

OFFEROR QUESTIONS – RFP 25-5046, Optional Stateside e-IEP System

All questions submitted by Offerors have been answered below.

Question	RFP Section	RFP Page	Question	Response
1	General		Does the state currently use an optional e-IEP system?	The Idaho Department of Education currently utilizes the EdPlan e-IEP software system, developed by Public Consulting Group (PCG).
2	General		If an optional e-IEP system is used currently, how many districts use it?	Around 75% of Idaho’s Local Education Agencies (LEAs) have chosen to participate in the statewide e-IEP software system.
3	General		Do you have a current estimate of the number or percentage of LEAs that have expressed interest in using the system proposed in this contract?	Most LEAs that wish to use a statewide e-IEP software system have already opted in. However, for those who have not, key factors influencing their decision are the system's ability to efficiently generate reports, seamlessly transfer records, and accurately support data submissions for ISEE reporting. Additionally, some LEAs prefer to manage their own contracts and work with vendors of their choice.
4	General		Can you provide an overview of student information systems (e.g. PowerSchool, Infinite Campus, other) used within Idaho? (and approximate adoption if known, eg 40%, 20%)	<p>This data reflects the Student Information Systems (SIS) reported as in use by Local Education Agencies (LEAs) at the time of the most recent collection. However, we cannot guarantee that an LEA has not switched to a different SIS since that time. This information serves as a snapshot rather than a definitive or up-to-date record.</p> <p>Alma: Used by 4 LEAs (2.05%)</p> <p>Excel: Used by 8 LEAs (4.10%)</p> <p>Infinite Campus: Used by 29 LEAs (14.87%)</p> <p>Lumen: Used by 6 LEAs (3.08%)</p> <p>Pearson Online Classroom: Used by 1 LEA (0.51%)</p> <p>PowerSchool: Used by 123 LEAs (63.08%)</p> <p>PowerSchool & Acquire: Used by 1 LEA (0.51%)</p> <p>PowerSchool & Stride - Total View: Used by 1 LEA (0.51%)</p>

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				<p>Qmlativ: Used by 2 LEAs (1.03%)</p> <p>Ridgeline Tech - WECApro: Used by 1 LEA (0.51%)</p> <p>Rob Bass: Used by 2 LEAs (1.03%)</p> <p>Schooldex: Used by 1 LEA (0.51%)</p> <p>Skyward: Used by 14 LEAs (7.18%)</p> <p>Stride - Total View: Used by 1 LEA (0.51%)</p> <p>THESIS: Used by 1 LEA (0.51%)</p> <p align="center">Grand Total: 195 LEAs (100%).</p>
5	General		<p>Must state reporting data be integrated/imported into the LEA’s SIS and/or another state system? (beyond simply providing data in state-specified format)?</p>	<p>The Idaho Department of Education is transitioning from legacy flat file (.csv) uploads to a modern SIF Unity-based data collection system for special education reporting, aiming for automation and near-real-time data exchanges. Any proposed solution must integrate seamlessly with this new state system, adhering to SIF standards while ensuring scalability and automation. The solution should enable horizontal integration at the district level, allowing LEAs to connect their data with local SIS or data warehouses, and vertical integration to facilitate smooth, compliant data flow between districts and the state. It must include robust APIs or middleware for secure, consistent data exchanges, along with tools for error-checking, validation, and real-time monitoring. The proposal should also address data security, user-friendly access for district administrators, and ongoing support to accommodate diverse SIS platforms and future reporting needs.</p>
6	General		<p>Is it desirable that the system includes service tracking?</p>	<p>The Idaho Department of Education is unsure as to what this question refers and is unable to provide a response.</p>

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7	General		<p>Must the e-IEP system integrate with Medicaid vendor(s) and/or is there a state-specified format for Medicaid needs information? (eg to transfer IEP dates, goals, services needed, etc and/or service logs to Medicaid vendor)</p>	<p>The inclusion of features such as a Medicaid module in the e-IEP software system is not a requirement of the RFP, nor will it be covered under the statewide contract. Instead, this feature will be addressed through direct discussions between the vendor and any LEA choosing to opt into the Medicaid module. However, if such a module is offered, it would be beneficial for the vendor to collaborate with the Idaho Department of Health and Welfare to ensure the system aligns with School-Based Medicaid claim requirements. This collaboration would support streamlined integration between the e-IEP software system and the Medicaid module, enhancing efficiency and compliance.</p>
8	General		<p>What are some of your current challenges with either your current e-IEP system, or special education data management across the state? What problems do you most hope this contract will help solve?</p>	<p>The primary challenges we currently face with e-IEP software system include ensuring the system accurately extracts data required for the Idaho Department of Education’s ISEE data collection, which is critical for both federal and state reporting. Additionally, the system must effectively generate both standardized and specialized reports to support LEA-specific program monitoring and informed decision-making.</p> <p>It is crucial that these functionalities are accurate and seamlessly integrated into the statewide e-IEP software system, as they directly impact compliance and funding. When data inaccuracies or reporting issues arise, LEAs are burdened with significant time and effort to correct errors or manually compile information. This not only disrupts operational efficiency but also undermines the system’s effectiveness in meeting statewide needs.</p>
9	General		<p>Ideally, would you desire that all communication and training/onboarding coordination with LEAs originate from the Idaho DOE, the vendor, or jointly?</p>	<p>It is essential for the Idaho Department of Education to be actively involved in the development of the annual plan for onboarding and training LEAs to the e-IEP software system. This collaboration ensures that factors such as timing, location, and overall scheduling are carefully coordinated with other statewide events, trainings, and mandatory activities. By aligning these efforts, the Department can help create a balanced schedule that enables LEAs to effectively participate in all necessary trainings, including those related to the e-IEP system, without conflicts or undue burden.</p>

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10	General		<p>Are there any preferences regarding training and onboarding, including timelines? (e.g. are there certain dates that are better than others in summer and fall, is training in-person, virtual and/or a mix desired, is there a certain training format/process that has previously worked well for Idaho DOE in similar contracts, etc.)</p>	<p>As previously mentioned, the preferred timing for onboarding and training should be carefully evaluated each year to accommodate the evolving schedule of events, trainings, and other commitments offered to LEAs. This thoughtful planning ensures that LEAs can effectively participate without scheduling conflicts or added stress.</p>
11	8.3.41	24	<p>What is IDE’s vision or goals for the use of AI in special education processes or paperwork?</p>	<p>The Idaho Department of Education recognizes AI’s potential to enhance workflows and efficiency but acknowledges the lack of a standardized approach for its workplace application. While AI can reduce time spent on tasks like document generation and workflow management, its tendency for "hallucinations"—presenting false or misleading information as fact—introduces significant risks, particularly in special education, where documentation errors can profoundly affect students. To be considered, any proposed solution must detail strategies to mitigate these risks, including robust validation processes, mandatory human oversight, and clear accountability for AI-generated outputs. Emphasis should be placed on safeguards like requiring human review of AI-generated content, implementing strict accuracy checks, and ensuring decision-making transparency to uphold the integrity and reliability of AI in this critical area.</p>
12	8.3.40	24	<p>No student data may be used in the training of public AI, however, could student data be used to train AI models used internally?</p>	<p>Student data may be utilized for training AI models internally, provided robust safeguards are implemented to ensure privacy and compliance with all applicable laws and regulations. This mandates that student data remain strictly within internal systems and must not be shared, used to train, or influence external or public AI models. Furthermore, appropriate redaction methodologies must be employed to protect the confidentiality of student data, ensuring that only necessary information is accessible and limiting access to sensitive student-level details where not required. These measures are essential to uphold data security and maintain trust in the system.</p>

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13	8.3.41	24	Are you opposed to integrated or embedded AI in the solution provided?	The Idaho Department of Education is not opposed to considering the use of integrated or embedded AI within the proposed solution, provided that its implementation adheres to strict safeguards to protect student data and privacy. AI must only use student data internally and must not contribute to, train, or influence external or public AI models under any circumstances. Robust mechanisms must be in place to ensure compliance with relevant laws and regulations, including the implementation of rigorous validation processes, mandatory human oversight, and clear accountability for AI-generated outputs. Additionally, appropriate redaction methodologies must be employed to maintain confidentiality, ensuring that sensitive student-level data is only accessible where necessary. AI may be leveraged to enhance workflows and efficiency, but its use must prioritize data security, transparency, and the integrity of special education documentation.
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