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Superintendent

DATE: July 1, 2026

RFP NUMBER: 27-005 RR

RFP TITLE: Restorative and Justice Practices Professional Development Training

ADDENDUM NUMBER: 2

Question 1: The RFP references professional development training — can you clarify whether you require live, instructor-led delivery (in-person or virtual synchronous), or whether self-paced online courseware would be considered a responsive proposal?

Answer 1: APS is looking for a combination of live and online courses. Like any training program, we want to offer diverse types to meet our staff's needs. Also, depending on the training itself, some types are better in person while others can be done virtually.

Question 2: Is there a required minimum number of contact hours per session, and does that requirement apply to synchronous time only, or can asynchronous learning count toward it?

Answer 2: There is no required minimum number of contact hours. Again, like any training program, the number of hours will depend on the type of training. For example, is the training a refresher course or a foundation course?

Question 3: Does APS have a specific restorative justice framework or curriculum it's seeking to align with (e.g., IIRP, Restorative Practices International, or a district-developed model), or is the vendor expected to bring their own evidence-based curriculum?

Answer 3: We do not have a specific APS framework, however, if you look at the scope of work, we ask that training incorporate the following: (1) training that balances theoretical and practical applications; (2) cultural responsive approaches that practice the validation and affirmation of different cultures for the purpose of moving beyond the superficial focus on culture; (3) training that aligns with academics, multi layered systems of support (MLSS), trauma informed practices, social emotional learning (SEL) and anti-racism relevant teaching and learning,.

Question 4: Are the restorative justice competencies you're targeting primarily for classroom teachers, school administrators, counselors, or all staff categories?

Answer 4: As the Scope of Work states, we aim to provide training and professional development to differentiated role groups including but not limited to administrators, teachers, support staff, students, and parents/community

Question 5: How many staff members are anticipated to participate in training, and across how many school sites?

Answer 5: This is a district-wide initiative, so the goal is to support all APS schools, students and staff. However, understanding that APS is a large district we realize this can't be done with every school and staff immediately; we are doing the work in phases. However, keep in mind APS is a large district so even in phases this is a large-scale effort.

Question 6: Is the district looking for a vendor to train a cohort of internal "trainers" who will then cascade learning (train-the-trainer model), or direct delivery to all participants? Does APS anticipate awarding this contract to a single vendor or to multiple vendors, and if multiple vendors are selected, how will work be assigned among awardees?

Answer 6: APS is looking for both. There is training that is directly led by our vendors. But we are also looking at training key internal staff so they can support school's long term.

Question 7: Is APS able to provide an estimated annual budget or anticipated annual spending range for restorative justice professional development and coaching under this contract?

Answer 7: The budget will vary based on need.

Question 8: Does APS anticipate district-level implementation support in addition to individual school-based training and coaching? If so, approximately what percentage of work is expected at the district level versus the school level?

Answer 8: Per the Scope of work, training will be provided to differentiated role groups including but not limited to administrators, teachers, support staff, students, and parents/community. The primary focus will be training school teams, but this not mean that there will not be the possibility of doing other types of training.

Question 9: Is APS seeking one comprehensive implementation partner capable of supporting the district's five-year restorative vision, or is the intent to assemble specialized providers for different aspects of the RFP?

Answer 9: Depending on the RFP proposals the district will determine the number of partners

Question 10: What stage does APS consider itself to be in regarding district-wide restorative implementation (e.g., exploration, installation, initial implementation, scaling, sustainability)?

Answer 10: There is variance depending on the school, however, APS would like to see proposals that include all stages of restorative implementation.

Question 11: Approximately how many schools currently have active restorative practices implementation, and how does APS define successful implementation?

Answer 11: As the RFP states, like many school districts across the country restorative justice has been part of the district for many years, however, it has been functioning more at the individual school level, with different schools and different levels utilizing different training materials and approaches. This five-year plan intends to create a district-wide restorative justice framework, so part of this work for the district is to identify where schools are in implementation and define successful implementation.

Question 12: What existing restorative justice framework, curriculum, or implementation model is APS currently using those proposers should be prepared to build upon rather than replace?

Answer 12: As noted in the RFP, like many school districts across the country restorative justice has been part of the district for many years, however, it has been functioning more at the individual school level, with different schools and different levels utilizing different training materials and approaches. This five-year plan intends to create a district-wide restorative justice framework. That being said, we do not have a specific APS framework, however, if you look at the scope of work, we ask that training incorporate the following: (1) training that balances theoretical and practical applications; (2) cultural responsive approaches that practice the validation and affirmation of different cultures for the purpose of moving beyond the superficial focus on culture; (3) training that aligns with academics, multi layered systems of support (MLSS), trauma informed practices, social emotional learning (SEL) and anti-racism relevant teaching and learning.

Question 13: How does APS envision the awarded vendor collaborating with the Office of School Climate, the Culture of Care Taskforce, and existing internal restorative staff?

Answer 13: The Office of School Climate, along with other departments like Equity, will serve as the district contact and representative for vendors.

Question 14: Does APS anticipate primarily requesting customized professional learning experiences, or should vendors propose standardized training offerings from their existing catalog?

Answer 14: This will depend on the vendor and what they propose in their application to meet the scope of work outline

Question 15: For the Professional Development/Training Proposal Form, should vendors submit a separate form for every potential training offering, or may related trainings be grouped into broader learning pathways or implementation phases?

Answer 15: This can vary by vendor depending on how that vendor feels they should submit a proposal outline in the scope of work. Overall, APS wants to see what types of training a vendor can offer based on the scope of work.

Question 16: Does APS anticipate requesting coaching, consultation, and implementation support as independent services, or are these expected to accompany professional development engagements?

Answer 16: I am not sure exactly what this question is asking in terms of "independent services" What APS is looking for is proposals that show the type of training a vendor can provide as well as just the overall expertise they would provide to the district.

Question 17: Can APS provide additional information regarding how proposals will be evaluated for meaningful collaboration

Answer 17: Can a vendor show they have incorporated local community organizations, universities or tribal partners as partners with work they have done with school districts?

Question 18: Will proposals receive additional consideration for including New Mexico-based implementation partners or subcontractors beyond the resident business preference points established by statute?

Answer 18: No, only for resident business or veterans' preference.

Question 19: Are virtual coaching, consultation, and follow-up implementation support considered equivalent to on-site services when appropriate, or does APS anticipate a preference for in-person delivery?

Answer 19: As noted in the RFP, APS is looking for varied types of support including in-person and online support. The type of training and/or support to use will depend on the training type. For example, is this a foundational course that is better suited for in-person training versus a refresher or check-in type that can be done online.

Question 20: If interviews are conducted, will finalists be expected to provide a presentation, facilitate a demonstration, or participate in a question-and-answer session, and approximately when are interviews potentially to take place?

Answer 20: If interviews are scheduled, they would be expected to provide a presentation, participate in a question-and-answer session, based on APS's time limit.

ACKNOWLEDGE ADDENDUM WITH SUBMITTED PROPOSAL:

Addenda not signed and returned may consider the RFP non-responsive and may be rejected.

COMPANY/FIRM NAME

SIGNATURE

DATE