**ALLENTOWN SCHOOL DISTRICT**

**31 SOUTH PENN STREET**

**ALLENTOWN, PA 18102**

***ADDENDUM B* TO ASD SCIENCE AND SOCIAL STUDIES CURRICULA REQUEST FOR PROPOSALS**

To: Prospective Proposers:

*This Addendum B forms a part of the Contract Documents and modifies the original Request for Bids dated December 5, 2023, as noted below. Each prospective proposer shall acknowledge receipt of this Addendum B in the space provided.*

Please be advised of the following additional information provided in response to numerous questions posed by interested vendors:

1. Within the RFP, we indicate that we are seeking the following for grades 9-12

* Grades 9-12 **core** science sequence **[*designed to achieve science and environmental literacy standards of STEELS*]**
  + ASD preference is for programs that reach all high school science standards within a three-course sequence
  + ASD will also accept proposals for a four-course sequence or module-based curriculum resources
* Grades 9-12 science **electives *[these are typically beyond the STEELS standards or aligned to AP curriculum guidance]***
  + Current semester elective courses include astronomy, environmental science, forensic science, genetics, and zoology. Additionally, the District offers year-long courses for AP Biology, AP Chemistry, and AP Physics.

If a respondent submits a 3-course science sequence, which is the preference based on ASD graduation requirement of 3 science credits, it should support students achieving all Next Generation Science Standards within those 3 courses. This would require some form of cross DCI integration. We will bundle standards in the written curriculum to align to selected products. Some vendors provide module-based units that can be arranged into courses while others provide textbook based course materials. We are seeking the best resources that allow us to achieve ‘all standards, all students’ at the high school level. Respondents who do not have a 3-course sequence that integrates all NGSS standards, they may submit a four-course sequence (e.g. Biology, Chemistry, Physics, and Earth/Space or Physical Science, Biology, Earth/Space, Environmental Science).

1. Class size can vary based on scheduling demands. Respondents should assume 30 students as a class size for our middle schools.
2. We do not intend to extend the due date beyond Dec 19. The planned schedule is to screen proposals next week, hold virtual presentations the early January, 2024, and schedule in-person presentations January 9 in order to prepare for Board approval.
3. Flexibility will be provided regarding the evaluation criteria for all courses listed as science electives and respondents can provide evidence or examples that meet the intended purpose of the evaluation criteria. For external evaluations of AP materials, respondents could provide data from schools using the program or endorsements from colleges.
4. We are planning to adopt for a 6-year period starting in the spring of 2024.
5. Currently, the timeline involves school board approval in late January 2024.
6. The phrase, ‘*Responses should be organized around one of those frameworks for assessing NGSS/STEELS curriculum programs’,* refers to Curriculum Materials and Resources 1.a, which indicates the degree to which curriculum products were designed for NGSS (and the STEELS standards derived from NGSS). Item 1.b is then an extension beyond 1.a where the respondent specifically addresses aspects of the STEELS standards not fully derived from NGSS and would not be required to fall into the structures of EQuIP or EdReports criteria. Items 2-6 do not need to organized around EQuIP or EdReports criteria other than the specific reference to EQuIP in item #5 which is intended to provide clarity of expectation but not dictate the structure of the response.
7. Pages 10 and 11 of the Science RFP provide sufficient information regarding student and teacher totals for each grade.
8. Enrollment counts (student & instructor) per Advanced Placement courses are as follow:
   * AP Biology <20 students, 2 teachers
   * AP Chemistry <20 students, 2 teachers
   * AP Physics 1&2 <30 students, 2 teachers
   * AP Environmental Science <20 students, 2 teachers
9. Enrollment counts in the Honors and Electives courses that were listed are as follow:

* astronomy ~300 students, 4 teachers
* environmental science (both half and full year) ~780 students, 19 teachers,
* forensic science ~200 students, 4 teachers,
* genetics ~125 students, 2 teachers,
* zoology ~200 students, 2 teachers
* Advanced Biology ~150 students, 3 teachers
* Advanced Chemistry ~ 60 students, 3 teachers
* AP Biology <20 students, 2 teachers
* AP Chemistry <20 students, 2 teachers
* AP Physics 1&2 <30 students, 2 teachers
* AP Environmental Science <20 students, 2 teachers.

1. Regarding the 3-course model, we indicate within the RFP that we are seeking the following for grades 9-12:
   * Grades 9-12 **core** science sequence **[*designed to achieve science and environmental literacy standards of STEELS*]**
2. ASD preference is for programs that reach all high school science standards within a three-course sequence
3. ASD will also accept proposals for a four-course sequence or module-based curriculum resources
   * Grades 9-12 science **electives *[these are typically beyond the STEELS standards or aligned to AP curriculum guidance]***
   1. Current semester elective courses include astronomy, environmental science, forensic science, genetics, and zoology. Additionally, the District offers year-long courses for AP Biology, AP Chemistry, and AP Physics.

If a respondent submits a 3-course science sequence, which is the preference based on ASD graduation requirement of 3 science credits, it should support students achieving all Next Generation Science Standards within those 3 courses. This would require some form of cross DCI integration. We will bundle standards in the written curriculum to align to selected products. Some vendors provide module-based units that can be arranged into courses while others provide textbook based course materials. We are seeking the best resources that allow us to achieve ‘all standards, all students’ at the high school level. Respondents who do not have a 3-course sequence that integrates all NGSS standards, they may submit a four-course sequence (e.g. Biology, Chemistry, Physics, and Earth/Space or Physical Science, Biology, Earth/Space, Environmental Science).

**NOTE: ALL PROPOSERS MUST SUBMIT WITH THEIR RESPECTIVE PROPOSALS THIS CONFIRMATION OF RECEIPT OF THIS ADDENDUM B, PLEASE PRINT COMPANY NAME, SIGN AND DATE THIS PAGE.**

Receipt Acknowledged By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_