

## RFP 23-73611 CLARIFICATIONS

### INSTRUCTIONS

Please supply requested information in the blue-shaded areas and indicate any attachments that have been included. Where appropriate, supporting documentation may be referenced by specific page and/or paragraph number(s).

**If any of this response contains confidential information, as defined by IC 5-14-3, provide a separate redacted (for public release) version of this document. Specify which statutory exception of APRA applies and provide a description explaining how the statutory exception to the APRA applies.**

### RESPONDENT NAME: POWERSCHOOL

The State requests response(s) to the below question(s) by May 2, 3:00 PM ET.

	CLARIFICATION QUESTION	RESPONDENT RESPONSE
<u>RFP 23-73611</u> <u>Round 3</u> <u>Clarification</u>	Your clarification response states, “The training plan provides enough seats for 24 cohorts, which reflects 2 representatives from each of the 291 districts.” There are currently 413 districts in Indiana, although that figure is subject to change throughout the contract term. Please confirm that your training plan will provide enough seats for representation from all districts/LEAs.	Audience sizes can be adjusted to reflect the need for two representatives from 413 districts versus 291 districts. The number of cohorts and training hours will remain the same. Participant count has the flexibility to account for additions as needed. These can be determined when training is scheduled as part of the scoping process with the PowerSchool training team.
<u>Attachment A –</u> <u>MWBE</u> <u>Subcontractor</u> <u>Commitment Form</u> <u>and Attachment A1</u> <u>– IVOSB</u> <u>Subcontractor</u> <u>Commitment Form</u>	Your Attachments A and A1 are misaligned with the State’s requirements for these documents. Calculations for subcontractor commitment percentage should use the total four-year subcontractor commitment amount for the numerator and the four-year total bid amount listed in cell H88 of your most recent BAFO cost proposal for the denominator (e.g., not just the Project Services cost category). With your clarification response, <b>please submit: an updated Attachment A - MWBE Subcontractor Commitment Form, an updated Attachment A1 - IVOSB Subcontractor Commitment Form, updated letters of commitment for each subcontractor.</b> These files must include the total four-year subcontractor commitment amount and four-year	PowerSchool resubmits the indicated documents as requested, which reflect the four-year subcontractors’ updated commitments with percentages based on the ‘four-year total bid amount’. Please see the updated attachments.

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	commitment percentage calculated based on the four-year total bid amount in cell H88 of your most recent BAFO cost proposal.	
<u>Oral Presentation</u>	Please describe user abilities to manipulate existing report templates and make ad-hoc reports.	<p>The PowerSchool Special Programs platform provides a robust reporting tool that allows authorized users to build an unlimited number of reports. As part of the state model standard development process PowerSchool will provide report templates aligned to the rules and regulations of Indiana in adherence to state regulatory reporting submissions. In addition to standard model and state reports, the following report types can also be created:</p> <ul style="list-style-type: none"><li>• list reports based on student document data</li><li>• list reports based on student profile data</li><li>• list reports that combine document and profile data</li><li>• compliance timeline reports</li><li>• multidimensional reports with charting and graphing capabilities</li></ul> <p>All reports can be enabled with sharing permissions based on security.</p> <p>IDOE can select whether they want each report to be editable or not editable (i.e., enabling security for each report). Making a report not editable for a group(s) of users will prevent shared reports from being edited by a user who is not the original creator. Making a report editable will allow designated security groups(s) to edit a report. Even for reports where editing is not enabled, staff with appropriate security permissions have access to a copy feature that will allow users to copy the report template, rename the report and manipulate the report based on desired criteria.</p>

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<u>Oral Presentation</u>	Can finalize digital signature prompt notifications to staff from or within your system?	<p>Yes, the PowerSchool Special Programs digital signature feature includes built-in notifications, which are an integral component of communication and collaboration in Special Programs.</p> <p>Automated messages can be sent in Special Programs when the signer's signature is required on a document, when a signer has opted out of signing, and when all signatures have been successfully obtained and the document is complete.</p> <p>Emails can include a secure link to the finalized PDF of the document with all electronic signatures included.</p>
<u>Oral Presentation</u>	Could a school corporation request a transfer envelope from a school that a student previously attended?	<p>Yes, the PowerSchool Special Program Student Data Transfer Utility ensures streamlined management of transient students. The Transfer Utility allows corporations to send and/or receive student data and student documents electronically. This includes the ability for corporations to request a student transfer envelope from any district the student previously attended.</p>
<u>Oral Presentation</u>	Please detail the differences between IEP and ILP caseloads.	<p>The caseload functionality in PowerSchool Special Programs is a platform feature and has the same capabilities for each module (ILP and IEP). For example, staff that have students with an ILP will have a caseload, and staff that manage students with an IEP will also have a caseload. For staff that may have both types of students, groups (e.g., ILP vs IEP) can be created which will allow filtering for easy student record management.</p> <p>Functionality within the caseload feature is based on security permissions. For example, staff with the appropriate permissions can edit and manage their caseloads, or without such permissions, students can be assigned by another authorized staff member, as often occurs for contracted staff that should only have access to students they are working with.</p>

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<u>Oral Presentation</u>	Please describe your system's template translation capabilities.	<p>PowerSchool Special Programs includes an integrated enterprise language translation tool that enables the translation of PowerSchool-provided document templates as well as the narratives entered in individual student documents. Our language translation tool supports over 100 different languages.</p> <p>The translation process is initiated with the document templates. The translation tool is powered by Google Translate and provides a section-by-section preview of the translated text. Our translation capabilities include a proofreading workflow that shows the English version displayed next to the translated text for acceptance or correction by a native speaker. Once a document template is translated and the content approved, the translated template is stored and maintained within the document configuration. Templates only need to be translated once per language and do not need to be translated again unless changes to the language in the template are made (e.g., revisions to a form).</p> <p>Once the document template is translated, proofread, and approved as final it is stored as a translated template that can be selected by end users after they have completed and finalized the document (e.g., IEP) in English.</p> <p>Please see screenshots inserted as an addendum at the bottom of this document.</p>
<u>Oral Presentation</u>	Will SSO functionalities apply to special education cooperatives?	<p>Yes, the PowerSchool Special Programs platform supports Single Sign-On (SSO) capabilities with external Identity Provider (IdP) configurations such as Google Cloud or Microsoft 365 (Azure AD) using the OpenID Connect and SAML protocols.</p>

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<u>Oral Presentation</u>	Please describe your system's ability to cover the Formal Two-Year Monitoring Process for EL students who exit EL status.	<p>PowerSchool will partner with IDOE to develop an Indiana-specific model for Special Programs. This includes but is not limited to the ILP module utilized to fulfill the federal requirements for students with Limited English Proficiency (LEP).</p> <p>The ILP module will include an LEP student profile, LEP Status (e.g., exited 1<sup>st</sup> year monitoring, exited 2<sup>nd</sup> year monitoring, exited EL- no more monitoring, etc.), LEP document templates required by the state, and reporting based on data elements collected in the module. The Special Programs system provides formal two-year monitoring for EL students who exit the program, documentation to support input from multiple educators, notifications of services to parents via letters as well as maintenance of the student's Home Language Survey.</p> <p>Additionally, Special Programs includes a variety of ways to report on and monitor various processes including but not limited to the formal two-year monitoring process for EL students who exit EL status. For example, Workflow Case Management allows the IDOE or LEAs to:</p> <ul style="list-style-type: none"> <li>• Configure workflow cases for various process types (e.g., referrals, ILP development, two-year monitoring, etc.)</li> <li>• Automatically create document templates required for each process (immediately or as placeholders)</li> <li>• Visually outline each step for users with a configurable calendar countdown (based on calendar days or in-session days as determined by IDOE or LEAs)</li> <li>• Link documents together per case type</li> <li>• Include integrated communication/notifications as steps are completed and/or missed in each process.</li> </ul> <p>Built-in tools like Workflow Case Management provide visual displays for teachers, administrators, and other end users by indicating exactly where a student is in any process and what the</p>

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		next step should be. This ensures that all students are monitored sufficiently and accurately based on state and federal requirements.
<u>Oral Presentation</u>	Please describe your system's ability to designate accommodations for different assessments. (e.g., a Grade 3 student participates in two different statewide assessments that differ in allowable accommodations. Would schools be able to indicate assessment accommodations for a specific assessment?)	<p>In partnership with IDOE, PowerSchool will develop all Indiana Special Program document templates based on state and federal requirements and as outlined in our proposal. Configurable business rules (i.e., guided actions) in PowerSchool Special Programs dictated by IDOE requirements will enable users to select specific accommodations for specific assessments. These types of guided actions ensure that only appropriate and designated accommodations are available for selection by end users for a specific state assessment.</p> <p>Additionally, designating accommodations for specific assessments ensures clean and accurate reporting. Assessment Accommodation reports can be generated based on the IEP and/or ILP. Reporting criteria as well as filters will allow users to select a specific assessment and display all accommodations students have for that assessment only.</p>
<u>Oral Presentation</u>	Please detail the process that would occur in the case of an assessment accommodation that changes due to legislation or a change in the assessment.	<p>Regular updates to the IDOE model are included in the PowerSchool Special Programs solution. The PowerSchool Product team and IDOE will work in partnership to develop a regular release schedule.</p> <p>PowerSchool will work jointly with the IDOE on any necessary updates when there is a change to assessment accommodations due to a change in legislation or a change in the assessment. The process for deploying a change is based on the type and complexity of the change needed.</p> <p>For example, if the required change is adding or removing assessment accommodation options and/or assessment types from a drop-down menu, a user with appropriate state-level security permissions can update the values and push the new values to all</p>

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		<p>LEAs. This is a straightforward change that would not require support from PowerSchool.</p> <p>For changes that cannot be implemented by IDOE, the PowerSchool Product team will work with IDOE to define the requirements and include the change in the next scheduled release. When the change is required by statute to be delivered before the next scheduled release, the Product team will work with IDOE to establish a delivery date that aligns with the statute requirement. Many releases can be completed in six weeks or less once work has begun. The following is an example of the activities between notification and deployment:</p> <ul style="list-style-type: none"><li>• Weeks 1-2 - Scope Determination: The Product Manager will review the change, assess all impacts, and draft the requirements. The Product team will meet with the IDOE counterpart to review the requirement and sign off on the scope. The Product Manager will provide an estimated release date.</li><li>• Weeks 3-4 - Product Development: The engineering team will implement the changes and pass their work to quality assurance. If the work passes quality assurance, the product manager will review the work and accept it.</li><li>• Weeks 5-6 -UAT and feedback iterations: The work will be deployed to a UAT instance for IDOE review and testing. Quality Assurance will conduct regression testing and the changes will be deployed.</li></ul> <p><i>For large or multiple changes each phase could be extended</i></p> <p><b>Note:</b> For extensive changes, e.g., major revisions to a Special Programs template and/or changes to the global platform, PowerSchool requires additional advanced notice to ensure the changes will be available to all users when required.</p>

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<u>Oral Presentation</u>	Please describe your system's ability to handle students within multiple programs. Please detail how interaction occurs among the plans, including cross fertilization and warnings if the plans conflict.	<p>PowerSchool Special Programs is designed to handle students in multiple programs by providing a configurable platform that can be tailored to meet the unique needs of each State Education Agency we support.</p> <p>Students can be assigned to multiple programs within Special Programs and their individualized plans/documents within each program can be tracked and managed separately. Interaction among the plans/documents can be designed and configured based on requirements provided by IDOE. This will enable the state to identify areas of overlap or potential conflicts between plans. Business rules (i.e., guided actions) can be configured in the model, either as warnings or full stops for proceeding if the plans conflict. Cross-fertilization occurs through our system's ability to share data across profiles and documents.</p>
<u>Oral Presentation</u>	Please describe your system's ability to align with education data standards. Please note which one(s) and describe how your system stays aligned to option sets or descriptors.	The PowerSchool Special Programs data model used for IDOE will be built to align with CEDS and, as such, will align with Ed-Fi data standards. In Partnership with IDOE, additional model elements may be configured by PowerSchool as IDOE requires them. Option Sets/Descriptors can be managed at the State level and changes deployed to LEA-level tenants at the DOEs discretion.
<u>Oral Presentation</u>	Please describe your system's ability to transfer reports beyond seven years.	From a technical perspective, PowerSchool Special Programs can transfer reports beyond seven years in the same way that all other reports are transferred. Seven years is the number of years we have included in our price proposal for data migration. Additional years of data beyond seven can be migrated for an additional cost.



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<u>Oral Presentation</u>	Please describe an example of a service plan that would be provided when a family rejects an IEP and would like to homeschool.	In partnership with IDOE, PowerSchool will develop a Service Plan template aligned to the Indiana state-required special education requirements. Document templates can include business rules (i.e., guided actions) that align with state processes. For example, some of our state models include an option that identifies the IEP as rejected by parents. Selecting this option can prompt a guided action that includes a link to initiate a Service Plan for the student. For users with the appropriate security permissions, our copy feature allows IEP data to be copied into the Service Plan which greatly reduces redundant data entry effort.
<u>Oral Presentation</u>	Please detail any limitations on the number of files that can be stored within your system's database.	Special Program's cloud-based deployment provides an unlimited number of documents that can be stored longitudinally and historically for all students. Each student's record provides a document library that maintains all documents (including uploads and attachments) and categorizes them by school year and type of document. There is no limit to the number of uploaded file attachments that can be stored within the student's document library.
<u>Oral Presentation</u>	Can the language used within your system be customized to align with Article 7 terminology (e.g., the use of "Teacher of Record" rather than "Case Manager")?	Yes, in partnership with IDOE, PowerSchool will develop the Indiana model for Special Programs based on the requirements of the state in alignment and adherence to regulatory requirements. This will include but is not limited to ensuring terminology, like teacher of record rather than Case Manager, is used throughout the solution.
<u>Oral Presentation</u>	If new accommodation types are added to your system, will it be able to read these accommodation types in real time through the Ed-Fi API to make that option immediately available?	Currently, the Special Programs solution allows the State to control options like new accommodation types at the State level and push these changes down to all LEAs. The changes pushed down would be immediately available to the LEA. In partnership with IDOE, functionality to automatically integrate and distribute data such as accommodation types could be developed.

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<u>Oral Presentation</u>	Please describe your system's ability to prohibit finalization of an IEP or ILP in the case that the IEP or ILP is finalized but contains errors.	<p>All document templates in Special Programs will be configured with validation rules based on requirements from the IDOE that ensure data is entered completely and correctly at the point of entry.</p> <p>The status of documents, including the IEP and ILP, cannot be changed (e.g., review or final) if validation rules are not met. Validation rules can be configured as guided actions and may take the form of warnings/alerts, next steps, or present users with a hard stop accompanied by an explanation. If a user attempts to change the status of a document that contains hard stop validations based on errors, the user will not be able to finalize the document until all errors have been corrected. This built-in verification workflow ensures that finalized documents are complete, compliant, and free of errors.</p> <p>A small subset of users (e.g., a Supervisor or Administrator) may be granted security permissions that allow a document to be "force finalized" but even for this subset of users, a reason for force finalizing is required as part of the process and is included in the audit log.</p>
<u>Oral Presentation</u>	Please describe the timeline related to LEA-LEA document transfer.	The PowerSchool Special Programs Student Data Transfer Utility makes student documents available as quickly as the receiving district accepts the secure student transfer envelope. This could be no longer than a few minutes once the receiving district accepts the record transfer.
<u>Oral Presentation</u>	Please detail the timeline for implementing a change in assessment accommodations.	<p>Regular updates to the IDOE model are included in the PowerSchool Special Programs solution. The PowerSchool product team and IDOE will work in partnership to develop a regular release schedule.</p> <p>PowerSchool will work jointly with the IDOE on any necessary updates when there is a change to assessment accommodation due to a change in legislation or a change in the assessment. The process</p>

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		<p>for deploying a change is based on the type and complexity of the change needed.</p> <p>For example, if the required change is adding or removing assessment accommodation options and/or assessment types from a drop-down menu, a user with appropriate state-level access can update the values and push the new values to all LEAs. This is a straightforward change that would not require support from PowerSchool.</p> <p>For changes that cannot be implemented by IDOE, the PowerSchool Product team will work with IDOE to define the requirements and include the change in the next scheduled release. When the change is required by statute to be delivered before the next scheduled release, the product team will work with IDOE to establish a delivery date that aligns with the statute requirement. Many releases can be completed in six weeks or less once work has begun. The following is an example of the activities between notification and deployment:</p> <ul style="list-style-type: none"><li>• Weeks 1-2 - Scope Determination: The product manager will review the change, assess all impacts, and draft the requirements. The Product team will meet with the IDOE counterpart to review the requirement and sign off on the scope. The Product Manager will provide an estimated release date.</li><li>• Weeks 3-4 - Product Development: The engineering team will implement the changes and pass their work to quality assurance. If the work passes quality assurance, the product manager will review the work and accept it.</li><li>• Weeks 5-6 -UAT and feedback iterations: The work will be deployed to a UAT instance for IDOE review and testing. Quality Assurance will conduct regression testing and the changes will be deployed.</li></ul> <p><i>For large or multiple changes each phase could be extended</i></p>

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		<p><b>Note:</b> For extensive changes, e.g., major revisions to a Special Programs template and/or changes to the global platform, PowerSchool requires additional advanced notice to ensure the changes will be available to all users when required.</p>
<u>Oral Presentation</u>	Please describe how enhancements to your system are managed through the PowerSchool Ideas Portal.	<p>PowerSchool will meet with IDOE minimally each quarter to review state regulatory requirements, system requirements, and enhancement requests. On-demand or ad hoc requests can always be supported through designated administrative users reaching directly out to their Product Owner for support.</p> <p>The Ideas Portal (an online, customer-facing portal) provides a voice for all end users (e.g., teachers, service providers, etc.) whereby users can submit enhancement requests for the solution at any time. Users can vote on ideas to facilitate the priority of enhancement requests. After submissions, the state can leverage these ideas to support future enhancements to the solution.</p>
<u>Oral Presentation</u>	Please detail the implementation timeline for those changes to the system that are required by statute.	<p>Regular updates to the IDOE model are included in the PowerSchool Special Programs solution. The PowerSchool Product team and IDOE will work in partnership to develop a regular release schedule. As a best practice, we will align releases with pending changes in the statute where possible. If a statute requires a system update before the next regularly scheduled release PowerSchool will work with IDOE to meet that timing as reasonable. The Product Manager and applicable IDOE partner (s) will develop a plan to define the scope of work and delivery timelines to allow for business process review, development, UAT and deployment.</p>

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<u>Oral Presentation</u>	For non-PowerSchool SIS users, can data integration occur in real-time through the Ed-Fi API IDOE has implemented?	The Special Programs data integration with the existing Ed-Fi API can achieve near real-time data exchange for both PowerSchool SIS and third-party Student Information Systems.
<u>Oral Presentation</u>	Please detail your system's ability to leverage Access Indiana's SSO functionality.	Special Programs can be configured as an OpenID Connect or SAML Service Provider (SP) and defer to a State level Identity Provider (IdP) configuration, which may include Access Indiana or IDOE LINK. The expectation is that all Single Sign-On (SSO) capabilities would leverage this State level of IdP configuration. If multiple IdP configurations can't leverage federation with the State level IdP configuration, then PowerSchool will work with IDOE on the best approach for SSO.
<u>Oral Presentation</u>	Please describe how your system can be configured differently at the State and District levels.	<p>The PowerSchool Special Programs State and Regional Module empowers IDOE to actively engage and manage the LEAs it supports. It provides configurable aggregated views, statewide administrative abilities, and drill-down access to individual LEA and student activities.</p> <p>Capabilities provided by the State and Regional module include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reporting – Statewide standard report creation and distribution workflow from the state to LEAs including aggregated views of standard statewide report data across multiple or all LEAs.</li> <li>• Global search and drill-down – Search for any student across all LEAs and seamlessly drill down to the LEA view with one click.</li> <li>• User role and security management – State ability to control user roles and secure access. This feature is critically valuable for stakeholders who work across LEAs or at the aggregate level, such as shared coordinators or Service Providers.</li> </ul>

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		<ul style="list-style-type: none"><li>• Student Enrollment and Transfer – Ability to view and transfer students across LEAs (Student Data Transfer Utility described above), including electronic document transfer and record management</li><li>• Keyword Table Management – Manage and disseminate standard keyword values across all LEAS from one place (including state assessments and designated accommodations).</li><li>• Easy Edit Templates – Empowers the IDOE to perform lite edits of document templates and disseminate them to the LEAs.</li><li>• Workflow Case Creation – Create workflow cases (e.g., Special Ed and ELL) and push them down to LEAs.</li></ul> <p>Related Items available to IDOE and provided as optional modules within the RFP:</p> <ul style="list-style-type: none"><li>• <u>Stepwell</u>: A PowerSchool partner, offers IDEA compliance monitoring and audit tracking and corrective action management</li><li>• <u>Connected Intelligence</u>: Aggregated data query and export</li></ul>

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### ADDENDUM: SCREENSHOTS OF TEMPLATE TRANSLATION:

The screenshots below are an example of the IEP Cover Page that is in the process of being translated into Croatian.

Each field on the template is displayed in English in the far-left column. The field is automatically translated in the far-right column. As part of the proofreading process, a native speaker reviews the machine translation and clicks the blue arrow to enter it into the translated column in the middle. At this point, edits to the translation can be made in the textbox. Once the translation contains the desired translated text, the proofread checkbox can be marked to indicate it is complete. The process continues until the entire template has been translated and saved.

**Special Programs** Search Curriculum Assessment Communication Reporting Administration ? RP

**Edit Croatian Translations for IEP Section: IEP Cover Page**


Save Save and Continue Cancel Translation Pad







☐ Force Translated HTML Format Rebuild

Untranslated Phrase	Croatian Translation	Machine Translation
<b>Translations Not Complete or Not Proofread</b>		
<b>Meeting Date:</b>	<b>Datum sastanka:</b> Symbols... <input checked="" type="checkbox"/> Translation has been proofread	<b>Datum sastanka:</b> ←
<b>Student:</b> {FirstName} {LastName}	Symbols... <input type="checkbox"/> Translation has been proofread	<b>Student:</b> {FirstName}{LastName} ←
{LastName}	Symbols... <input type="checkbox"/> Translation has been proofread	{LastName} ←
Phone	Symbols... <input type="checkbox"/> Translation has been proofread	Telefon ←
Individualized Education Program		Individualizirani obrazovni program

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Translated templates are activated for end users and available for use, as seen in the sample screen below.












 **Special Programs**

 Search  Curriculum  Assessment  Communication  Reporting  Administration

Individualized Education Program > Translations

Languages Translatable Fields

**Languages for Individualized Education Program**  
[+ Add New Language](#)

	ID	Language Name	Translated Template Name	Activated for Users?	
	es	Spanish	 Programa de educación individualizada	Yes	<a href="#">Deactivate for users</a> , 
	fr	French	 Programme d'éducation individualisé	Yes	<a href="#">Deactivate for users</a> , 
	hr	Croatian (not active)	 Individualizirani obrazovni program	No	<a href="#">Activate for users</a> , 
	pt	Portuguese	 Programa de Educação Individualizado	Yes	<a href="#">Deactivate for users</a> , 