

STATE OF OREGON



COVER PAGE

OREGON DEPARTMENT OF EDUCATION

APPROVED RECOVERY SCHOOLS IGA

Request for Applications (“RFA”)

Date of Issue: June 7, 2024

Closing Date and Time: July 8, 2024, 3:00 PM PT

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SECTION 1: GENERAL INFORMATION

1.1 PURPOSE

The State of Oregon, acting by and through its Department of Education, (“Agency”), is issuing this Request for Applications (“RFA”) from school districts, public charter schools, and education service districts to establish Approved Recovery Schools with a specialized educational approach to services for students in grades 9-12. Approved Recovery Schools will provide a tailored high school education experience, designed to meet the needs of students in recovery from substance use disorders and co-occurring behavioral health challenges. The Approved Recovery Schools will follow the standards for graduation and recovery school accreditation, which leads to an Oregon high school diploma.

Additional details are included in the Scope of Activities section.

1.2 AGREEMENT AMOUNT AND DURATION

Agency anticipates the award of up to three Intergovernmental Agreements (each an “Agreement”) from this RFA. The initial term of each Agreement is anticipated to be 5 years with options to renew up to a maximum of 10 years. The amount of each Agreement is based on student enrollment and a Minimum Basis of Funding as described in the OAR 581-030-0001(14). The Minimum Basis of Funding shall be \$600,000.00.

1.3 ELIGIBILITY

To be eligible for an Agreement under this RFA, Applicants must meet the following criteria:

- Applicant must be an Oregon school district, an education service district or a public charter school; and submit all required components, as outlined in this application including Applicant’s Name and Institution ID number, and the proposed Recovery High School name;
- Applicant must provide a proposed location for the Approved Recovery School separate from other schools serving 9-12th grade students;
- Applicant must consult a current Recovery School prior to submitting this application (Harmony Academy, Rivercrest Academy or an out of state Recovery School);
- Applicant must have a plan to begin servicing students within the 2024-2025 school year;
- Applicant must include two letters of support from community agencies who Applicant has worked with previously and supports the proposed Recovery High Schools’ Mission and Vision;
- Applicant must provide a school calendar which includes the length of the school day and school year, meet the requirements of Division 22 standards; and
- Applicant’s proposed school must meet the requirements of SB 819.

1.4 SCHEDULE

The table below represents a tentative schedule of events. All times are listed in Pacific Time. All dates listed are subject to change.

| Event | Date | Time |
|---|---------------|----------|
| Pre-Application conference (Must attend one conference) | June 17, 2024 | 11:00 AM |
| | June 18, 2024 | 11:00 AM |
| Questions/ requests for clarification due | June 24, 2024 | 3:00 PM |
| Answers to questions/ requests for clarification issued (approximate) | July 1, 2024 | |
| Closing (Applications due) | July 8, 2024 | 3:00 PM |
| Issuance of notice of award (approximate) | August, 2024 | |

1.5 SINGLE POINT OF CONTACT (SPC)

The SPC for this RFA is identified on the Cover Page, along with the SPC’s contact information. Applicants must direct all communications related to any provision of the RFA, whether about the technical requirements of the RFA, Agreement requirements, the RFA process, or any other provision only to the SPC.

SECTION 2: AUTHORITY AND SCOPE

2.1 AUTHORITY

Agency is issuing this RFA pursuant to its authority under HB 2767 (2023), which establishes the new Approved Recovery Schools as part of the Statewide Education Initiates Account (“SEIA”) in the Student Success Act (“SSA”) and the State School Fund (“SSF”). Effective July 31, 2023, this house bill was incorporated into Oregon Revised Statute (“ORS”) 336.680. The new OAR is adopted under Division 30: Standards for Approved Recovery Schools, OAR 581-030-0001.

2.2 DEFINITION OF TERMS

For the purposes of this RFA, capitalized words will refer to the following definitions:

“Addendum” or “Addenda” means an addition to, deletion from, a material change in, or general interest explanation of this RFA.

“ADM” means Average Daily Membership as calculated based on the procedures and definitions in OAR 581-023-0006.

“ADMw” means the weighted Average Daily Membership for an Approved Recovery School.

“Applicant” means an entity who submits an application in response to this RFA.

“Application” means a written response to this RFA.

“Approved Recovery School” means a publicly funded school established by agreement with Agency and operated by an education service district, school district, or public charter school to provide students enrolled in the school with educational services leading up to a diploma for grades 9 through 12 and behavioral health services related to recovery and relapse prevention from substance use disorders.

“Approved Recovery School Program Fund” means the estimated amount of funding that Approved Recovery Schools will receive from Agency; these amounts include the State School Fund (SSF) amount per 2.0 weighted ADMw and the Statewide Education Initiatives Act (SEIA); funding will be calculated and distributed according to OAR 581-030-0001(14).

“ARS” means the Association of Recovery Schools.

“Behavioral Health Services” means recovery support services for substance use disorders and mental health; for the purpose of operating an Approved Recovery School, this does not include substance use disorders treatment services, medical, or psychiatric services; examples of behavioral health services may include providing Certified Recovery Mentors, Peer Support Specialists, Certified Alcohol and Drug Counselors.

“Closing” means the date and time specified in this RFA as the deadline for submitting Applications.

“ESD” means an education service district as defined in ORS 334.003.

“Evaluation Committee” means the group of people who will evaluate and score Applications submitted in response to this RFA.

“Minimum Basis of Funding” means an amount that is determined by the program administrator to provide a minimum level of funding for an Approved Recovery School, where enrollment levels may not be adequate to provide sufficient funding for startup.

“Primary Campus” means the school facility located within the Applicant’s geographic boundary.

“Public Charter School” means a public school as defined in ORS 338.005.

“Recovery” has the meaning described by the Association of Recovery Schools in the Accreditation Manual document.

“Satellite Campus” means a school facility that is not the Primary Campus and may be located outside of the Applicant’s geographical boundary.

“School District” means a common or union high school district as defined in ORS 332.002.

“SEL” means social emotional learning.

“Substance Use Disorder” as defined in DSM-5-TR, means disorders related to the taking of a drug of abuse including alcohol, the side effects of a medication, or a toxin exposure; the disorders

include substance use disorders and substance-induced disorders, which include substance intoxication and withdrawal, and substance-related disorders such as delirium, neuro-cognitive disorders, and substance-induced psychotic disorder.

“Substance Use Disorders Treatment Services” means outpatient, intensive outpatient, and residential services and supports for individuals with substance use disorders.

“Urinalysis Test” means a sensitive, rapid, and inexpensive immunoassay screen that identifies the presence of a specific drug or metabolite in a urine specimen to eliminate “true negative” specimens from further consideration.

2.3 OVERVIEW

2.3.1 OFFICE/PROGRAM NAME

Under the Office of the Director, the School Choice, Options, and Recovery Schools (SCORE) Team is a newly formed department within Agency. One of its charges is to implement HB 2767 and open no more than nine Approved Recovery Schools across Oregon between July 1, 2023 and June 30, 2029, with school districts, education service districts and public charter schools, as approved.

2.3.2 BACKGROUND

HB 2767 (2023) establishes a limited number of Approved Recovery Schools in Oregon. These schools, under an agreement with Agency, will provide students with a specialized high school education experience that leads to an Oregon diploma, tailored to meet the needs of students with substance use and co-occurring behavioral health challenges.

2.3.3 GOALS

Create a Safe and Supportive Environment: Approved Recovery Schools will provide a safe and supportive environment where enrolled students can focus on their recovery from substance use and pursue an Oregon high school diploma.

Ensure Academic Continuity: Approved Recovery Schools will ensure that students continue an educational path that leads to graduation, while receiving the necessary support, differentiated instruction and resources needed to address their substance use and co-occurring behavioral health care needs.

Provide Comprehensive Substance Use and Behavioral Health Related Services: Approved Recovery Schools will provide a comprehensive approach to recovery support, integrating substance use education, mental and behavioral health supports, and coping skills development into academic and SEL coursework.

Establish and Maintain Peer Supports and Forge a Sustainable Sense of Community: Approved Recovery Schools will provide a sense of community and belonging for students who are in recovery. These communities are small by design and incorporate peer support to enhance bonds between students and enable staff to provide social emotional learning

opportunities and support recovery practices for students to live in recovery with their peers.

Empower Long-Term Recovery: By addressing substance use and co-occurring behavioral health challenges early in adolescence, Approved Recovery Schools help students develop the skills, resources, and support networks they need to maintain long-term recovery and lead healthy, fulfilling lives beyond high school.

2.4 SCOPE OF ACTIVITIES

Approved Recovery Schools will operate an Oregon public high school serving students in grades 9-12. Each Approved Recovery School will provide students in recovery from substance use and co-occurring behavioral health challenges the educational and recovery services leading to an Oregon diploma. These schools are a school of choice for students and are not to be used as placement options. Additionally, each Approved Recovery School shall complete the following activities and associated deliverables within the schedule provided.

| Requirements | Deliverables | Schedule |
|---|---|--|
| Approved Recovery School will operate as a “Standard School” (OAR 581-022-0102(46)) in accordance with OAR Chapter 581, Division 22, except when not required by ORS Chapter 338 or 336.680. | Submission of required reports, assurances, data collections, and notices as required by all applicable standards schools in OAR Chapter 581, Division 22 to Agency by email or other agreed upon format. | Annually or as specified. |
| Approved Recovery School will complete applicable and required data collections listed in the Schedule of Due Dates according to Attachment C and according to the timelines and requirements of each collection. | Submission of applicable data in the format specified in each data collection. | Annually or as required by the Schedule of Due Dates according to Attachment C. |
| Approved Recovery School will annually adopt a budget to sustain the school's operation and all programming. | Submit the approved operating budget for the Approved Recovery School to Agency by email or other agreed upon format. | Annually by May 1. |
| Approved Recovery School will maintain a sound financial management system and provide regular financial reports or audits clearly reflecting all revenue, expenditures, and donations (including in-kind donations). | Submit quarterly financial revenue, expenditures and donation reports to Agency by email or other agreed upon format. | By the 15 th day of the month following the close of each quarter of each fiscal year the Approved Recovery School is in operation. |
| Approved Recovery School will maintain appropriate attendance | Submit regular attendance data and ADM reports to | By the 15 th of each month for the prior month in which |

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| records and submit ADM reports. | Agency by email or other agreed upon format. | students of the Approved Recovery School were being served. |
| Approved Recovery School will report estimated ADM and enrollment to support the calculation of state allocations. | Submit estimated ADM and enrollment for the upcoming school year and provide regular updates by email or other agreed upon format. | By December 1 of the prior year and monthly until the school submits current school year ADM reports. |
| Approved Recovery School will comply with the required Instructional Time and maintain a School Calendar. | Submit the school academic and programmatic calendars with a description and calculation of how the Approved Recovery School complies with required instructional time to Agency by email or other agreed upon format. | Annually before the Approved Recovery School begins serving students each school year. |
| Approved Recovery School will comply with all state and federal laws, including data collections and reporting for the identification, location, and evaluation of students enrolled who may be in need of special education and related services. | Maintain appropriate records and submit required reports to the Agency related to the identification, location, and evaluation of students who may be in need of special education and related services. All records and reports must comply with relevant state and federal regulations. | Annually or as required by the Schedule of Due Dates according to Attachment C. |
| Approved Recovery School will ensure that eligible students receive special education and related services. | Maintain appropriate records and submit required reports to the Agency related to the identification, location, and evaluation of students who may be in need of special education and related services. All records | Annually or as required by the Schedule of Due Dates according to Attachment C. |

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| | and reports must comply with relevant state and federal regulations. | |
| Approved Recovery School will participate in monitoring visits conducted by Agency related to the provision of special education and related services. | Provide records, evidence, and access to Agency as requested to review compliance with state and federal laws related to the provision of special education and related services | Available for comprehensive programmatic review annually, including monthly check-ins, or as required by applicable regulations. |
| Approved Recovery School will maintain a Food Service program in compliance with applicable local, state, and federal regulations relating to the provision of child nutrition services. | Compliance with and submission of the necessary reporting requirements of local, state, and federal certifications and data collections. | Available for review annually or as required by applicable agencies. |
| Approved Recovery School will adopt and maintain policies and procedures, handbooks, and school manuals covering necessary operations and state or federal requirements. | Submit copies of all adopted school policies, procedures, handbooks, or school manuals to Agency by email or other agreed upon format. | Prior to initial operation and upon adoption or new or revised documents. |
| Approved Recovery School will report actual operating expenditures described in OAR 581-030-0001. | Submit annual operating expenditure report for the prior fiscal year with information listed in OAR 581-030-0001 to Agency by email or other agreed upon format. | Within 60 days of the end of a fiscal year. |
| Approved Recovery School will comply with applicable state and federal laws related to employees and provide annual report verifying required certifications, training, and background checks. | Submit report with a list of all employees with the applicable licenses, certifications, training, background checks, and fingerprinting to Agency by email or other agreed upon format. | Before the first instructional day of each school year. |
| Approved Recovery School will establish and maintain an admission process for students that describes the requirements | Submit student application and admission procedure to Agency by email or other agreed upon format. | Before the procedure is used in the first year of operation as an Approved Recovery |

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| for students to be enrolled in the school. | | School and upon revision or update. |
| Approved Recovery School will conduct a self-evaluation using the Association of Recovery Schools standards for accreditation or other tool provided by the Agency. | Submit results of the self-evaluation to Agency by email or other agreed upon format. | Annually, by June 30. |
| Approved Recovery School will complete an annual self-evaluation of educational, financial, operational, and recovery programs. | Submit results of the evaluation to Agency by email or other agreed upon format. | Annually, by June 30. |
| Approved Recovery School will participate in annual site visits conducted by Agency to evaluate the school’s compliance with state and federal laws, academic and recovery performance, operational performance, financial performance, and progress toward or maintenance of accreditation by the Association of Recovery Schools. | Participate in site visits and produce reports or documents necessary for Agency’s evaluation of the school. | Annually, on a schedule agreed upon by Agency and Approved Recovery School prior to each school year. At least one site visit, to be conducted during the school year with students present. |
| Approved Recovery School will be accredited by the Association of Recovery Schools before June 30 of the fifth year of operation and will maintain accreditation status for each year after. | Submit evidence of accreditation to Agency by email or other agreed upon format. | By June 30 of the fifth year of operation and each subsequent year. |
| Approved Recovery School will provide a comprehensive high school education aligned to Oregon adopted content standards that meets the Oregon diploma requirements for each student enrolled, developing an explicit plan leading to high school graduation for each student. Graduation credits shall be accrued and diplomas awarded in accordance with ORS 336.680. | Submit curriculum map with scope and sequence across all content areas as required for an Oregon diploma and as offered by the school to Agency by email or other agreed upon format. Submission shall include sample individualized student recovery goal plans for students with different needs. | By June 30 of each year as reviewed during site visits, desk audits, or through Agency monitoring activities. |
| Approved Recovery School will provide a recovery program with differentiated instruction and resources needed to address | Submit the recovery program description, manual, and supporting materials that clearly outlines the specific | By June 30 of each year as reviewed during site visits, desk audits, or |

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| <p>student substance use and co-occurring behavioral health care needs.</p> | <p>program offerings, layers of support, staffing, credentials, and partnerships in place (or being developed) that meet the individual and collective needs of the students enrolled in the school to Agency by email or other agreed upon format.</p> | <p>through Agency monitoring activities.</p> |
| <p>Approved Recovery School will implement a student transition plan with supports to help students develop the skills, resources, and support networks they need to maintain long-term recovery and lead healthy, fulfilling lives beyond high school.</p> | <p>Submit evidence of a transition supports and supporting materials to Agency by email or other agreed upon format.</p> | <p>By June 30 of each year as reviewed during site visits, desk audits, or through Agency monitoring activities.</p> |
| <p>Approved Recovery School will participate in regular meetings with Agency to review current performance, provide updates, and share information.</p> | <p>Attendance in meetings as required by Agency.</p> | <p>Quarterly or as required by Agency.</p> |
| <p>Approved Recovery School will design, implement, and maintain a family engagement plan that provides support, education, and resources to families of students. The school may partner with other organizations and agencies to implement this plan.</p> | <p>Submit evidence of a family engagement plan and supporting materials to Agency by email or other agreed upon format.</p> | <p>By June 30 of each year as reviewed during site visits, desk audits, or through Agency monitoring activities.</p> |
| <p>Approved Recovery School will cultivate partnerships with local, regional, and state organizations to support the education and recovery programs offered at the school, made available to enrolled students, Approved Recovery School staff, and families of enrolled students, to maximize services and additional funding opportunities for the school.</p> | <p>Submit evidence of partnerships cultivated and supporting materials to Agency by email or other agreed upon format.</p> | <p>By June 30 of each year as reviewed during site visits, desk audits, or through Agency monitoring activities.</p> |
| <p>Approved Recovery School will establish alternative peer group programming for students during the school year, beyond regular school days, and during</p> | <p>Submit description of alternative peer group program, calendar of activities, and participation</p> | <p>Annually before the school begins serving students each school year and participation</p> |

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| breaks during the academic calendar. Programming may be satisfied through partnerships with local organizations. | data to Agency by email or other agreed upon format. | reports submitted quarterly. |
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SECTION 3: PROCESS AND REQUIREMENTS

3.1 AGREEMENT PROCESS

3.1.1 Public Notice

The RFA, including all Addenda and attachments, is published on Agency’s [website](https://www.oregon.gov/ode/learning-options/schooltypes/recoveryschools/pages/default.aspx) at <https://www.oregon.gov/ode/learning-options/schooltypes/recoveryschools/pages/default.aspx>. RFA documents will not be mailed to prospective Applicants.

Agency will advertise all Addenda on its website. Prospective Applicants are solely responsible for checking Agency’s website to determine whether any Addenda have been issued. Addenda are incorporated into the RFA by this reference.

3.1.2 Questions/ Requests for Clarification

All inquiries, whether relating to the RFA process, administration, deadline, or method of award, or to the intent or technical aspects of the RFA must:

- Be emailed to the SPC;
- Identify Applicant’s name and contact information;
- Refer to the specific area of the RFA being questioned (e.g., page, section, paragraph number, etc.); and
- Be received by the due date and time for questions/ requests for clarification identified in the Schedule.

3.1.3 Pre-Application Conference

A pre-Application conference will be held at the date and time listed in the Schedule. Prospective Applicants’ participation in this conference is mandatory.

The purpose of the pre-Application conference is to:

- Provide an additional description of the project;
- Explain the RFA process; and
- Answer any questions Applicants may have related to the project or the process.

Statements made at the pre-Application conference are not binding upon Agency. Applicants may be asked to submit questions in writing.

Following the pre-application conference, questions and answers will be posted on Agency [website](https://www.oregon.gov/ode/learning-options/schooltypes/recoveryschools/pages/default.aspx) at <https://www.oregon.gov/ode/learning-options/schooltypes/recoveryschools/pages/default.aspx>.

3.1.3.1 Attendance at Pre-Application Conference

Prospective Applicant may attend a pre-Application conference only if the prospective Applicant has pre-registered for the pre-Application conference.

Details for the virtual session, including the webinar link and pre-registration, will be posted on Agency [website](https://www.oregon.gov/ode/learning-options/schooltypes/recoveryschools/pages/default.aspx) at <https://www.oregon.gov/ode/learning-options/schooltypes/recoveryschools/pages/default.aspx>.

3.1.4 Application Due Date

Applications and all required submittal items must be received by the SPC on or before Closing. Applications received after Closing will not be accepted. All Application modifications or withdrawals must be completed prior to Closing.

Applications received after Closing are considered LATE and will NOT be accepted for evaluation.

3.1.5 Application Submission

Applicant is solely responsible for ensuring its Application is received by the SPC in accordance with the RFA requirements before Closing. Agency is not responsible for any delays by transmission errors or delays or mistaken delivery. Consider contacting the SPC by phone to confirm receipt. Be sure to allow time for resubmission before Closing. Applications submitted by any means not authorized may be rejected. The following submission option is permitted for this RFA:

Email. An electronic version of the complete Application must be emailed to the SPC. Only complete Applications submitted by Closing will be scored. Agency recommends immediately contacting the SPC to confirm receipt.

3.1.6 Modification or Withdrawal of Applications

Any Applicant who wishes to modify or withdraw an Application already received by Agency must do so prior to Closing. Applicant must submit its modification or request to withdraw to the SPC using one of the manners listed in the Application Submission section. Modifications must denote the specific change(s) to the Application submission. All requests must reference the RFA number.

3.1.7 Application Rejection

Agency may reject an Application for any of the following reasons:

- Applicant fails to substantially comply with all prescribed RFA procedures and requirements;
- Applicant makes any contact regarding this RFA with State representatives such as State employees or officials other than the SPC or those the SPC authorizes, or initiates inappropriate contact with the SPC;
- Applicant attempts to inappropriately influence a member of the Evaluation Committee; or
- Application is conditioned on Agency’s acceptance of any other terms and conditions or rights to negotiate any alternative terms and conditions that are not reasonably related to those expressly authorized for negotiation in the RFA or Addenda.

3.2 APPLICATION REQUIREMENTS

Applicant must address each of the items listed in the attached Approved Recovery Schools Application Form and all other requirements set forth in this RFA. Applicant must describe how activities will be completed. An Application that merely offers to fulfill the project will be considered non-responsive to this RFA and will not be considered further.

3.2.1 Fillable Application and Certification:

Applicants must complete and submit the fillable application form and certification provided in Attachment B. Applicant should use definitive verbs in their narrative to describe what Applicant “will” do rather than aspirational verbs such as “hopes”, “expects”, “intends”, “plans”, or similar verbs that do not express a firm commitment to undertake a specific action.

SECTION 4: EVALUATION

4.1 RESPONSIVENESS DETERMINATION

Applications received prior to Closing will be reviewed for responsiveness to all RFA requirements. If the Application is unclear, the SPC may request clarification from Applicant. However, clarifications may not be used to rehabilitate a non-responsive Application. If the SPC finds the Application non-responsive, the Application may be rejected, however, Agency may waive minor mistakes in its sole discretion.

4.2 EVALUATION CRITERIA

Responsive Applications meeting the requirements outlined in the Application Requirements section will be evaluated by an Evaluation Committee. Evaluators will assign a score for each evaluation criterion, within each evaluation item, listed below.

SPC may request more clarification to help the Evaluation Committee gain more understanding of Applications. A response to a clarification request must be to clarify or explain portions of the already submitted Application and may not contain new information not included in the original Application.

| SCORE | EXPLANATION |
|-------|-------------|
|-------|-------------|

| | |
|---|--|
| <p>18-20 out of 20 available points</p> <p>25-30 out of 30 available points</p> <p>42-50 out of 50 available points</p> | <p>OUTSTANDING – Application meets all requirements and Applicant demonstrates a clear and concise knowledge and understanding of the subject matter and project. Applicant provides insight into its expertise, knowledge, and understanding of the subject matter.</p> |
| <p>14-17 out of 20 available points</p> <p>19-24 out of 30 available points</p> <p>35-41 out of 50 available points</p> | <p>VERY GOOD – Application provides useful information, while showing Applicant’s experience and knowledge of the subject matter and project. Applicant demonstrates above average knowledge and ability with no apparent deficiencies noted.</p> |
| <p>8-13 out of 20 available points</p> <p>12-18 out of 30 available points</p> <p>25-34 out of 50 available points</p> | <p>ADEQUATE – Application meets all requirements in an adequate manner. Applicant can comply with guidelines, parameters, and requirements but does not put forth additional information.</p> |
| <p>1-7 out of 20 available points</p> <p>1-11 out of 30 available points</p> <p>1-24 out of 50 available points</p> | <p>FAIR – Application meets minimum requirements, but Applicant does not demonstrate sufficient knowledge of the subject matter.</p> |
| <p>0</p> | <p>POOR – Application is unacceptable and does not meet the requirements set forth in the RFA. The applicant does not demonstrate knowledge of the subject matter.</p> |

4.2.1 Evaluation Item 1: General Information, Mission and Vision (100 Points)

- How comprehensive is the Applicant’s Mission / Vision statement for its agency and for the proposed Recovery High School?
- How comprehensive is the Applicant’s one page summary of why they are applying to open an Approved Recovery School in their area and how well does it include data, student needs, and supports available? How well does it align with their Mission and Vision?
- How well does the Applicant describe their history, knowledge and philosophy of serving students with substance use disorders and co-occurring behavioral health challenges in an abstinence focused recovery school environment?
- How well does the Applicant demonstrate a commitment to equity through policy and practice including hiring practices and discipline practices?

4.2.2 Evaluation Item 2: Systems, Structures and Staffing (250 Points)

- How well does the Applicant describe the physical location of the proposed Approved Recovery School, separate from all schools serving 9th-12th graders, including any locations under consideration?
- How well does the Applicant describe the agency or department that will be responsible for the operation of the school and governance structure and support provided by the Applicant? (Examples of support are HR, in-kind donations, custodial, nutrition services, provision of special education services, etc.)
- How well does the Applicant describe the proposed staff members and how they will ensure all the required qualifications for teachers and therapeutic or recovery staff will be met? How well does the description include recovery support, counselor, and special education staff / contracted services proposed and after school peer support staff?
- How well does the Applicant’s timeline for hiring, set-up, planning and procedures, and staff training / onboarding allow for a 2024-2025 school year start?
- How well does the Applicant’s admission and anti-discrimination policies of the proposed Approved Recovery School ensure equitable access to the Approved Recovery School?
- How well does the Applicant’s criteria and process for students, including how students will be selected if there is a waitlist and the shadowing process before a student begins, allow for equitable access to the Approved Recovery School?
- How well does the data provided support the projected yearly enrollment and scale up plan?

4.2.3 Evaluation Item 3: Budget / Financial (190 Points)

- How well does the Applicant’s three-year budget proposal clearly identify all components

of operating an Approved Recovery School?

- How well does the Applicant detail how the financial management system will be implemented by the time school begins operating?
- How well does the Applicant describe the process by which the school's financial performance will be audited and provide timelines of audit within the three-year budget proposal?
- How well does the Applicant identify the roles and responsibilities of staff who are responsible for financial planning, audit, and budget?
- How well does the Applicant describe how they will leverage other funding sources?

4.2.4 Evaluation Item 4: Program Information / Curriculum / Supports / Graduation (510 Points)

- How well does the Applicant describe the curriculum to be used with an explicit plan for fulfilling all graduation requirements?
- How well does the Applicant describe a comprehensive plan for credit recovery needs?
- How well does the Applicant describe the substance use, Behavioral Health / SEL curriculum/materials the Approved Recovery School will use?
- How well does the Applicant describe the graduation course overview, how graduation credits will be accrued, and how diplomas will be awarded?
- How well does the Applicant describe the instructional program and assessments, including any online or remote instructional classes and support offered?
- How well does the Applicant provide a plan that meets Division 22 standards for training and professional development of teachers and school employees, which must include mandatory reporting, child abuse, sexual harassment/grooming, mindfulness/emotional wellness, cultural sensitivity and professional conduct, and any additional required training meet Division 22 standards?
- How well does the Applicant provide an outline of the standards for behavior and the procedures for discipline, suspension, and/or expulsion of students?
- How well does the draft Student Handbook describe student conduct policies and practices?
- How well does the Applicant describe a school-wide “Overdose Prevention and Response Plan” that includes clear processes and practices?
- How well does the Applicant describe a comprehensive school-wide “Relapse Plan” of how

the school will respond to students who have a recurrence of use or return to use which includes policies for drug testing / urine analysis?

- How well does the Applicant describe a student-specific “Recovery Goal Plan” to include recovery, behavioral health and other academic related goals?
- How well does the Applicant describe meeting the provision of child find, evaluations, eligibility, special education and related services pursuant to ORS Chapter 343 for students with disabilities?
- How well does the Applicant describe how additional curriculum and/or extracurricular activities will be provided and supported?

4.2.5 Evaluation Item 5: Community Support / Involvement (70 Points)

- How well does the Applicant describe how community groups may be or have been involved in the planning and development process of the Approved Recovery School and ongoing support after the school is opened?
- How well does the Applicant describe the formal and informal partnerships with other agencies and community based organizations?
- How well does the Applicant describe recovery support programming, including alternative peer groups, and a plan to assess its value?

4.2.6 Evaluation Item 6: Evaluation and Complaint Procedures (130 Points)

- How well does the Applicant describe how the educational practices and proposed recovery program will be evaluated annually by a team that consist of at least: (1) administrative staff from the Applicant's agency, (1) administrator of the Approved Recovery School, (1) community member, (2) Approved Recovery School students, (1) parent and (2) staff members?
- How well does Applicant describe a scope of work and plan to be accredited by the Association of Recovery Schools (ARS)?
- How well does Applicant describe a written process for how parent, community and/or student complaints will be investigated, determined, and resolved?

4.3 POINT AND SCORE CALCULATIONS

Scores are the values assigned by each evaluator.

Points are the total possible values for each section as listed in the table below.

The SPC will average all scores for each evaluation criterion.

Points possible are as follows:

| SECTION REFERENCE | EVALUATION CRITERIA | 1250 POINTS POSSIBLE |
|-------------------|---|----------------------|
| 4.2.1 | Evaluation Item 1: General Information, Mission and Vision (100 Points) | |
| | How comprehensive is the Applicant’s Mission / Vision statement for its agency and for the proposed Recovery High School? | 20 |
| | How comprehensive is the Applicant’s one page summary of why they are applying to open an Approved Recovery School in their area and how well does it include data, student needs, and supports available? How well does it align with their Mission and Vision? | 30 |
| | How well does the Applicant describe their history, knowledge and philosophy of serving students with substance use disorders and co-occurring behavioral health challenges in an abstinence focused recovery school environment? | 30 |
| | How well does the Applicant demonstrate a commitment to equity through policy and practice including hiring practices and discipline practices? | 20 |
| 4.2.2 | Evaluation Item 2: System, Structures and Staffing (250 Points) | |
| | How well does the Applicant describe the physical location of the proposed Approved Recovery School, separate from all schools serving 9th-12th graders, including any locations under consideration? | 50 |
| | How well does the Applicant describe the agency or department that will be responsible for the operation of the school and governance structure and support provided by the Applicant? (<i>Examples of support are HR, in-kind donations, custodial, nutrition services, provision of special education services, etc.</i>) | 20 |
| | How well does the Applicant describe the proposed staff members and how they will ensure all the required qualifications for teachers and therapeutic or recovery staff will be met? How well does the description include recovery support, counselor, and special education staff / contracted services proposed and after school peer support staff? | 50 |

| | | |
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| | How well does the Applicant’s timeline for hiring, set-up, planning and procedures, and staff training / onboarding allow for a 2024-2025 school year start? | 50 |
| | How well does the Applicant’s admission and anti-discrimination policies of the proposed Approved Recovery School ensure equitable access to the Approved Recovery School? | 30 |
| | How well does the Applicant’s criteria and process for students, including how students will be selected if there is a waitlist and the shadowing process before a student begins, allow for equitable access to the Approved Recovery School? | 30 |
| | How well does the data provided support the projected yearly enrollment and scale up plan? | 20 |
| 4.2.3 | Evaluation Item 3: Budget / Financial (190 Points) | |
| | How well does the Applicant’s three-year budget proposal clearly identify all components of operating an Approved Recovery School? | 50 |
| | How well does the Applicant detail how the financial management system will be implemented by the time school begins operating? | 50 |
| | How well does the Applicant describe the process by which the school's financial performance will be audited and provide timelines of audit within the three-year budget proposal? | 50 |
| | How well does the Applicant identify the roles and responsibilities of staff who are responsible for financial planning, audit, and budget? | 20 |
| | How well does the Applicant describe how they will leverage other funding sources? | 20 |
| 4.2.4 | Evaluation Item 4: Program Information / Curriculum / Supports / Graduation (510 Points) | |
| | How well does the Applicant describe the curriculum to be used with an explicit plan for fulfilling all graduation requirements? | 50 |
| | How well does the Applicant describe a comprehensive plan for credit recovery needs? | 50 |
| | How well does the Applicant describe the substance use, Behavioral Health / SEL curriculum/materials the Approved Recovery School will use? | 30 |

| | | |
|-------|--|----|
| | How well does the Applicant describe the graduation course overview, how graduation credits will be accrued, and how diplomas will be awarded? | 50 |
| | How well does the Applicant describe the instructional program and assessments, including any online or remote instructional classes and support offered? | 20 |
| | How well does the Applicant provide a plan that meets Division 22 standards for training and professional development of teachers and school employees, which must include mandatory reporting, child abuse, sexual harassment/grooming, mindfulness/emotional wellness, cultural sensitivity and professional conduct, and any additional required training meet Division 22 standards? | 50 |
| | How well does the Applicant provide an outline of the standards for behavior and the procedures for discipline, suspension, and/or expulsion of students? | 20 |
| | How well does the draft Student Handbook describe student conduct policies and practices? | 20 |
| | How well does the Applicant describe a school-wide “Overdose Prevention and Response Plan” that includes clear processes and practices? | 50 |
| | How well does the Applicant describe a comprehensive school-wide “Relapse Plan” of how the school will respond to students who have a recurrence of use or return to use which includes policies for drug testing / urine analysis? | 50 |
| | How well does the Applicant describe a student-specific “Recovery Goal Plan” to include recovery, behavioral health and other academic related goals? | 50 |
| | How well does the Applicant describe meeting the provision of child find, evaluations, eligibility, special education and related services pursuant to ORS Chapter 343 for students with disabilities? | 50 |
| | How well does the Applicant describe how additional curriculum and/or extracurricular activities will be provided and supported? | 20 |
| 4.2.5 | Evaluation Item 5: Community Support / Involvement (70 Points) | |
| | How well does the Applicant describe how community groups may be or have been involved in the planning and development process of the Approved Recovery School and ongoing support after the school is opened? | 20 |

| | | |
|------------------------------|---|-------------|
| | How well does the Applicant describe the formal and informal partnerships with other agencies and community based organizations? | 20 |
| | How well does the Applicant describe recovery support programming, including alternative peer groups, and a plan to assess its value? | 30 |
| 4.2.6 | Evaluation Item 6: Evaluation and Complaint Procedures (130 Points) | |
| | How well does the Applicant describe how the educational practices and proposed recovery program will be evaluated annually by a team that consist of at least: (1) administrative staff from the Applicant's agency, (1) administrator of the Approved Recovery School, (1) community member, (2) Approved Recovery School students, (1) parent and (2) staff members? | 50 |
| | How well does Applicant describe a scope of work and plan to be accredited by the Association of Recovery Schools (ARS)? | 50 |
| | How well does Applicant describe a written process for how parent, community and/or student complaints will be investigated, determined, and resolved? | 30 |
| TOTAL POINTS POSSIBLE | | 1250 |

4.4 RANKING OF APPLICANTS

The SPC will total the points for each Application. SPC will determine rank order for each respective Application, with the highest point total receiving the highest rank, and successive rank order determined by the next highest point total.

4.5 NEXT STEP DETERMINATION

Agency may conduct additional rounds of competition if in the best interest of the State. Additional rounds of competition may consist of, but will not be limited to:

- Presentations
- Additional submittal items
- Interviews
- On-Site Visit

If Agency elects to conduct additional round(s), Agency will provide written notice to all Applicants describing the next step. At any time, Agency may dispense with the

selected additional round and: (1) issue an award to the highest-ranking Applicant; (2) elect to conduct an additional round of competition; or (3) cancel the RFA.

SECTION 5: AWARD AND NEGOTIATION

5.1 AWARD NOTIFICATION PROCESS

5.1.1 Award Consideration

Agency, if it awards an Agreement, will award an Agreement to the highest-ranking Applicant(s) based upon the scoring methodology and process described in the Evaluation section. Agency may award less than the full scope described in this RFA.

AGENCY RESERVES THE RIGHT TO NOT SELECT ANY OR ALL APPLICANTS UNDER THIS RFA IF AGENCY DETERMINES IN ITS SOLE DISCRETION THAT A SELECTION SHOULD NOT BE MADE.

5.1.2 Notice of Award

Agency will notify all Applicants in writing that Agency is awarding an Agreement to the selected Applicant(s) subject to successful negotiation of any negotiable provisions.

5.2 SUCCESSFUL APPLICANT SUBMISSION REQUIREMENTS

5.2.1 Business Registry

If selected for award, Applicant must be duly authorized by the State of Oregon to transact business in the State of Oregon before executing the Agreement. The selected Applicant must submit a current Oregon Secretary of State Business Registry number or an explanation if not applicable.

All corporations and other business entities (domestic and foreign) must have a Registered Agent in Oregon. For more information, see Oregon Business Guide, How to Start a Business in Oregon and Laws and Rules: <http://www.filinginoregon.com/index.htm>.

5.2.2 Insurance

Prior to execution of an Agreement, the apparent successful Applicant must secure and demonstrate to Agency proof of insurance coverage meeting the requirements identified in the RFA or as otherwise negotiated.

Failure to demonstrate coverage may result in Agency terminating negotiations and commencing negotiations with the next highest ranking Applicant. Applicant is encouraged to consult its insurance agent about the insurance requirements contained in Insurance Requirements (Exhibit B of Attachment A) prior to Application submission.

For informational purposes, Oregon Department of Administrative Services Risk Management maintains a [Commercial Insurance Agency Resource List](https://www.oregon.gov/das/risk/pages/index.aspx). The list can be found at the following website: <https://www.oregon.gov/das/risk/pages/index.aspx> under Contracts and Risk Assessment.

5.2.3 Taxpayer Identification Number

The apparent successful Applicant must provide its Taxpayer Identification Number (TIN) and backup withholding status on a completed [W-9 form](#). Agency will not disburse any Agreement funds until Agency has a properly completed W-9.

5.3 AGREEMENT NEGOTIATION

By submitting an Application, Applicant agrees to comply with the requirements of the RFA, including the terms and conditions of the Sample Intergovernmental Agreement (Attachment A), with the exception of those terms reserved for negotiation. Applicant must review the attached Sample Intergovernmental Agreement and note exceptions. Unless Applicant notes exceptions in its Application, Agency intends to enter into an Agreement with the successful Applicant substantially in the form set forth in the Sample Intergovernmental Agreement. It may be possible to negotiate some provisions of the final Agreement; however, many provisions cannot be changed. Applicant is cautioned that Agency believes modifications to the standard provisions constitute increased risk and increased cost to the State. Therefore, Agency may consider the scope of requested exceptions in the evaluation of Applications.

Any Application that is conditioned upon Agency's acceptance of any other terms and conditions may be rejected. Any subsequent negotiated changes are subject to prior approval of the Oregon Department of Justice.

In the event the parties have not reached mutually agreeable terms within 45 calendar days, Agency may terminate negotiations and commence negotiations with the next highest-ranking Applicant.

SECTION 6: ADDITIONAL INFORMATION

6.1 GOVERNING LAWS AND REGULATIONS

This RFA is governed by the laws of the State of Oregon. Venue for any administrative or judicial action relating to this RFA, evaluation, or award is the Circuit Court of Marion County for the State of Oregon; provided, however, if a proceeding must be brought in a federal forum, then it must be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States, or otherwise, to or from any claim or from the jurisdiction of any court.

6.2 OWNERSHIP/ PERMISSION TO USE MATERIALS

All Applications submitted in response to this RFA become the property of Agency. By submitting an Application in response to this RFA, Applicant agrees to the State a non-exclusive, perpetual, irrevocable, royalty-free license for the rights to copy, distribute, display, prepare derivative works of and transmit the Application solely for the purpose of evaluating the Application, negotiating an Agreement, if awarded to Applicant, or as otherwise needed to administer the RFA process, and to fulfill obligations under Oregon Public Records Law (ORS 192.311 through 192.478).

6.3 CANCELLATION OF RFA; REJECTION OF APPLICATIONS; NO DAMAGES

Agency may reject any or all Applications in whole or in part, or may cancel this RFA at any time when the rejection or cancellation is in the best interest of the State or Agency, as determined by Agency. Neither the State nor Agency is liable to any Applicant for any loss or expense caused by or resulting from the delay, suspension, or cancellation of the RFA, award, or rejection of any Application.

6.4 COST OF SUBMITTING AN APPLICATION

Applicant must pay all the costs in submitting its Application, including, but not limited to, the costs to prepare and submit the Application, costs of samples and other supporting materials, costs to participate in presentations, or costs associated with site visits.

SECTION 7: LIST OF ATTACHMENTS

ATTACHMENT A: SAMPLE INTERGOVERNMENTAL AGREEMENT

ATTACHMENT B: FILLABLE APPLICATION AND CERTIFICATION

ATTACHMENT C: SCHEDULE OF DUE DATES