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ADDENDUM NO. 1

REQUEST FOR PROPOSALS (RFP) NO.: 1220-030-2015-023
TITLE: ENVIRONMENTAL EDUCATION SERVICES
ADDENDUM ISSUE DATE: JUNE 24, 2015
REVISED CLOSING DATE: **JULY 6, 2015 – 3:00 p.m., local time**

INFORMATION FOR CONTRACTORS

This Addendum is issued to provide additional information and clarifications to the RFP for the above named project, to the extent referenced and shall become a part thereof. No consideration will be allowed for extras due to the contractor not being familiar with this addendum. This Addendum No. 1 contains three (3) pages in total.

- Q.1.** Is this a new program, an existing one or a modification of an existing program?
- A.1.** This will be a new program that will consist of three modules (waste, water, energy) that will be developed and delivered under one integrated umbrella. It is anticipated that three (3) new workshops (one for each module) will be developed as part of this new program (Section 8-a, Schedule A). It is expected that the additional two (2) workshops (Section 8-b, Schedule A) will continue to be delivered in their existing format; however, may need to be slightly updated to ensure consistency with the new EES program.
- Q.2.** Does the City expect that the successful proponent will leverage existing program materials in use by the City's Environmental Education In the Classroom program or is it seeking new material to enhance, replace or complement these?
- A.2.** It is expected that appropriate new resource materials will be developed to support the program's content and achieve desired project objectives.
- Q.3.** Will the development and delivery of EES programs include consultation with the Surrey School District? If so, what steps have been taken to collaborate with this stakeholder?
- A.3.** It is expected that the program will support and complement sustainability initiatives underway in Surrey schools, both corporately and relative to the curriculum and school groups such as green teams. Therefore, the development of the program may include feedback from the School District (SD) to ensure accurate alignment with the existing SD initiatives. The City has reached out to the Surrey School District to support both content development and implementation in schools, and they have indicated a willingness to support the program in various capacities.

Please refer to page 13, Schedule A – Scope of Services, Section 4.0 – Learning Objectives for Question 4.

Q.4. How will the proponent be expected to work with the examples of learning objectives provided for framing lesson plans, after-class activities and projects for the students? Would the City prefer to see this list developed as defined, or have a consultant who can analyze each by defining specific weaknesses as well as opportunities to improve upon the learning experience, as well as the outcomes associated with the City's goals?

A.4. It is expected that the successful proponent will draw from the list of learning objectives defined in Section 4.0.

Please refer to page 13, Schedule A – Scope of Services, Section 5.0 – Proponent Qualifications for Questions 5-7.

Q.5. There is no mention of the curriculum transformation in the RFP. How does the City intend to ensure that these deliverables are aligned with the curriculum transformation that is about to replace PLOs?

A.5. Given the ongoing BC's Curriculum development and transformation efforts and its anticipated implementation in the fall 2015, the City will rely on guiding principles for development of provincial curricula that are concept-based and competency driven (BC Ministry of Education, http://www.bced.gov.bc.ca/irp/docs/exp_curr_design.pdf). Based on the Ministry's definition, a concept-based curriculum focuses on the key concepts, principles, and generalization within disciplines, and allows for connections between big ideas and facilitates opportunities for transfer of learning (<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/glossary.pdf>).

Q.6. Given that the Ministry of Education expects teachers to begin implementation of the new curriculum in the upcoming year, will the City's evaluation include a proponent's knowledge of and experience with curriculum transformation or will it be limited to the PLOs specified in the RFP?

A.6. The City will be focusing on the learning objectives listed in the RFP in combination with the concept-base curriculum guidelines for the applicable area of science.

Q.7. If a proponent has a positive reputation with teachers in school districts other than Surrey, will this demonstrate their ability to meet the requirement of, "a positive reputation with the City of Surrey elementary teachers" or are only those with a positive reputation in Surrey being considered?

A.7. Proponents who demonstrate a positive reputation with teachers in Surrey and other school districts within the region will be considered.

Please refer to page 14, Schedule A – Scope of Services, Section 6.0 – Program Content for Questions 8-9.

Q.8. The EES program is expected to have a clear link to BC's PLOs. Should the proponent allocate resources to link to PLOs as well as the new curriculum, just the PLOs or just the new curriculum?

A.8. Proponents should focus on BC's new curriculum.

Q.9. How will relevant community partners be connected to the program development or delivery?

A.9. The City will consider suggestions for potentially engaging relevant community partners in the program.

Please refer to page 14, Schedule A – Scope of Services, Section 8.0 – Workshops for Question 10.

Q.10. What grade levels have been defined for each of the topics/workshops and are these firmly fixed?

A.10. Historically, curricula in grades 5 and 10 enabled the best fit with the City's programming. The City will consider other grade levels and review linkages between the proposed program and BC curriculum at each level.

Please refer to page 15, Schedule A – Scope of Services, Section 10.0 – Performance Standards Required for Question 11-12.

Q.11. When a program is offered for free, it can be requested and even in demand, but not necessarily successful in terms of its objectives. Is the City interested in evaluating the program's effectiveness with measures in addition to the number of workshops delivered, on-schedule delivery and positive feedback from students and teachers?

A.11. At this time, additional metrics for evaluating the program's effectiveness are not contemplated.

Q.12. What steps does the City expect will be taken to ensure that students do not receive the program multiple times, while others don't receive it at all?

A.12. The successful proponent will be responsible for managing the program's scheduling and taking appropriate administrative measures to ensure the workshops are booked and delivered efficiently and without scheduling conflicts. It is expected that an annual report will be prepared for the City, summarizing the program's performance level and documenting progress towards achieving performance standards specified in the RFP.

END OF ADDENDUM

All Addenda will become part of the RFP Documents.
