

# **Request for Proposals**

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High School Mathematics Program  
For  
**Allentown School District**

**Proposals Due Tuesday, May 23, 2023**

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# REQUEST FOR PROPOSAL

High School Mathematics Program

## ***Allentown School District***

Allentown School District (“ASD”) is inviting proposals from qualified firms to provide evidence-based curriculum and instructional materials in mathematics that will effectively support equitable mathematic learning for all high school students within our large, urban school district.

All proposals need to be sent electronically in PDF format by email to the following:  
[RFP@allentownsd.org](mailto:RFP@allentownsd.org)

**Proposals must be received no later than Tuesday, May 23, 2023.** The Allentown City School District is not liable for any cost incurred by any person or firm responding to the RFP.

Questions prior to the submittal of the RFP are to be directed to:

*Beth Hildabrant*  
*Director of Procurement*  
[RFP@allentownsd.org](mailto:RFP@allentownsd.org)

Beth Hildabrant is the only contact for this project. Contacting other administrators, School Board Members, or staff members as part of this process is not acceptable and is grounds for potential elimination from consideration. All questions must be submitted via email.

## GENERAL RFP TERMS AND CONDITIONS

### PURPOSE

The purpose of this Request for Proposal (RFP) is to solicit one or more established providers of high school (9-12) curricula to provide Allentown School District (ASD) with evidence-based, researched, and reviewed curricular and instructional materials in mathematics that are aligned with the Common Core State Standards, adopted but recognized in Pennsylvania as the Pennsylvania Core Standards in Mathematics. This RFP seeks curriculum providers (“Respondents” or “Offerors”) who share a vision for ensuring that all students have access to the highest quality instructional resources aligned to State Standards, to ultimately increase student achievement, and ensure success in college and careers.

ASD seeks a comprehensive mathematics curriculum that provides up-to-date, evidence-based, research-based, relevant, and appropriate materials that will effectively support equitable mathematic learning for all high school students. ASD seeks curricular materials and approaches that are culturally responsive; explicitly support English Language Learners, students with disabilities, and students in need of additional intervention; allow for enrichment and acceleration; and provide easy-to-understand resources for parents/guardians. Digital tools and formative assessments in the hands of teachers must allow for differentiated/scaffolded instruction and timely support to students, including accessibility features.

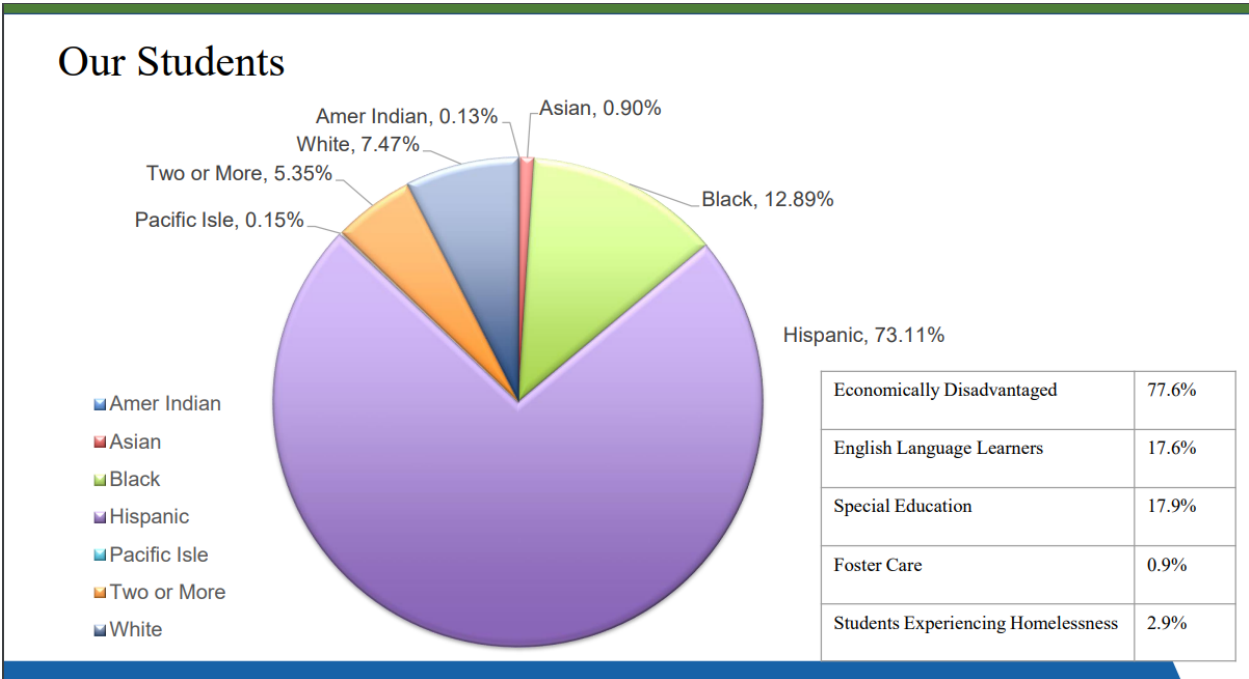
Additionally, ASD seeks a curriculum that emphasizes the Standards of Mathematical Practice as the critical processes and proficiencies of curriculum and instruction. The Standards of Mathematical Practice serve as an important force in getting all students—not just some—to the highest levels of attainment; therefore, proposed curricular resources must be up-to-date, evidence-based, research-based, and relevant, and they must align to these standards and promote student-centered classroom environments that enhance student learning through reasoning and sensemaking. The curriculum should develop connections among areas of mathematical study and between mathematics and the real world.

ASD will consider both traditional and integrated high school math curriculum design. Regarding Algebra 1 standards, most ASD students currently complete Algebra 1 aligned to the State Standards in early high school. Some students enter high school and require Developmental Algebra (pre-algebra) prior to enrolling in Algebra 1. Similarly, we currently offer a Developmental Algebra II course following Algebra 1 to both support success on the state Keystone Algebra assessment and prepare students for Algebra II concepts. Current math courses also include Algebra III, Geometry, Pre-Calculus, Trigonometry, Analytic Geometry, and Statistics. ASD requires three-credits of high school math for graduation.

### BACKGROUND

Allentown School District (ASD) serves approximately 16,100 students in Kindergarten through Grade 12 in 24 schools. As context for our high schools, there are approximately 1,300 students enrolled in Algebra I across 3 high schools and approximately 300 students enrolled in Developmental Algebra (pre-algebra) across 2 high schools. There are approximately 30 teachers supporting students in high school Developmental Algebra and Algebra I.

The Allentown School District student population is:



#### **Allentown School District Mission**

Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe, and nurturing learning environment.

#### **Allentown School District Vision**

Each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.

#### **Allentown School District Beliefs**

In the Allentown School District, our commitment to Excellence, Partnership, and Equity means we believe in:

- Honoring each student's unique qualities
- Ensuring equity of access and opportunities
- Nurturing the pursuit of lifelong learning
- Strengthening partnerships with families and communities
- Promoting cultural responsiveness
- Building trust and mutual respect

### **ALLENTOWN SCHOOL BOARD POLICIES 108 AND 109**

Proposals must comply with the following selection requirements as written in ASD Board Policy 108, Adoption of Instructional Materials and ASD Board Policy 109, Adoption of Resource Materials:

**Policy 108:** The Board shall, by an affirmative vote of a majority of the full Board, adopt all textbooks used for instruction in the district’s educational program. The Board shall establish a planned cycle of textbook review and replacement.

**Definition**

Textbooks shall be defined as the books used as the basic source of information in the planned instruction.

**Delegation of Responsibility**

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbooks shall be made without the **Superintendent's recommendation, except by a two-thirds vote of the Board.**

**Policy 109:** The Board shall, by an affirmative vote of a majority of the full Board, provide resource materials that implement, support and enrich the educational program of district schools.

**Definition**

Resource materials shall include nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital materials, software, and instructional material.

**Delegation of Responsibility**

The Superintendent or designee shall be responsible for the recommendation of all resource materials. No adoption or change of materials shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.

The Superintendent or designee shall establish administrative regulations for the selection of resource materials.

A list of resource materials provided by the district shall be maintained by the Superintendent and shall be available to Board members, district staff, students, parents/guardians, and community members.

**SCOPE OF SERVICES**

The following list of requirements, although extensive, is not exhaustive and is intended to provide interested Respondents with sufficient basic information to submit proposals meeting minimum requirements but is not intended to limit a proposal’s content or exclude any relevant or essential information. Proposals should address the entire scope of services requested.

In this RFP, Curricular and Instructional Materials are defined to be the comprehensive curricula and materials needed for the total instructional experience for all diploma-bound learners in every classroom, aligned to the PA Core Standards when appropriate. Materials should utilize current evidence-based and research-based practices; align to PA Core Standards in preparation for increased achievement on the Algebra Keystone Exams and other measures of college and career readiness; and provide explicit instruction of key shifts in daily lesson materials as outlined by the PA Core Standards.

Respondents may submit responses for either traditional or integrated high school math curriculum programs designed for any of the following:

1. A complete three (or more) high school course sequence design for students to achieve all PA Core Standards For Mathematics assigned to Algebra 1, Algebra 2, and Geometry Curriculum Frameworks.
2. A course-specific high school program for students to achieve a portion of PA Core Standards For Mathematics assigned to Algebra 1, Algebra 2, or Geometry Curriculum Frameworks.
3. A course-specific high school program for students to achieve college and career readiness through alternative curriculum frameworks (e.g. Prealgebra, Statistics and Probability, Trigonometry, Precalculus, and Personal Finance/Numerical & Financial Literacy).

Each proposal should contain only one unique product, which is defined as a distinct program or curriculum of instructional materials, assessments, and teacher resources matching the above design criteria. Single responses that contain multiple products, programs, or options therein will not be accepted. Respondents who publish multiple products or programs should submit separate proposals for each product or program. Single distinct products that cross over multiple courses or sets of standards can be submitted in a single proposal but must be aligned, coherent, and be clearly labeled and organized as such.

ASD reserves the right to award contracts for multiple vendors or outside of the bands listed above if applicable.

## RFP REQUIREMENTS

### Curriculum and Materials

#### As requirements, the curricula and materials must:

- A. Have a comprehensive, independent external evaluation. ASD strongly prefers evaluations conducted by EdReports ([www.edreports.org](http://www.edreports.org)), an independent nonprofit designed to improve K–12 education that offers reviews of K–12 instructional materials that focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators. ASD reserves the right to consider other external independent evaluations comparable to EdReports, but such independent evaluations must be robust and comparable in scale, depth, and methodology.
- B. Be standards-aligned, including both the Math Practices and Math Content standards detailed in the Common Core State Standards and reorganized as the PA Core Math Standards. Coherent learning progressions should be utilized and include clarity around learning goals for teachers and students.
- C. Develop connections among areas of mathematics and between mathematics and the real world through student sensemaking, flexible problem-solving, reasoning and discourse.
- D. Include evidenced-based practices (EBP) proven through research to be effective for teaching mathematical concepts and procedures.
- E. Include evidenced-based and tiered interventions for students not meeting the learning standards or achieving below grade level, supplemental to the core curricula.

- F. Include resources that support the teaching and learning of students needing enrichment and acceleration.
  - a. Include accelerated curricular pathways with multiple entry points within the materials for students demonstrating an aptitude for advanced instruction.
  - b. Embed enrichment opportunities for deeper grade-level complexity and understanding.
- G. Integrate explicit instruction and resources to support the teaching and learning of English Language Learners.
- H. Include explicit instruction and resources that support the teaching and learning of students with disabilities.
- I. Allow for flexibility in meeting the needs of a wide range of students and include accommodations for special populations, including English Language Learners, students with disabilities, and students identified as gifted and talented.
- J. Include culturally relevant materials and culturally responsive teaching and instructional practices that are inclusive of a variety of cultures and ethnicities and are free from bias in the portrayal of ethnic groups, gender, age, cultures, religion, and people with disabilities. These materials should also be designed to eliminate persistent racial, ethnic, and income opportunity gaps so that all students have access to high levels of mathematics learning.
- K. Include a suite of formative and summative assessment materials, available digitally, aligned to the curriculum, and intended to inform and improve instruction.
- L. Include tools, resources, and documents that provide parents/guardians and others with the necessary resources to provide transparency into the curriculum and to provide support for academic progress at home or outside the school setting.
- M. Provide digitally available student-facing, teacher-facing, and parent/guardian-facing materials and resources.
- N. Include digital and bound print formats of essential instructional resources.
- O. Includes student-facing and parent/guardian-facing materials and resources in Spanish.
- P. Embed principles of Universal Design for Learning (UDL).
- Q. Include materials for an extended school year of instruction or for academic summer programs.
- R. Include embedded professional learning (instructional videos and resources) for teachers to study the intent and extent of instruction by topic, standard, or unit.
- S. ASD **prefers a** comprehensive curriculum for mathematics content that includes student-facing materials in additional languages (English and Spanish required)



## Curriculum Organization and Usability Requirements

**Curriculum materials will be considered for a high degree of usability for teachers. These criteria include:**

- A. Curricular and Instructional Materials are organized in a systematic, linear way that is comprehensive, coherent, and clear.
- B. Curricular and Instructional Materials (in general editable forms like Microsoft Word or Google Docs) include materials that teachers may edit, adapt, or enrich accordingly.
- C. Curricular and Instructional Materials are adapted for students with disabilities, including but not limited to (i) blind and visually impaired students; and (ii) deaf and hard-of-hearing students.
- D. Teacher materials include:
  - a. Curriculum map and overview, containing: (i) explicit directions for how to implement structural components; (ii) learning progression of instructional standards for previous, current and future grade/course instruction; and (iii) identification of major, supporting, and additional content standards and required grade/course level fluencies.
  - b. Clearly identified strategies, instructional materials, and differentiated resources that are specific to the teaching and learning of students with disabilities.
  - c. Evidence-based and/or research-based instructional strategies for a range of diverse learners are explicitly identified and embedded into the core curriculum.
  - d. Scope and sequences for instruction that explicitly outline the various pathways available for diverse learners.
  - e. Resources for scaffolding for English Language Learners and students with disabilities in daily lessons.
  - f. Embedding of principles of UDL that incorporate multiple means of representation (presentation of information/content, various formats for presenting content, i.e. video, audio, images, text, within a lesson), expression (student options for expression of what they know), and engagement (interesting and motivating ways for students to interact with the information/content). UDL is identified in daily instructional teacher-facing materials, such as captioned videos, specialized formats of print materials, and accessibility features with both hard copies and online.
  - g. Grade-level/course-level charts provide an at-a-glance view of when each standard is addressed.
  - h. Anticipated misconceptions in learning in units of study.
  - i. Tiered interventions, supplemental to the core curricula provide increasing levels of targeted support and differentiated instruction for students not meeting the learning standards. Diagnostic assessments are included to determine intervention needs. Progress monitoring tools for the tiered interventions provided for teachers to collect ongoing student performance data.

- j. Professional learning resources and opportunities that help teachers both implement the program and deepen their content and pedagogical knowledge of content standards.
- E. ASD **prefers** curriculum organization that aligns to Understand by Design principles.

## Technical Requirements

### The Respondent's proposal shall identify and describe:

- A. Applicable technical requirements and recommended configurations necessary to fully implement and utilize the digital or online Curricular and Instructional Materials including but not exclusive to:
  - a. Hardware requirements;
  - b. Operating system requirements;
  - c. Software requirements;
  - d. Browser-specific requirements;
  - e. Network and security requirements;
  - f. Licensing models; or
  - g. Copyright and fair use guidelines.
- B. Processes and provisions regarding the automated exchange of data between the Respondent and ASD student information and assessment systems.
- C. Processes and provisions regarding the handling, use, storage, and retention of ASD data and information to ensure the privacy of staff, students, and parents/guardians.
- D. Processes and provisions to provide ongoing technical support to staff, students, and parents/guardians
- E. Examples of similarly completed projects, or projects in progress, that demonstrate the Respondent's expertise and capabilities in each of the above-listed areas. Examples might include, for example, detailed descriptions supported by screenshots, references, websites, or apps for ASD review.

### **Required: Comprehensive curriculum for mathematics, also must meet the following technical requirements for digital or online components in order to be considered:**

- F. Curricular and Instructional Materials including associated data are available and accessible 24 hours a day, 7 days a week for ASD staff, students, and parents/guardians as applicable.
- G. Curricular and Instructional Materials in digital or online formats are accessible from any Internet-enabled device including but not exclusive to personal computers, laptop computers, Chromebooks, tablets, and smartphones.
- H. Curricular and Instructional Materials in digital or online formats support single sign-on (SSO).

- I. Curricular and Instructional Materials are compatible with all modern Internet browsers including but not exclusive to Edge, Chrome, and Safari using default installation settings and without additional system hardware or software components required on end-users' devices.
- J. Curricular and Instructional Materials, in part or in whole, are in editable formats including but not exclusive to Google Docs and Microsoft Word, or are customizable within the platform, for the purposes of tailoring lessons on an as-needed basis.
- K. Respondent includes centralized management of digital or online Curricular and Instructional Materials for all users that enables ASD to establish, customize, and control levels of user access and can be managed by the district locally.
- L. Respondent shall provide ASD with statistics regarding the usage of online resources by ASD and its authorized users according to the then-current standards in the industry.
- M. Respondent shall conduct daily backups of ASD data, either incremental or full, and must conduct full weekly backups. If the Respondent's products and services retains data for individual students, such data shall be retained in the Respondent's online system for a minimum of five years following the creation of each student account and one year following the graduation of each student, unless otherwise as specified or directed by ASD.
- N. For digital or online assessments, assessment systems shall have the capability to automate the transfer of student assessment data. If this cannot be done via direct connection, assessment data can be readily imported in at least one of the following file formats: csv (comma-delimited) or tsv (tab-delimited).
- O. By agreeing to deliver materials within this contract, and as per the Individuals with Disabilities Education Act (IDEA), the publisher shall prepare and submit, within 30 days of the contract start date, a National Instructional Materials Accessibility Standard (NIMAS) file set to the terms and procedures set forth by the National Instructional Materials Access Center (NIMAC). The files will be used for the production of specialized formats as permitted under the law for students with disabilities. The publisher also will submit to MCPS a Certification from NIMAC to demonstrate submission of the file.
- P. Curricular and Instructional Materials in digital or print formats including websites are required to meet current [Section 508 compliance](#) guidelines.

## Training and Professional Development Requirements

The proposal shall describe the initial training and professional development necessary to begin the implementation of the proposed curriculum and strengthening of core mathematic instruction. The training plan should include mechanisms to train district teachers and central staff who, in turn, will train school staff and provide support districtwide, including the availability of digital professional learning tools.

Professional Development should prioritize classroom teachers as the most critical district asset for student learning. As such, teacher learning should lead to increased capacity with mathematical teaching practices, such as those described in the National Council of Teachers of Mathematics' publication *Principles to Actions: Ensuring Mathematical Success for All* specific research-informed teaching practices. Professional development should also work towards increased math teacher self-efficacy and increased student outcome expectations. Professional development should promote teacher collaboration, both informally and formally through structures like Professional Learning Communities. Differentiated and job-embedded professional learning opportunities should also be available.

The professional development plan should be designed to supplement, not supplant, the district's existing approach to professional development that includes the development of school and district expertise and capacity to deliver training districtwide; a focus on equity and cultural proficiency; school-based embedded support from school and district staff; and development of blended professional learning models that include both face to face and virtual learning.

## PLATFORM AND SOLUTIONS

- A. Is your online platform compatible with Clever?
- B. Is your online platform compatible with Sapphire K12 Student Information System?
- C. Does your program have a method of effective use within blended learning to promote independent work and teach direct instruction for large and small groups?
- D. Does your platform provide real-time data reporting in a dashboard with progress reports at the standard and skill level?
- E. Can your online program be customized to a variety of student proficiency levels?
- F. Is your online platform aligned to PA Core Standards and Eligible Content?
- G. Does your platform have the ability to create learning paths that specifically meet the needs of individual students?
- H. Is there integration with CHALK Curriculum Platform?
- I. Is there availability for customization to CHALK platform to curate resources?

## DATA EXCHANGE

- A. What is the process for rostering & data import into your system (in order of preference)? Please provide the import specifications for review by the IT and Student Information System teams.
  - a. Do you support ed-fi integration (if yes what version & have you accomplished this with)?
  - b. Do you have IMS Global One Roster integration (1.1)?
  - c. Do you support Clever integration?
  - d. Provide import specifications for CSV/flat file.
  - e. Exporting data from your system? (Provide data export specifications and data dictionaries for review by the IT team).
  - f. Ed-fi (with what version and what organization have you accomplished this?)
  - g. API (provide documentation to include what endpoints are included in the API)
  - h. FTP (provide export specifications)
- B. Do you support data set transfers on a regularly scheduled basis?
- C. Do you have file templates for data set transfers?

- D. Are there multiple templates for data set transfers?
- E. Data transfers are expected to provide information related to student usage and staff usage. Explain what elements address the following:
  - a. Fidelity of usage for students (e.g. daily time logged-in, daily time on task, lessons/segments completed, metrics providing insight into student growth)
  - b. Staff usage
  - c. Student and staff audit trails
- F. Do you support nightly automated loads to and from your system (we have high mobility and systems must reflect at least a day-behind state)?
  - a. If no, how do you reflect current student assignments and provide teachers/educators with appropriate access to student data?
- G. Describe your data access/permissions at a minimum address:
  - a. How do you establish data access and permissions for teachers and school administrators?
  - b. How do you establish permissions for district administrators?
  - c. Provide your auditing capabilities (click paths, changelog, etc.)

## DATA SECURITY AND DESTRUCTION

- A. What are your procedures to ensure that all student data is destroyed and eliminated from your system?
- B. What are your policies and processes for the use of individual student data for anything outside of the delivery of the service provided by your platform?
- C. Security, privacy, and other agreements must be in addendums to the contracts. The contract and agreement shall not reference agreements housed on websites or other changeable mediums– they may not be changed without approval and agreement from the school board.
- D. The application must include the following:
  - a. The frequency of data exchange must be nightly.
  - b. The data exchange must be automated.
- E. Does the program have data available to support fidelity of usage (minutes logged-in, time on task, lessons/segments completed, and student growth)?
- F. Do you have established data-sharing agreements?

## TECHNOLOGY COST

- A. What is the entire cost of implementation? You may attach a separate budget sheet if you prefer.
- B. Is there a one-time cost?
- C. Is there an ongoing yearly cost?
- D. Is there a customization rate?
- E. Is there a cost for the development of reports?
- F. Is there an additional cost for training?
- G. Is there an additional cost for support?

- H. What is the cost associated with integrating other third-party providers?
- I. If your solution is a cloud-based service, is there a service-level agreement and uptime guarantee? If not, do you provide any discount for the customers?
- J. Do you provide any contractual flexibility and price discount if either party decides to terminate?

## OVERALL PROGRAM COST

- A. Include estimated overall costs for the entire program for 6 years, including but not limited to curriculum, instructional resources, and materials (hard copy and digital), guides, interventions, assessments, professional development, and related materials, program setup, and delivery service.
- B. The course selection process determines the total number of students and teachers associated with any high school math course. As such, provide an estimated program cost that will be subject to revision based on the structure of the program (e.g. integrated vs traditional, a single course vs a sequence).
  - a. Use 1200 students and 40 teachers per high school grade level for core sequence courses (Algebra 1, Algebra 2, Geometry or Math 1, Math 2, Math 3)
  - b. Use 300 students and 10 teachers for courses (e.g. Statistics, Precalculus) that are outside of the PA Core Standards for Mathematics Curriculum Framework (i.e. Algebra 1, Algebra 2, Geometry)

## PROPOSAL SUBMISSION AND DEADLINE

All proposals must be submitted electronically to [RFP@allentownsd.org](mailto:RFP@allentownsd.org), with High School Mathematics Curriculum as the subject line. Proposals, including any/all attachments and cover letters, should be submitted as a single PDF document. In addition, digital access to all program materials must be provided along with hard copy sample curriculum units that can be mailed directly to: [Beth Hildabrant, Director of Procurement, Allentown School District, 31 S. Penn St., Allentown, PA 18102](#). Proposals should be submitted in accordance with the proposal guidelines outlined in this RFP. Allentown School District reserves the right to reject any and all proposals, waive irregularities, and to select the proposal that is determined to be the most advantageous to the school district. Late proposals will not be accepted. Proposals submitted via hard copy or fax will not be accepted.

## TIMELINE

The Allentown School District is requesting proposals from experienced and qualified firms to provide the services described herein. Selection of the firm will be made based upon proposals submitted. There may also be presentations or interviews (conducted remotely). A timetable for the selection process is provided below:

RFP Issued	May 9, 2023
Proposals Due	May 23, 2023
Presentations (If requested)	June 8, June 9, and/or June 15, 2023

Upon the release of this RFP and during the conclusion of the selection process, there shall be no communication between any prospective respondents, their lobbyist(s) or agent(s) and any employee of Allentown School District or its elected Board of Directors, except as provided for in the RFP. Any violation of this provision by any prospective firm and/or its agent shall be grounds for immediate disqualification.

## SUBMISSION

All proposal packages shall be submitted to ASD as follows:

- A. **Cover Letter:** Provide the name, mailing address, e-mail address, and telephone number of the firm submitting the proposal. The cover letter must be signed by an authorized officer of the organization.
- B. **Table of Contents:** Clearly identify material contained in the proposal by section and page number.
- C. **Introduction:** Provide an overview of the company and its products as they relate to this RFP. Share relevant data-based evidence of impact, and outcomes from prior and current school districts with similar demographics.
- D. **Program Overview:** Provide an overview of the program and its core components.
- E. **Independent External Evaluations:** Provide access to findings from independent external evaluations, conducted by non-profit organizations (ex. EdReports), Evidence of ESSA, and US Department of Education's Institute of Education Sciences (IES), the What Works Clearinghouse.
- F. **Implementation:** Provide a suggested implementation timeline that includes flexibility for a staggered rollout.

## EVALUATION CRITERIA AND SELECTION PROCESS

- A. ASD reserves the right to request a presentation from those companies determined to be in a competitive range and shall use the information derived from these interviews, if any, in its evaluation.
- B. The School District will evaluate all Proposals submitted in response to this RFP through a School District evaluation committee based on the Proposer's ability to satisfy the requirements of this RFP in a cost-effective and efficient manner. This committee will consider each measure included in the Scope of Services and RFP Requirements. Components in the [RFP Requirements](#) Section will be scored on a Likert scale of 0 to 6 (0- non-responsive; 1- not meeting expectation; 2- partially meets expectations; 3- moderately meets expectations; 4- meets expectations; 5- exceeds in some expectations; 6- exceeds in all expectations). Components in the [Platform and Solutions, Data, and Cost](#) Sections will be scored on a Likert scale of 0 to 3 (0- non-responsive; 1-partially meets expectations; 2- meets expectations; 3- exceeds expectations). The [Proposal Introduction Section](#) will be scored on a Likert scale of 0 to 3 (0- non-responsive; 1-partially meets expectations; 2- meets expectations; 3- exceeds expectations).
- C. The School District will select the Proposer for a recommended award of a Contract for the work, based on the School District's evaluation and discretion as to the best-qualified Proposer whose Proposal best meet the needs of the School District as set forth in this RFP, and which constitute the best value to the School District, as determined in the School District's sole discretion.
- D. The School District reserves the right to reject any and all Proposals.





ALLENTOWN SCHOOL DISTRICT  
31 SOUTH PENN STREET  
ALLENTOWN, PA 18102

**ADDENDUM A**  
**TO**  
**REQUEST FOR PROPOSALS**

To: Prospective Proposers

*This Addendum A forms a part of the Contract Documents and modifies the original Request for Proposals dated May 12, 2023, as noted below. Each prospective proposer shall acknowledge receipt of this Addendum A in the space provided.*

1. The Contract Documents shall include the attached Appendix 1, as required by applicable Federal funding regulations. The successful proposer, by execution of this Addendum, acknowledges and accepts responsibility for compliance with the Federal contract provisions set forth in Appendix A.

**NOTE: ALL PROPOSERS MUST SUBMIT WITH THEIR RESPECTIVE PROPOSALS THIS CONFIRMATION OF RECEIPT OF THIS ADDENDUM NO. 1. PLEASE PRINT COMPANY NAME, SIGN AND DATE THIS PAGE.**

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

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

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

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

## **APPENDIX 1**

### **THIS APPENDIX A INCLUDES THE FOLLOWING DOCUMENTS:**

1. Termination Clause.
2. Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.
3. Standard Federal Equal Employment Opportunity Clause.

## 1. TERMINATION CLAUSE

### Vendor Violation or Breach of Contract Terms

In addition to other terms stated in the Contract, Vendor at no cost to the District shall promptly correct any errors, omissions or defects in any product, services, or other item Vendor is required to deliver. The District reserves the right to reject any item reasonably determined by the District as containing errors, omissions or defects or otherwise failing to conform to the Contract. If Vendor fails to make corrections within a reasonable time, in addition to any other remedies available at law or in equity, District may at its option: (1) Make corrections and offset the cost of correction against any balance remaining owed to Vendor, and Vendor shall reimburse the District for any cost in excess of the balance. (2) Terminate the Contract, in which case Vendor at no cost to District shall remove any tangible items provided to date. (3) Accept delivery not in accordance with the Contract, instead of requiring removal or correction, in which case the contract sum will be reduced as appropriate and equitable. Such adjustment shall be affected whether or not final payment has been made. Duties and obligations imposed by the Contract and the rights and remedies available thereunder shall be in addition to and not in limitation of duties, obligations, rights and remedies otherwise imposed or available by law or in equity. No action or failure to act by the District shall constitute a waiver of a right or duty afforded them under the Contract, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed in writing. ***This term shall apply without regard to the Contract amount.***

Does Vendor agree? YES \_\_\_\_\_ Initials of Authorized Representative of Vendor

### District Termination for Cause and for Convenience

In addition to other terms stated in the Contract, District reserves the right by written notice to terminate the Contract effective on a future date specified in the notice, with or without cause. Cause means violation or breach of any Contract terms. If the Contract is terminated without cause, the District shall pay the Vendor for any product, services, or other item Vendor is required to deliver and which has been satisfactorily delivered prior to termination. If the District has paid the Vendor for goods or services not yet provided as of the date of termination, the Vendor shall immediately refund such payment(s). ***This term shall apply without regard to the Contract amount.***

Does Vendor agree? YES \_\_\_\_\_ Initials of Authorized Representative of Vendor

## 2. CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, as applicable.

A. Under 2 CFR Part 200, and specifically § 200.327 and Appendix II, contracts for more than the simplified acquisition threshold (currently set at \$250,000), which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council as authorized by 41 U.S.C. 1908, must address administrative, contractual, and legal remedies if contractors violate or breach contract terms, and must provide for appropriate sanctions and penalties.

B. Under 2 CFR Part 200, specifically § 200.327 and Appendix II, all contracts in excess of \$10,000 must address Termination for Cause or for Convenience by the District including the manner by which it will be affected and the basis for settlement. [SEE ABOVE #1 OF APPENDIX A]

C. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”

41 CFR Part 60-1.3, states that “federally assisted construction contract” means any agreement for construction work which is paid for in whole or in part with funds obtained from the Government or borrowed on the credit of the Government pursuant to any federal program involving a grant, contract, loan, insurance, or guarantee under which the applicant itself participates in the construction work. The equal opportunity clause provided under 41 CFR 60-1.4(b) is hereby incorporated by reference. The Vendor agrees that such provision applies to any District purchase or contract that meets the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 and the Vendor agrees that it shall comply with such provision.

**The District has determined that the Contract [is not] a federally assisted construction contract.**

D. Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work

Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or sub-recipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

**The District has determined that these requirements are not applicable to the Contract.**

E. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all construction contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

**The District has determined that these requirements are not applicable to the Contract.**

F. Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or sub-recipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.

**The District has determined that these requirements are applicable to the Contract.**

**If the District has determined that these requirements are applicable, does the Vendor agree to the requirements? YES \_\_\_\_\_ Initials of Authorized Representative of Vendor**

G. Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

**The District has determined that these requirements are not applicable to the Contract.**

H. Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of

parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Vendor certifies that it is not currently listed on the government-wide exclusions in SAM, is not debarred, suspended, or otherwise excluded by agencies or declared ineligible under statutory or regulatory authority other than Executive Order 12549. Vendor further agrees to immediately notify the District during the term of the contract if the Vendor is later listed on the government-wide exclusions in SAM, or is debarred, suspended, or otherwise excluded by agencies or declared ineligible under statutory or regulatory authority other than Executive Order 12549.

**Does Vendor agree? YES \_\_\_\_\_ Initials of Authorized Representative of Vendor**

I. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the certifications under 31 U.S.C. 1352 that the Contractor has not paid any person or organization for influencing or attempting to influence an officer or employee of any agency, a member, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award. The contractor must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.

If applicable, Vendor certifies that it is in compliance with all provisions of the Byrd Anti-Lobbying Amendment, 31 U.S.C. 1352.

**The District has determined that these requirements are applicable to the Contract.**

**If the District has determined that these requirements are applicable, does the Vendor agree to the requirements? YES \_\_\_\_\_ Initials of Authorized Representative of Vendor**

J. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms (2 C.F.R. 200.321)—Under 2 CFR Part 200, and specifically § 200.321, the District and Vendor are required to take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps include:

- a) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- b) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- c) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- d) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- e) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- f) Requiring any subcontractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (a) through (e).

**Does the Vendor agree to the above terms? YES \_\_\_\_\_ Initials of Authorized Representative of Vendor**

K. Domestic Preferences (2 C.F.R. 200.322)—Under 2 CFR Part 200, and specifically § 200.322, the District expresses a preference, to the greatest extent practicable, for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited iron, aluminum, steel, cement, and other manufactured products), and this requirement must be included in any subcontract.

**Does the Vendor agree to this term? YES \_\_\_\_\_ Initials of Authorized Representative of Vendor**

L. Procurement of recovered materials (2 C.F.R. 200.323)—Under 2 CFR Part 200, and specifically § 200.323, contracts involving purchases for more than \$10,000 (or if the value of the quantity acquired by District during the preceding fiscal year exceeded \$10,000), must require contractor compliance with § 6002 of the Solid Waste Disposal Act, which includes procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR Part 247 that contain the highest percentage of recovered materials practicable.

**The District has determined that these requirements are not applicable to the contract.**

M. Bonding Requirements (2 C.F.R. 200.326)—Under **2 CFR Part 200, and specifically § 200.326, for construction contracts or subcontracts exceeding the simplified acquisition threshold (currently set at \$250,000), minimum requirements for bonding are as follows:**

a) A bid guarantee for 5% of the bid price. The bid guarantee must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute contract documents required within the time specified.

b) A performance bond for 100% of the contract price. A performance bond secures contractor's fulfillment of all requirements under the contract.

c) A payment bond for 100% of the contract price. A payment bond assures payment of all persons supplying labor and material under the contract.

**The District has determined that these requirements are not applicable to the contract.**

N. Profit as a Separate Element of Price (2 CFR 200.324(b))—For purchases using federal funds in excess of \$250,000, the District is required to negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. See, 2 CFR 200.324(b). When required by the District, Vendor agrees to provide information and negotiate with the District regarding profit as a separate element of the price for particular services. However, Vendor agrees that the total price, including profit, charged by Vendor to the District shall not exceed the awarded pricing.

**Does Vendor agree? YES \_\_\_\_\_ Initials of Authorized Representative of vendor**

O. Equivalent Products/Description of Technical Requirements—Comparable (Alternate) Products: Where the District’s specification states a named product followed by “or equal,” an alternate or comparable product may be bid; however, the burden is on the bidder to provide evidence that a proposed alternate meets or exceeds the District’s specified named product and its attributes and that it provides an equal or better warranty. If comparable product(s) are proposed in the bid, the bidder must provide a detailed comparison for each to include a list of all the significant qualities of the product named in the specification and those of the proposed alternate product(s). Significant qualities include attributes such as performance, weight, size, durability, visual effect and specific features and requirements indicated. The District reserves the right to reject proposed alternate products if it does not consider them equal to or better than the named product in the specification.

Substitutions for Cause: Vendor may only propose substitutions pursuant to a purchase order submitted by District in the event of unavailability of product, regulatory changes or unavailability of required warranty terms. Vendor must notify the District of all substitutions for cause with full documentation at least thirty (30) working days in advance of the commencement of work. All documentation must demonstrate that the proposed substitution is equal to or better than the specified product on all physical and in-service attributes and warranty provisions and can be implemented by subcontractors as necessary without disruption to the project. The District must approve all substitutions. The District reserves the right to reject proposed alternate products if it does not consider them equal to or better than the named product in the specification.

**Does Vendor agree? YES \_\_\_\_\_ Initials of Authorized Representative of vendor**

P. General Compliance and Cooperation—Vendor shall make a good faith effort to work with the District and provide such information and to satisfy District requirements applicable to the Contract under applicable federal regulations, including but not limited to recordkeeping requirements and contract cost and price analyses required.

**Does Vendor agree? YES \_\_\_\_\_ Initials of Authorized Representative of vendor**



### **3. EQUAL OPPORTUNITY CLAUSE [41 CFR § 60-1.4]**

During the performance of this contract, the contractor agrees as follows:

A. The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer, recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause.

B. The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin.

C. The contractor will not discharge or in any other manner discriminate against any employee or applicant for employment because such employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant. This provision shall not apply to instances in which an employee who has access to the compensation information of other employees or applicants as a part of such employee's essential job functions discloses the compensation of such other employees or applicants to individuals who do not otherwise have access to such information, unless such disclosure is in response to a formal complaint or charge, in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with the contractor's legal duty to furnish information.

D. The contractor will send to each labor union or representative of workers with which it has a collective bargaining agreement or other contract or understanding, a notice to be provided by the agency contracting officer, advising the labor union or workers' representative of the contractor's commitments under section 202 of Executive Order 11246 of September 24, 1965, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

E. The contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

F. The contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the contracting

agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

G. In the event of the contractor's non-compliance with the nondiscrimination clauses of this contract or with any of such rules, regulations, or orders, this contract may be canceled, terminated or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

H. The contractor will include the provisions of paragraphs (1) through (8) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as may be directed by the Secretary of Labor as a means of enforcing such provisions including sanctions for noncompliance: Provided, however, that in the event the contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction, the contractor may request the United States to enter into such litigation to protect the interests of the United States.