



INVITATION TO BID NO: 10-R-2214403

STATE OF ALABAMA
DEPARTMENT OF FINANCE
DIVISION OF PURCHASING

REQ. AGENCY : 008000
DEPARTMENT OF EDUCATION
AGENCY REQ. NO. : 030049
T-NUMBER :
DATE ISSUED : 11/13/09
VENDOR NO. :
VENDOR PHONE NO. :
SNAP REQ. NO. : 1424890
BUYER NAME : KATHY MOORE

INVITATION TO BID

FOR: SPEC ED CONNECTION-PRACTICAL 030049 BUYER PHONE NO. : (334) 242-7040-
SHUMEKA ROBINSON - BARRY BLACKWELL PURCHASING PHONE NO: (334) 242-7250

BID MUST BE RECEIVED BEFORE:
DATE: 11/25/09 TIME: 5:00 PM

BIDS WILL BE PUBLICLY OPENED:
DATE: 11/30/09 TIME: 10:00 AM

TO BE COMPLETED BY VENDOR

INFORMATION IN THIS SECTION SHOULD BE PROVIDED, AS APPROPRIATE. BID RESPONSE MUST BE IN INK OR TYPED WITH ORIGINAL SIGNATURE AND NOTARIZATION.

1. DELIVERY: CAN BE MADE _____ DAYS OR _____ WEEKS AFTER RECEIPT OF ORDER
2. TERMS: _____(DISCOUNTS ARE TAKEN WITHOUT REGARD TO DATE OF PAYMENT.)
3. PRICE VALID FOR ACCEPTANCE WITHIN _____ DAYS.
4. VENDOR QUOTATION REFERENCE NUMBER, IF ANY: _____
(THIS NUMBER WILL APPEAR ON THE PURCHASE ORDER.)
5. E-MAIL ADDRESS: _____
INTERNET WEBSITE: _____
6. GENERAL CONTRACTOR'S LICENSE NO: _____
TYPE OF G.C. LICENSE: _____

***** IMPORTANT NOTE: *****

BIDDERS MUST COMPLY WITH ALL "BID RESPONSE INSTRUCTIONS" ON PAGE 2, TO INCLUDE ITEM 7 - COPY REQUIREMENT.

RETURN INVITATION TO BID:

US MAIL

COURIER

STATE OF ALABAMA
DEPARTMENT OF FINANCE
DIVISION OF PURCHASING
P O BOX 302620
MONTGOMERY, AL 36130-2620

STATE OF ALABAMA
DIVISION OF PURCHASING
RSA UNION BUILDING
100 N. UNION ST., SUITE 192
MONTGOMERY, AL 36104

SIGNATURE AND NOTARIZATION REQUIRED

I HAVE READ THE ENTIRE BID AND AGREE TO FURNISH EACH ITEM OFFERED AT THE PRICE QUOTED. I HERBY AFFIRM I HAVE NOT BEEN IN ANY AGREEMENT OR COLLUSION AMONG BIDDERS IN RESTRAINT OF FREEDOM OF COMPETITION BY AGREEMENT TO BID AT A FIXED PRICE OR TO REFRAIN FROM BIDDING.

SWORN TO AND

FEIN OR SSN

AUTHORIZED SIGNATURE (INK)

SUBSCRIBED BEFORE ME THIS

COMPANY NAME

TYPE/PRINT AUTHORIZED NAME

_____ DAY OF _____

MAIL ADDRESS

TITLE

NOTARY PUBLIC

CITY, STATE, ZIP

TOLL FREE NUMBER

TERM EXP: _____

PHONE INCLUDING AREA CODE

FAX NUMBER

STANDARD TERMS & CONDITIONS

VENDOR NAME :

VENDOR NUMBER: -

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INVITATION TO BID

OPEN DATE : 11/30/09 TIME: 10:00 AM

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AUTHORITY:

THE DEPARTMENT OF FINANCE CODE OF ADMINISTRATIVE PROCEDURE, CHAPTER 355-4-1 EFFECTIVE DECEMBER 20, 2001 IS INCORPORATED BY REFERENCE AND MADE A PART OF THIS DOCUMENT. TO RECEIVE A COPY CALL (334)242-7250, OR OUR WEBSITE WWW.PURCHASING.ALABAMA.GOV .

INFORMATION AND ASSISTANCE TO MINORITY BUSINESSES IN THE TECHNICAL COMPLETION OF REQUIRED FORMS MAY BE OBTAINED FROM THE OFFICE OF MINORITY BUSINESS ENTERPRISE, 1-800-447-4191.

BID (ITB) RESPONSE INSTRUCTIONS

REV: 09/18/09

1. TO SUBMIT A RESPONSIVE BID, READ THESE INSTRUCTIONS, ALL TERMS, CONDITIONS AND SPECIFICATIONS.
2. BID ENVELOPES/PACKAGES/BOXES MUST BE IDENTIFIED ON FRONT, PREFERABLY LOWER LEFT CORNER AND BE VISIBLE WITH THE BID NUMBER AND OPENING DATE. EACH INDIVIDUAL BID (IDENTIFIED BY A UNIQUE BID NUMBER) MUST BE SUBMITTED IN A SEPARATE ENVELOPE. RESPONSES TO MULTIPLE BID NUMBERS SUBMITTED IN THE SAME ENVELOPE/COURIER PACKAGE, THAT ARE NOT IN SEPARATE ENVELOPES PROPERLY IDENTIFIED, WILL BE REJECTED. THE DIVISION OF PURCHASING DOES NOT ASSUME RESPONSIBILITY FOR LATE BIDS FOR ANY REASON INCLUDING THOSE DUE TO POSTAL, OR COURIER SERVICE. BID RESPONSES MUST BE IN THE DIVISION OF PURCHASING OFFICE PRIOR TO THE "RECEIVE DATE AND TIME" INDICATED ON THE BID.
3. BID RESPONSES (PAGE 1, PRICE SHEET AND ADDENDUMS (WHEN SIGNATURE IS REQUIRED)) MUST BE IN INK OR TYPED ON THIS DOCUMENT. OR EXACT FORMAT WITH SIGNATURES BEING HANDWRITTEN ORIGINALS IN INK (PERSON SIGNING BID, NOTARY, AND NOTARY EXPIRATION), OR THE BID WILL BE REJECTED. UNLESS INDICATED IN THE BID, ALL PRICE PAGES MUST BE COMPLETED AND RETURNED. IF AN ITEM IS NOT BEING BID, IDENTIFY IT AS NB (NO-BID). PAGES SHOULD BE SECURED. THE DIVISION OF PURCHASING DOES NOT ASSUME RESPONSIBILITY FOR MISSING PAGES. FAXED BID RESPONSES WILL NOT BE ACCEPTED.
4. THE UNIT PRICE ALWAYS GOVERNS REGARDLESS OF THE EXTENDED AMOUNT. A UNIT PRICE CHANGE ON A LINE MUST BE INITIALED BY THE PERSON SIGNING THE BID, OR THAT LINE WILL BE REJECTED. THIS INCLUDES A CROSS-OUT, STRIKE-OVER, INK-OVER, WHITE-OUT, ERASURE, OR ANY OTHER METHOD CHANGING THE PRICE.
5. A "NO BID" MUST BE RETURNED TO REMAIN ON A CLASS/SUBCLASS. RETURN PAGE 1 OR NOTIFICATION PAGE MARKED "NO-BID". IDENTIFY IT ON THE ENVELOPE AS A "NO-BID". FAILING TO RESPOND TO 3 ITB'S WITHIN THE SAME CLASS/SUBCLASS WILL AUTOMATICALLY PURGE THE VENDOR FROM THAT CLASS/SUBCLASS. RESPONDING WITH 6 "NO-BIDS" WITHIN THE SAME CLASS/SUBCLASS WILL AUTOMATICALLY PURGE THE VENDOR FROM THAT CLASS/SUBCLASS. A "NO-BID" RECEIVED LATE IS CONSIDERED A NO RESPONSE.
6. THE DIVISION OF PURCHASING IS NOT RESPONSIBLE FOR MISINTERPRETATION OF DATA FAXED FROM THIS OFFICE.
7. THE DIVISION OF PURCHASING REQUIRES AN ORIGINAL AND A MINIMUM OF ONE COMPLETE EXACT COPY (TO INCLUDE SIGNATURE AND NOTARY) OF THE INVITATION-TO-BID RESPONSE. THE ORIGINAL AND THE COPY SHOULD BE SUBMITTED TOGETHER AS A BID PACKAGE. FAILURE TO MARK RESPONSES AS "ORIGINAL" AND/OR "COPY" COULD RESULT IN THE ENTIRE BID RESPONSE BEING REJECTED.
8. AN IMPROPERLY SUBMITTED BID, LATE BID, OR BID THAT IS CANCELLED ON OR BEFORE THE OPENING DATE WILL BE HELD FOR 90 DAYS AND THEN DESTROYED. THE BID MUST BE RETRIEVED DURING REGULAR WORK HOURS, MONDAY - FRIDAY, EXCEPT STATE HOLIDAYS. AFTER THE BID IS DESTROYED, THE DIVISION OF PURCHASING ASSUMES NO RESPONSIBILITY FOR THE DOCUMENT.

DISQUALIFIED/CANCELLED BID

BIDS THAT ARE IMPROPERLY SUBMITTED OR RECEIVED LATE WILL BE A RESPONSE FOR RECORD, BUT WILL NOT BE RETURNED OR A NOTIFICATION MAILED.

THE FOLLOWING IS A PARTIAL LIST WHEREBY A BID RESPONSE WILL BE DISQUALIFIED:

- BID NUMBER NOT ON FACE OF ENVELOPE/COURIER PACKAGE/BOX
- RESPONSES TO MULTIPLE BID NUMBERS IN SAME ENVELOPE NOT PROPERLY IDENTIFIED
- BID RECEIVED LATE
- BID NOT SIGNED/NOT ORIGINAL SIGNATURE
- BID NOT NOTARIZED/NOT ORIGINAL SIGNATURE OF NOTARY AND/OR NO NOTARY EXPIRATION
- NOTARIZED OWN SIGNATURE
- REQUIRED INFORMATION NOT SUBMITTED WITH BID
- FAILURE TO SUBMIT THE ORIGINAL BID AND A COMPLETE EXACT COPY

CERTIFICATION PURSUANT TO ACT NO. 2006-557

ALABAMA LAW (SECTION 41-4-116, CODE OF ALABAMA 1975) PROVIDES THAT EVERY BID SUBMITTED AND CONTRACT EXECUTED SHALL CONTAIN A CERTIFICATION THAT THE VENDOR, CONTRACTOR, AND ALL OF ITS AFFILIATES THAT MAKE SALES FOR DELIVERY INTO ALABAMA OR LEASES FOR USE IN ALABAMA ARE REGISTERED, COLLECTING, AND REMITTING ALABAMA STATE AND LOCAL SALES, USE, AND/OR LEASE TAX ON ALL TAXABLE SALES AND LEASES INTO ALABAMA. BY SUBMITTING THIS BID, THE BIDDER IS HEARBY CERTIFYING THAT THEY ARE IN FULL COMPLIANCE WITH ACT NO. 2006-557, THEY ARE NOT BARRED FROM BIDDING OR ENTERING INTO A CONTRACT PURSUANT TO 41-4-116, AND ACKNOWLEDGES THAT THE AWARDING AUTHORITY MAY DECLARE THE CONTRACT VOID IF THE CERTIFICATION IS FALSE.

SPECIAL TERMS & CONDITIONS

VENDOR NAME :

VENDOR NUMBER: -

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INVITATION TO BID

OPEN DATE : 11/30/09 TIME: 10:00 AM

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INTENT TO AWARD

EFFECTIVE MAY 1, 2008, THE STATE OF ALABAMA - DIVISION OF PURCHASING WILL ISSUE AN 'INTENT TO AWARD' BEFORE A FINAL AWARD IS MADE. THE 'INTENT TO AWARD' WILL CONTINUE FOR A PERIOD OF FIVE (5) CALENDAR DAYS, AFTER WHICH A PURCHASE ORDER WILL BE PRODUCED. UPON FINAL AWARD, ALL RIGHTS TO PROTEST ARE FORFEITED. A DETAILED EXPLANATION OF THIS PROCESS MAY BE REVIEWED IN THE ALABAMA ADMINISTRATIVE CODE - CHAPTER 355-4-1(14).

ALTERNATE BID RESPONSE

UNLESS STATED ELSEWHERE IN THIS INVITATION-TO-BID (ITB) THE STATE OF ALABAMA WILL ACCEPT AND EVALUATE ALTERNATE BID SUBMITTALS ON ANY ITB'S. ALTERNATE BID RESPONSES WILL BE EVALUATED ACCORDING TO THE REQUIREMENTS AS ALL OTHER RESPONSES TO THIS ITB.

INTERNET WEBSITE LINK'S

INTERNET AND/OR WEBSITE LINKS WILL NOT BE ACCEPTED IN BID RESPONSES AS A MEANS TO SUPPLY ANY REQUIREMENTS STATED IN THIS ITB (INVITATION-TO-BID).

PRODUCT DELIVERY, RECEIVING AND ACCEPTANCE

IN ACCORDANCE WITH THE UNIVERSAL COMMERCE CODE (CODE OF ALABAMA, TITLE 7), AFTER DELIVERY, THE STATE OF ALABAMA HAS THE RIGHT TO INSPECT ALL PRODUCTS BEFORE ACCEPTING. THE STATE WILL INSPECT PRODUCTS IN A REASONABLE TIMEFRAME. SIGNATURE ON A DELIVERY DOCUMENT DOES NOT CONSTITUTE ACCEPTANCE BY THE STATE. THE STATE WILL ACCEPT PRODUCTS ONLY AFTER SATISFACTORY INSPECTION.

SALES TAX EXEMPTION

PURSUANT TO THE CODE OF ALABAMA, 1975, TITLE 40-23-4 (A) (11), THE STATE OF ALABAMA IS EXEMPT FROM PAYING SALES TAX. AN EXEMPTION LETTER WILL BE FURNISHED UPON REQUEST.

INVOICES

INQUIRIES CONCERNING PAYMENT AFTER INVOICES HAVE BEEN SUBMITTED ARE TO BE DIRECTED TO THE RECEIVING AGENCY, NOT THE DIVISION OF PURCHASING

BID RESPONSES AND BID RESULTS

UNEVALUATED BID RESPONSES (NOT BID RESULTS) ARE AVAILABLE ON OUR WEB SITE AT WWW.PURCHASING.ALABAMA.GOV. BID RESULTS WILL BE MADE AVAILABLE FOR REVIEW IN THE DIVISION OF PURCHASING OFFICE, BUT ONLY AFTER THE BID HAS BEEN AWARDED. WE DO NOT FAX OR MAIL COPIES OF BID RESULTS. IF A VENDOR WISHES TO REVIEW BID RESULTS IN OUR OFFICE, THEY SHOULD FAX THEIR REQUEST TO REVIEW THE BID TWO DAYS IN ADVANCE TO THE "BID REVIEW CLERK" AT (334) 242-4419. BE SURE TO REFERENCE THE BID NUMBER.

FOREIGN CORPORATION - CERTIFICATE OF AUTHORITY

ALABAMA LAW PROVIDES THAT A FOREIGN CORPORATION (AN OUT-OF-STATE COMPANY/FIRM) MAY NOT TRANSACT BUSINESS IN THE STATE OF ALABAMA UNTIL IT OBTAINS A CERTIFICATE OF AUTHORITY FROM THE SECRETARY OF STATE. SECTION 10-2B-15.01, CODE OF ALABAMA 1975. TO OBTAIN FORMS FOR A CERTIFICATE OF AUTHORITY, CONTACT THE SECRETARY OF STATE, CORPORATIONS DIVISION, (334) 242-5324. THE CERTIFICATE OF AUTHORITY DOES NOT KEEP THE VENDOR FROM SUBMITTING A BID.

BID IDENTIFICATION

REFERENCE PAGE 2, ITEM 2. DUE TO THE POSTAL SERVICE PUTTING BAR CODE LABELS ON ENVELOPES, IT CONCEALS THE BID NUMBER AND DATE IF THE VENDOR HAS WRITTEN THEM OTHER THAN THE LOWER LEFT CORNER, THEREFORE THE BID WOULD BE REJECTED FOR NOT BEING PROPERLY IDENTIFIED.

SPECIAL TERMS & CONDITIONS

VENDOR NAME :

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INVITATION TO BID

PRICE SHEET

VENDOR NAME :

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INVITATION TO BID

OPEN DATE : 11/30/09 TIME: 10:00 AM

RETURN DATE: 11/25/09 TIME: 5:00 PM

LINE NO.	COMMODITY/SERVICE DESCRIPTION	QUANTITY	UNIT	UNIT PRICE	EXTENDED AMOUNT
UNLESS SPECIFIED OTHERWISE BELOW:					
SHIP TO: 008000 / 008M02					
DEPARTMENT OF EDUCATION					
PURCHASING SECTION					
P305 GORDON PERSONS BLDG.					
50 N. RIPLEY STREET					
MONTGOMERY AL 36130-2101					
00001	COMMODITY CODE: 956-60-087463 SUBSCRIPTION TO SPECIAL ED CONNECTION - PRACTICAL PACKAGE - INCLUDES PRACTICAL ACCESS FOR ALL ALABAMA SCHOOL DISTRICTS AND 2 DAYS ON-SITE TRAINING. COMPLETE PACKAGE FOR STATE DEPARTMENT INCLUDED. FOR PERIOD 10/01/09 - 09/30/10.	1	YR	_____	_____
FOR FURTHER INFORMATION - CONTACT BARRY BLACKWELL 334-242-8114					

PAGE TOTAL _____

BID TOTAL _____

The State Department of Education Special Education Division desires to provide local school professionals with a web-accessible resource that provides solutions and assistance to special education administrators and helps them stay connected to the newest developments and trends when special education questions and issues arise, when they need practical guidance, when they need to provide professional development materials, want to get a quick picture of what is happening in special education today, need interpretations from the US Department of Education's legislative agendas, want the most up-to-date guidance regarding Section 504 or need a sample form or policy.

This web-accessible resource must meet the following specifications:

1. Designed specifically for education professionals whose priority is providing high-quality services to children with disabilities and their families. The information must offer legal and practical guidance that are necessary to ensure that students receive the services to which they are entitled in a manner that enhances post-school quality of life for individuals with disabilities.
2. Enables educators to access the latest updates on how professional practice is impacted by case law, statutes, regulations, and the activities of agencies and organizations across the nation. Factual, as well as practical, guidance is delivered in a format that is easy to interpret and utilize. The practitioner is informed of the status of debates and actions regarding methodologies, assessment and accountability, identification practices, and other issues of universal importance.
3. Tools must be incorporated that explain complex legal and policy issues and provides practical implementation strategies and tips to help special education professionals do their jobs. A team of special education attorneys summarize key topics based on SEA decisions, Supreme Court and federal circuit court rulings, IDEA and Section 504 – and experts from across the country supply commentary and practical advice; coverage of OSERS and OSEP must be provided; and the program must break down law and policy into easy-to-understand parts and links to related case law, sample forms and tools and implementation tips.
4. Sample Forms & Tools such as usable charts, checklists, forms, letters, notices and policies must be available for use in a printable version, or copy and paste into a word processing program to fill in or modify.
5. Federal Policy and Guidance – must be available for key guidance and policy statements on disability-related issues that affect staff every day. OCR Letters of Findings, resolution agreements, and policy memoranda; OSEP/OSERS rulings and memoranda; as well as other federal guidance must be included.
6. Topical guides for researching special education which gives a brief overview of a topic followed by key points that summarize specific issues - complete with links to pertinent case decisions, statutes, regulations, with sample policies, forms, checklists and letters must be included.
7. Must be able to access the actual language of the IDEA, Section 504 of the Rehabilitation Act of 1973, No Child Left Behind Act and Americans with Disabilities Act statutes and regulations.
8. Electronic version of the Special Ed Dictionary - Words and phrases with easy-to-access explanations. This comprehensive dictionary must cross-reference definitions to other related terms. Must be written in non-technical language, the reference source must be easy to understand and user-friendly.
9. Must include a source that provides the latest information from across the nation on special education topics of interest including reports, litigation, legislation, trends, events and issues.

10. Easy link access to other pertinent sites: advocacy, charter schools, early childhood, general education, pupil services, school psychology and counseling, special education, technology, and transition must be provided. Additional Alabama-specific links can be added.
11. Administrative forms, charts, sample letters, sample notices, policy forms and checklists. Must be able to print the documents and use them as they are, or as templates to develop own documents.
12. A feature to find the most current grant information from the Department of Education, private foundations and corporations must be included.
13. E-mail newsletters must be distributed to users every weekday morning that highlights the best practices articles, new features and helpful tools.
14. **Washington, DC Coverage and Updates** – Must maintain staff for coverage from Washington, DC in order to receive up-to-the-minute updates on critical special education issues in Congress, OSERS/OSEP, OCR and other federal agencies.

In LEAs with site-based management, many administrators feel a need to “level the playing field” in terms of information access. Unfortunately, in some districts there is funding disparity among schools which can result in fewer resources available for providing compliance information to the individuals who are “in the trenches” every day. Schools in economically depressed areas where administrators fill multiple roles often find it difficult to keep up with the legal landmines that can lead to due process. This web-accessible resource must ensure that all district personnel have the tools to effectively navigate through the volume of legal compliance, and that less affluent schools are not left at an information disadvantage.

Program must be currently used nationally by the U.S. Department of Education Office of Civil Rights, U.S. Department of Education Office of General Counsel, State Education Departments, School Districts, Educational Service Agencies, Law Firms and advocates.

The State Department of Education Special Education Division desires to provide local school professionals with a web-accessible resource that provides solutions and assistance to special education administrators and helps them stay connected to the newest developments and trends when special education questions and issues arise, when they need practical guidance, when they need to provide professional development materials, want to get a quick picture of what is happening in special education today, need interpretations from the US Department of Education's legislative agendas, want the most up-to-date guidance regarding Section 504 or need a sample form or policy.

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3. Tools must be incorporated that explain complex legal and policy issues and provides practical implementation strategies and tips to help special education professionals do their jobs. A team of special education attorneys summarize key topics based on SEA decisions, Supreme Court and federal circuit court rulings, IDEA and Section 504 – and experts from across the country supply commentary and practical advice; coverage of OSERS and OSEP must be provided; and the program must break down law and policy into easy-to-understand parts and links to related case law, sample forms and tools and implementation tips.
4. Sample Forms & Tools such as usable charts, checklists, forms, letters, notices and policies must be available for use in a printable version, or copy and paste into a word processing program to fill in or modify.
5. Federal Policy and Guidance – must be available for key guidance and policy statements on disability-related issues that affect staff every day. OCR Letters of Findings, resolution agreements, and policy memoranda; OSEP/OSERS rulings and memoranda; as well as other federal guidance must be included.
6. Topical guides for researching special education which gives a brief overview of a topic followed by key points that summarize specific issues - complete with links to pertinent case decisions, statutes, regulations, with sample policies, forms, checklists and letters must be included.
7. Must be able to access the actual language of the IDEA, Section 504 of the Rehabilitation Act of 1973, No Child Left Behind Act and Americans with Disabilities Act statutes and regulations.
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9. Must include a source that provides the latest information from across the nation on special education topics of interest including reports, litigation, legislation, trends, events and issues.

10. Easy link access to other pertinent sites: advocacy, charter schools, early childhood, general education, pupil services, school psychology and counseling, special education, technology, and transition must be provided. Additional Alabama-specific links can be added.
11. Administrative forms, charts, sample letters, sample notices, policy forms and checklists. Must be able to print the documents and use them as they are, or as templates to develop own documents.
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Program must be currently used nationally by the U.S. Department of Education Office of Civil Rights, U.S. Department of Education Office of General Counsel, State Education Departments, School Districts, Educational Service Agencies, Law Firms and advocates.

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3. Tools must be incorporated that explain complex legal and policy issues and provides practical implementation strategies and tips to help special education professionals do their jobs. A team of special education attorneys summarize key topics based on SEA decisions, Supreme Court and federal circuit court rulings, IDEA and Section 504 – and experts from across the country supply commentary and practical advice; coverage of OSERS and OSEP must be provided; and the program must break down law and policy into easy-to-understand parts and links to related case law, sample forms and tools and implementation tips.
4. Sample Forms & Tools such as usable charts, checklists, forms, letters, notices and policies must be available for use in a printable version, or copy and paste into a word processing program to fill in or modify.
5. Federal Policy and Guidance – must be available for key guidance and policy statements on disability-related issues that affect staff every day. OCR Letters of Findings, resolution agreements, and policy memoranda; OSEP/OSERS rulings and memoranda; as well as other federal guidance must be included.
6. Topical guides for researching special education which gives a brief overview of a topic followed by key points that summarize specific issues - complete with links to pertinent case decisions, statutes, regulations, with sample policies, forms, checklists and letters must be included.
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8. Electronic version of the Special Ed Dictionary - Words and phrases with easy-to-access explanations. This comprehensive dictionary must cross-references definitions to other related terms. Must be written in non-technical language, the reference source must be easy to understand and user-friendly.
9. Must include a source that provides the latest information from across the nation on special education topics of interest including reports, litigation, legislation, trends, events and issues.

10. Easy link access to other pertinent sites: advocacy, charter schools, early childhood, general education, pupil services, school psychology and counseling, special education, technology, and transition must be provided. Additional Alabama-specific links can be added.
11. Administrative forms, charts, sample letters, sample notices, policy forms and checklists. Must be able to print the documents and use them as they are, or as templates to develop own documents.
12. A feature to find the most current grant information from the Department of Education, private foundations and corporations must be included.
13. E-mail newsletters must be distributed to users every weekday morning that highlights the best practices articles, new features and helpful tools.
14. **Washington, DC Coverage and Updates** – Must maintain staff for coverage from Washington, DC in order to receive up-to-the-minute updates on critical special education issues in Congress, OSERS/OSEP, OCR and other federal agencies.

In LEAs with site-based management, many administrators feel a need to “level the playing field” in terms of information access. Unfortunately, in some districts there is funding disparity among schools which can result in fewer resources available for providing compliance information to the individuals who are “in the trenches” every day. Schools in economically depressed areas where administrators fill multiple roles often find it difficult to keep up with the legal landmines that can lead to due process. This web-accessible resource must ensure that all district personnel have the tools to effectively navigate through the volume of legal compliance, and that less affluent schools are not left at an information disadvantage.

Program must be currently used nationally by the U.S. Department of Education Office of Civil Rights, U.S. Department of Education Office of General Counsel, State Education Departments, School Districts, Educational Service Agencies, Law Firms and advocates.