parties and/or stakeholders, and providing case follow-up information while respecting confidentiality. In conjunction with Mediation Partner, provide feedback for professional development to mediators. May involve in-person observation of mediator, depending on nature or severity of complaint.
2. Provide appropriate technical dispute resolution assistance to the users of all the WSEMS processes, including attorneys, parent advocates, parents, school personnel as needed within the scope of the person's expertise.
3. Maintain relationship with WSEMS Stakeholder Council. Send a yearly update report on the Mediation and IEP Facilitation data collection, a summary of events and any new products.
4. Revise documents and databases (as needed and in conjunction with the Mediation Partner) related to the daily operations of all the systems including case management procedure, intake questionnaire, evaluation questionnaires, data reports, tracking forms, website, and mediator bios.
5. Data collection and analysis:
  - a. Oversee internal data collection.
  - b. Meet with research methodologist as needed to ensure the data collection is in line with grant objectives, to modify questions, to organize data for dissemination.
  - c. Conduct data analysis in consultation with Mediation Partner.
6. Consult with the Mediation Partner on a regular basis via phone, email and in person meetings.

7. Consult with Parent/Advocate Partner and Special Education Director Partner and Latina Outreach Coordinator as needed.
8. Provide WSEMS related information for website updates to CESA 7.
9. In conjunction with the WSEMS Partners, assist in planning and implementation of the annual update for the roster mediators training as required by Wisconsin state statutes 115.797.
  - a. Provide videotaping of annual training. Videotape, copy and distribute DVDs of training to roster mediators who were unable to attend. Maintain log of attendees at annual training to provide verification of required attendance of mediators and/or affidavits of mediators who viewed the DVD.
  - b. Apply for CLE credit for annual training.
  - c. View appropriate venues for training, meet with hotel staff, and negotiate the contract.
  - d. Attend training and provide administrative update to mediators.
  - e. Attend follow-up evaluation meeting.
10. As required by Wisconsin state statutes 115.797, another five day training for prospective mediators may be necessary in the future (but not in 2011/2012). System Administrator will assist in the design and implementation of the training in consultation with the Partners.
11. Provide a state presence for WSEMS by speaking and/or attending special education or dispute resolution conferences as requested/needed. (Average conference attendance: six annually within the State of Wisconsin at the coordinator's own expense.)
12. Provide information and assistance at the WSEMS exhibit booth at conferences as needed. Travel and registration fees are at the Administrator's expense (copying and brochures provided by WSEMS).
13. In consultation with the Mediation Partner, respond to requests from state and federal agencies, dispute resolution and special groups, and the press researching and asking questions about WSEMS and the "Wisconsin model," that is based on a partnership between parents, schools and mediation expertise.
14. In consultation with the Mediation Partner, respond to specific inquiries about WSEMS from CADRE, DPI (OSEP reports) and others.
15. Assist the WSEMS partners in writing the annual DPI Discretionary grant application to operate WSEMS.
16. Provide and arrange the conference calls for the administrator meetings with partners and the Latino outreach coordinator.

## 17. Intake

- a. Complete intake form with information from parents, students, district staff, CESA employees, attorneys, advocates, social workers, guardians or whomever is involved in the case.
- b. Update WSEMS multiple data tracking forms (Excel) and SPSS (statistical software) databases.
- c. Answer parties' and potential parties' (parties considering participating in mediation or IEP facilitation) questions about the system and dispute resolution, explaining the differences and similarities between mediation and IEP facilitation, among other issues. Prepare information packets for potential users of the system.

## 18. Screening

- a. Obtain information to determine if the student's qualifying disability under IDEA.
- b. Determine the necessary parties including persons with legal custody of the child. If joint custody, notify both parents of the mediation.
- c. If the student is over 18, determine if the child is competent to participate in mediation or not. If not, determine if anyone has guardianship or ask student to sign a release giving the parents' permission to make educational decisions.
- d. Determine if the issue(s) is applicable to the WSEMS system in light of state and federal statutes governing special education mediation.
- e. If abuse or violence is alleged, apply advanced screening techniques to assess personal emotional and physical safety issues and to determine if the special education issues can be mediated separately from the abuse or violence issues, or if proof can be provided that either county or state social services do not have an open investigation in this matter.
- f. Determine if any safety issues exist that could affect the mediation and require a safety or police officer to be present or other ways the mediation could be affected.
- g. Determine if a language (foreign/sign) interpreter and/or a bilingual mediator are needed.
- h. Determine if any criminal charges or suspension, expulsion, or truancy issues are pending and how this will affect the mediation process.
- i. Determine if a due process, IDEA complaint, OCR complaint, or lawsuit has been filed and the affect this will have on the dispute resolution process.

- j. Discuss the mediation request with the parties to clarify the request and determine if it is appropriate for mediation, IEP facilitation or a neutral for a resolution session, and to assess jurisdictional issues under Wisconsin state statutes 115.797 or the federal law including IDEA 2004 Section 615.
- k. Educate the parties about mediation options, IEP facilitation, and a roster neutral at a resolution meeting to analyze appropriate options for their circumstances.
- l. Facilitate the discussion with the parties about mediation, if the request was unilateral.
- m. Explain to all parties the mediation and facilitation process, including but not limited to, the role of the mediator/facilitator, what the process potentially will look like, who may be at the table, the Agreement to Mediate, potentially what the outcome may look like, what an agreement may look like, and the legal implications of an agreement.
- n. Explain confidentiality in Wisconsin as it affects all three processes (mediation, IEP facilitation or the resolution meeting) either specifically about the process they are requesting or about all three and how they relate to each other.

#### 19. Referral

- a. Discuss with the parties if they want to nominate specific mediator(s). Explore with the parties if they would like input into the mediator/facilitator selection from the intake coordinator and what their preferences for qualities in the neutral would be. The intake coordinator will try and match the parties' stated desires and the particulars of the case with several roster mediators – considering mediator styles, strengths, background, case history of a mediator, geographical location, etc. and provide several options to the parties. The intake coordinator will continue to facilitate a discussion between the parties in order to reach a joint decision as to a mutually acceptable mediator. A working knowledge of the roster mediators is essential.
- b. Follow the time-line for mediator selection as outlined in the Wisconsin state statutes 115.797.
- c. Prepare packets of forms for mediators/facilitators which include, but are not limited to, intake forms and reporting/evaluation forms for parties and mediators.

#### 20. General

Build trust in the system through relationships with stakeholders, and parties while maintaining the perception of the system's neutrality.

## **Scope of RFP and contract timeframe.**

CESA 7, fiscal agent for the DPI Discretionary grant “The Wisconsin Special Education and IEP Facilitation” is seeking proposals for the position of “Administrator and Intake Coordinator of the Wisconsin Special Education Mediation System”. This is a position to be held by an individual who will best meet the qualifications listed below.

The contract time frame is scheduled to be in effect from July 1, 2011 through June 30, 2014. The contract will be issued for one year with two (2) one year renewal options.

## **Qualifications of Candidates**

a. **Mandatory Requirements.** Failure to meet these four (4) mandatory requirements will result in rejection of the proposal.

1. Individuals or organizations whose principals associated professionally with school districts, parents of children with disabilities, or parent advocacy groups will not be viewed as neutral and will not be considered for this award.

Specifically, this includes individuals who are now or have in the past 10 years:

- been employed by a school district in any professional capacity;
  - been employed by or otherwise significantly involved in an organization that advocates on behalf of persons with disabilities;
  - been associated professionally with parents of children with a disabilities; or
  - represented parents in any legal proceedings against school districts or represented school districts in any legal proceedings against parents.
2. Bachelor’s degree. Provide a copy of transcripts to verify college degree.
    1. Formal training in Alternative Dispute Resolution (a minimum of 12 university credits). Provide information regarding formal dispute resolution training including complete transcripts for academic programs. In addition, include any continuing education that you have attended in the last four years, including provider name, dates and duration of training (hours.)

2. Availability to travel for the purposes of roster mediator observation, attendance at conferences and training, in both in and out of state.

b. General and Technical Requirements (800 points total)

1. Managing a large roster of dispute resolution professionals (250 points). Indicate:
  - a. how many years you have been/were in this position;
  - b. the number of people on the roster;
  - c. describe your role and tasks/responsibilities in dealing with the roster including examples of training, interactions and involvement with the roster members.
2. Experience coordinating intake and administering a system of dispute resolution involving complex multi-participant cases and various dispute resolution processes (300 points). (A minimum of five years experience is strongly preferred.) Provide:
  - a. number of years of experience;
  - b. number of cases per year;
  - c. how many cases you are managing at one time (average);
  - d. average number of participants in each case;
  - e. general subject matter(s) of the cases;
  - f. list your specific responsibilities in the administration and management of the system;
  - g. provide two references to document the experience.
3. Experience collecting, managing, maintaining and evaluating a database, analyzing (including trend analysis) and reporting data (100 points). (A minimum of five years experience is strongly preferred.) Provide previous employment history in which skills were utilized. Describe:
  - a. number of years of experience;
  - b. extent of database collected/number of annual cases;
  - c. type of trend analysis performed and how the data was used, shared and disseminated to others;
  - d. provide two references to document this experience.
4. Demonstrated organizational skills and the ability to work independently (45 points). Provide:
  - a. information as to positions, projects, and employment history in which you were required to meet deadlines, set goals, run an office/project etc. without direct supervision;
  - b. provide two references to document this experience.

5. Demonstrated ability to conduct presentations / trainings to large groups (30 points). Provide:
  - a. a list of at least two trainings you have conducted including location and dates;
  - b. if evaluation data was collected, please provide summary of evaluation.
6. Proven ability to work with diverse stakeholder groups (25 points). Provide:
  - a. a list of stakeholder groups including the organizations represented by the group;
  - b. years of experience working with the stakeholders group(s);
  - c. describe your role and responsibilities in dealing with the stakeholder group, including specific examples of interactions and involvement with the group.
7. Demonstrated knowledge regarding both Wisconsin and federal dispute resolution and special education-related laws (25 points). Provide:
  - a. source of training/information acquisition including providers, dates and duration of training;
  - b. how this knowledge has been applied/utilized in previous employment, etc.
8. Experience in dispute resolution system design (25 points).
  - a. Describe extent and type of experience in this area including system design update/redesign or augmentation;
  - b. Provide an example of system design described in a, above;
  - c. Provide one reference relative to system design.

## **Cost of Proposal**

A cost proposal should be submitted in a separate envelope with the written proposal. Be sure to include your name and the RFP title. Use the RFP's 'Job Descriptions' on page 6 through 9 to assist you in preparing your proposed budget. The budget should include a detailed list of all personnel and operational costs, and include fair and reasonable profit. Items of cost included in the budget must be consistent with federal cost principles for contracts. Principles for for-profit organizations are found in [48 CFR § 31.2, Contracts with Commercial Organizations](#). Principles for private nonprofit organizations are found in [Office of Management and Budget Circular A-122](#). After the final grading of the general and technical requirements, a competitive cost range will be determined based on the general and technical evaluation results and cost proposals.

## **Interview and Writing Sample**

The three highest scoring proposers on the general and technical requirements will be finalists. They will be scored on effective oral communication and high quality writing skills in an in-person interview by the Interview Committee (an alternate interview format will be available for out-of-state candidates). (300 points) (See Section on Proposal Selection and Award Process).

## **Award of the Contract**

The points earned by each finalist in the interview will be added to the scores from the review of the general and technical requirements to determine the ranking of the finalists. Contract negotiations will be held with the top scoring finalist. If contract negotiations cannot be concluded successfully with the highest-scoring proposer, the agency reserves the right to negotiate a contract with the second highest-scoring proposer. If contract negotiations are not successful with the second highest-scoring proposer, the agency reserves the right to negotiate a contract with the third highest-scoring proposer. CESA 7 reserves the right to reject any and all proposals. All costs outlined in the contract shall remain in effect for the contract period. No additional cost will be allowed unless prior approval (in writing) is obtained from the fiscal agent (CESA 7).

## **Malpractice insurance coverage**

The candidate is an independent contractor and shall, at his/her expense, obtain and keep in force malpractice insurance coverage, which shall be maintained in full force and effect during the term of the contract at the minimum amount of \$1,000,000. The candidate shall furnish evidence in the form of a certificate of insurance, or agree to submit evidence of insurability to CESA 7 within 15 days of the contract effective date.

## **Minority Business Program**

The State of Wisconsin is committed to the promotion of minority business in the State's purchasing program and a goal of placing a minimum of five (5) percent of its total purchasing dollars with certified minority businesses. Authority for this program is found in Wisconsin Statutes 15.107(2), 16.75(4), and 16.75(5) and 560.036(2). The Department of Administration is committed to the minority business program and with this procurement. The successful contractor is encouraged to purchase 5% of services and supplies from minority businesses certified by the Wisconsin Department of Commerce, Bureau of Minority Development.

### **Small and Minority Firms, Women's Businesses**

CESA 7 takes all necessary affirmative steps to assure small and minority firms and women's businesses are used when possible. These steps include-

- Placing qualified small and minority firms and women's businesses on solicitation lists

- Assuring small and minority firms and women's businesses are solicited whenever they are potential sources
- Dividing purchases, when economically feasible, into smaller tasks or quantities to permit maximum participation of small and minority firms and women's businesses
- Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority firms and women's businesses
- Using the services and assistance of the Small Business Administration and the Minority Business Development Agency of the Department of Commerce
- Requiring the prime contractor, if subcontractors are to be used, to take these same affirmative steps

*[34 CRF 80.36(e)]*

### **Termination of Contract**

CESA 7 may terminate the contract at anytime at its sole discretion by delivering thirty (30) days written notice to the contractor. Upon termination, the agency's liability will be limited to the pro rata cost of the services performed as of the date of termination plus expenses incurred with the prior written approval of the agency. In the event that the contractor terminates the contract, for any reason whatsoever, it will refund to the agency within 30 days of such termination, all payments made hereunder by the agency to the contractor for work not completed or not accepted by the agency. Such termination will require written notice to that effect to be delivered by the contractor to CESA 7 not less than 30 days prior to said termination.

### **Proposal selection and award process**

- a. All proposals will be reviewed initially to determine if mandatory requirements are met. Failure to meet mandatory requirements will result in rejection of the proposal.
- b. The Search Committee will review and rank all accepted proposals using the scores noted on pages 10-12. Candidates may not contact any member of the committee except at CESA 7 direction. The top 3 candidates (finalists) will be invited for an interview with the Interview Committee on April 21, 2011.
- c. **Availability for an interview on April 21, 2011** (if selected among the top 3 candidates). Candidates identified by the search committee as finalists in the review process, will be invited for 90 minutes interview with the committee on April 21, 2011, at the CESA 7 Special Education office at

530 W. Main Street, Chilton, WI 53014 (an alternate interview format will be available for out-of-state candidates).

## **Evaluation Criteria**

See pages 10-12 for the scores allowed for each of the sections to be evaluated by the search committee.

## **RFP Timelines**

- February 9<sup>nd</sup> 2011: Issue RFP
- February 16, 2011 RFP related written questions due
- February 23, 2011 Answers to the above questions made public on the website: [www.wsems.us/rfp](http://www.wsems.us/rfp)
- March 16, 2011: Proposals due at 4:00 PM (CDT).
- April 13, 2011: Search committee preliminary scores due.
- April 21, 2011: Search committee to interview finalists.
- May 9, 2011: Candidates will be notified of the outcome.

## **Notification of Intent to award**

All candidates who respond to this RFP will be notified in writing of CESA 7's intent to award the contract as a result of this RFP.

After notification of award is made, and under supervision of CESA 7 staff, copies of proposals will be available for public inspection from 8:00 a.m. to 4:00 p.m. at 530 W. Main street, Chilton, WI. These reviews must be scheduled by calling (920) 849-9384.

## **Appeals Process**

Notices of intent to protest and protests must be made in writing to the CESA 7 Administrator, Mr. Jeffery Dickert. Protestors should make their protests as specific as possible and should identify federal or state statutes or regulations that are alleged to have been violated.

Address all such written notices to:

Mr. Jeffery Dickert,  
CESA 7 Administrator,  
595 Baeten Rd.  
Green Bay, WI 543

## Proposals must include the following components (Pages 16-17):

**Instructions:** Submit an original and seven (7) copies of all materials required for acceptance of the proposal by 4:00 pm, Wednesday, March 16, 2011 to Nissan Bar-Lev, Director of Special Education CESA 7, 530 W. Main Street, Chilton, WI 53014. The proposal must address all items below including all required transcripts and other documentations. Failure to respond to any of these items **will be the basis for rejecting the proposal.**

- a) Letter of Application must be written on the candidate's official business stationary include (1) an assurance that the proposal shall remain in full force for the contract period, and (2) a narrative statement describing how the candidate plans to utilize his/her educational background and ADR experience to administer the WSEMS.
- b) Bachelor degree. Provide a copy of transcripts to verify college degree.
- c) Formal training in Alternative Dispute Resolution (a minimum of 12 university credits). Provide information regarding formal dispute resolution training including complete transcripts for academic programs. In addition, include any continuing education that you have attended in the last four years, including provider name, dates and duration of training (hours.)
- d) Availability to travel for the purposes of roster mediator observation, attendance at conferences and training in and out of state.
- e) **Conflict of interest statement**  
This is to verify that I am not associated professionally with school districts, parents of children with disabilities, or parent advocacy groups and have not in the past 10 years:
  - 1) been employed by a school district in any professional capacity;
  - 2) been employed by or otherwise significantly involved in an organization that advocates on behalf of persons with disabilities;
  - 3) been associated professionally with parents of children with a disabilities; or
  - 4) represented parents in any legal proceedings against school districts or represented school districts in any legal proceedings against parents.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

- f) **All General and technical requirements** identified on pages 10-12 including cost of proposal (separate envelope), and malpractice coverage on page 13.

## Acronyms and Abbreviations

ADR	Alternative Dispute Resolution
CADRE	Consortium for Alternative Dispute Resolution and Education
CESA	Cooperative Educational Service Agency
CLE	Continuing Legal Education
DPI	Department of Public Instruction
IDEA	Individual with Disabilities Education Act
IDEA Complaint	Individual with Disabilities Education Act complaint
IEP	Individual Education Program
OCR	Office of Civil Rights
OSEP	Office of Special Education Programs
PTI	Parent Training and Information Center
SPSS	Statistical Package for the Social Sciences
WI DPI	Wisconsin Department of Public Instruction
WI FACETS	Wisconsin Family Assistance Center for Education, Training, & Support
WSEMS	Wisconsin Special education Mediation System