

# **REQUEST FOR PROPOSALS**

*focusing on*

## **Educational Leadership Advancement: Professional Learning and Leadership Pipeline**

**Proposals Due:**

**No later than 4:00 p.m. EST on Monday, August 5, 2024.**

## Table of Contents

REQUEST FOR PROPOSAL	3
INTRODUCTION	4
GENERAL RFP TERMS AND CONDITIONS	5
SCOPE OF SERVICES	6
RFP REQUIREMENTS	8
EVALUATION CRITERIA AND SCORING	9
SUBMISSION	10
TERMINATION CLAUSE	13
CONTRACT PROVISIONS FOR FEDERAL	14

## Request for Proposal

### Educational Leadership Advancement: Assistant Principal to Principal Pipeline

#### Allentown School District

The Allentown School District (“ASD”) seeks to form strong, bold, and mutually beneficial partnerships to produce internal administrative candidates who better meet district needs. Therefore, the district is requesting proposals from qualified consultants or firms, to develop and implement an effective district-wide preparation and professional growth program, targeted to train assistant principals to advance to the principalship.

All proposals can be sent electronically in PDF format by email to the following:

[RFP@allentownsd.org](mailto:RFP@allentownsd.org)

Or by mail or hand delivered

to: Allentown School District

*Attn: Amy Simmons*

31 S. Penn Street

Allentown, PA 18102

Proposals must be received no later than 4:00 p.m. EST on Monday, August, 5, 2024.

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:

*Amy Simmons*

[RFP@allentownsd.org](mailto:RFP@allentownsd.org)

Amy Simmons 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.

## Introduction

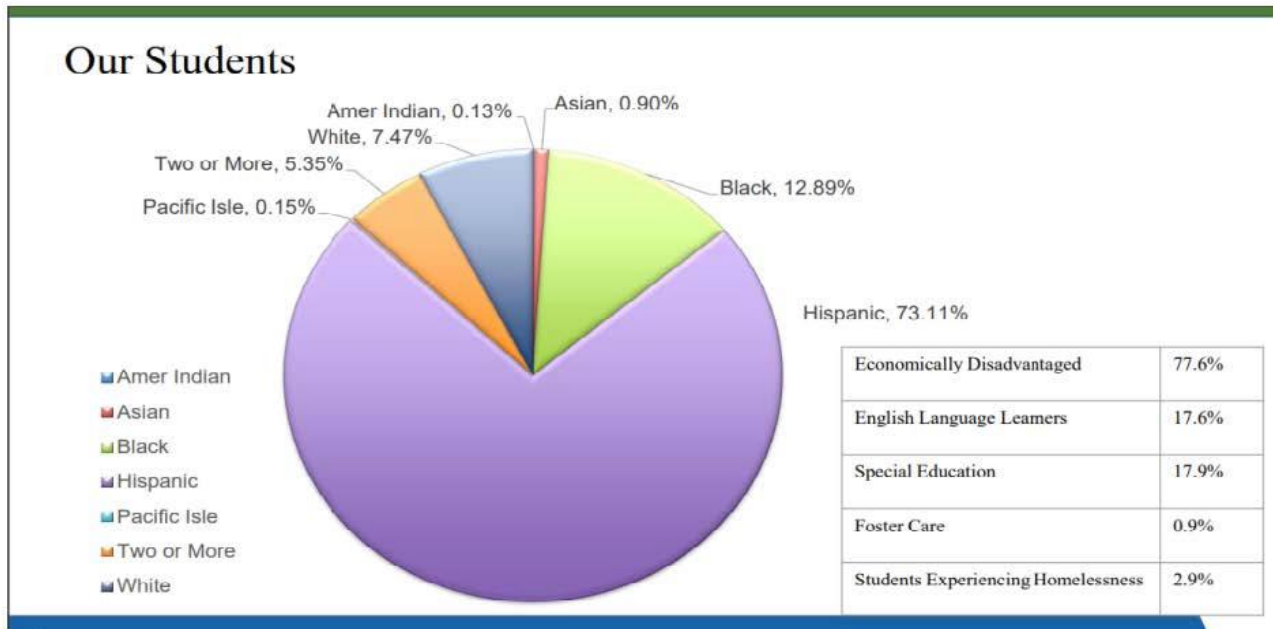
### Statement of Work:

The Allentown School District is requesting proposals from qualified consultants or firms, to create and implement an effective district-wide leadership preparation and professional leadership growth program. The goal of this program is to design a framework and curriculum to support the development of future assistant principals and future principals within our district as well as work with current principals in a professional coaching model. The scope of work would include cohort/s of teachers for future leadership positions, current assistant principals and current principals.

### Demographics:

The Allentown School District is a large, urban public school district located in Allentown, Pennsylvania, in the Lehigh Valley region of eastern Pennsylvania. The District is the fifth-largest school district in Pennsylvania. The Allentown School District has over 16,000 students attending its 21 schools, and is comprised of three high schools, four middle schools, fourteen elementary schools, and three specialized options.

The Allentown School District student population is:



### Allentown School District Core Values

To support students in achieving academic excellence and attaining a bright future beyond graduation, we must align our actions and mindsets in order to become a learning community committed to the core values of:

- **Collaboration** - Cultivating students, staff, families, and community engagement and recognizing that we get better together and all of our strengths are needed.
- **Empowerment** - Equipping stakeholders to help students reach their full potential by providing them with encouragement, resources, support, and opportunities they need to excel.
- **Equity** - Prioritizing an inclusive learning environment that celebrates diversity, values multilingualism, and ensures equitable access to resources and opportunities.
- **Integrity** - Building trust and accountability through honest and transparent communication within our learning community.
- **Respect** - Creating the conditions for a positive and welcoming culture where everyone feels safe, valued, empowered, and loved.

## **Mission**

The mission of the Allentown School District is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture.

## **Vision**

The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

## **Allentown School District Theory of Action**

Allentown School District's Theory of Action is rooted in the understanding of the current strengths, areas of improvement, challenges, and assets that exist in our schools in order to improve district and school improvement efforts. It is our responsibility to leverage the assets and to improve teaching, leading, and learning to bring about positive change and outcomes for our students.

### **If we:**

- Create a shared vision of excellent learning and teaching;
- Provide adequate and differentiated resources, including partnerships responsive to the identified needs of our students and adults;
- Build our own muscle to monitor for consistent implementation; and
- Model best practices in professional development/capacity building through onsite professional learning and coaching,

**Then we will:** reduce variability in learning outcomes, accelerate progress, and increase academic performance for all students.

**So that:** every student will attain the skills, knowledge, and tools necessary to succeed in college, career, and life.

## **General RFP Terms and Conditions**

**Character.** It is recognize that, for the protection of the children, all persons affiliated with indoor employed by the vendor must be of stable personality, and the highest moral character. Any persons working on school grounds shall obtain the following clearances: federal, criminal, history, record, FBI clearance check, PA state, criminal record, check, and PA child abuse history clearance. The cost of obtain these clearances shall be born by the vendor who is awarded the contract. Copies of the clearances shall be given to ASD upon their request.

**Compliance with laws.** The proposal shall at all times observe and comply with all laws, ordinances, regulations, and codes of the federal, state, county, and other local government agencies, which may in any manner affect the performance of the contract. The vendor, as an employer, shall not discriminate against any worker, employee or applicant, or any member of the public because of race, creed, color, age, sex, or national, nor otherwise commit an unfair, employment practice.

**Contractor not an agent.** Unless otherwise stated in the final professional services agreement, the vendor shall not be held or deemed in any way to be an agent, employee, or official office of ASD, but rather an independent contractor furnishing professional services to ASD.

**Indemnification.** The vendor shall indemnify, save, and hold ASD and PDE, and all of its employees, officers, directors, subcontractors, and agents harmless against any, and all claims, demand, suits, or other forms of liability that may arise out of, or by reason of, any noncompliance by the vendor with any agreements, warranties are undertakings contained in or made pursuant to this agreement.

**Termination.** Failure by the successful vendor to comply with the terms and conditions of this RFP or to deliver the services identified in this RFP or the contract at the price is quoted she'll avoid the contract award. In the case of the successful contractors failure to deliver. The service is in accordance with the contract terms and conditions, ASD, after oral or written notice, may procure such services from other sources and hold the successful contractor responsible for any resulting additional purchase and a administrative cost.

## Scope of Services

ASD is requesting proposals from qualified consultants or firms to provide pipeline planning and development to teachers, assistant principals and designated district leadership whose administrative duties include, but are not limited to, identifying, hiring, supervising, supporting, and evaluating instructional leaders. Collaborative and consultative leaders may include Central Office Staff, Directors, Executive Directors, and Chief Officers responsible for interrelated components of school leadership infrastructures such as human resources, succession planning, workforce development, curriculum, instruction, student performance, and other school outcomes.

ASD is seeking a pipeline planning and development program designed to take participants through a continuum of behavioral outcomes from;

- 1) Knowledge Acquisition: Generalization about experience, internalization of information
- 2) Understanding: Application of information learned through implementation
- 3) Skill: Incorporation of new ways of performance through guided practice
- 4) Attitude: Adoption, sharing, and norming of intentional coordination across departments and transparent communication systems

This pipeline planning and development work should be focused on performance tasks and leadership growth opportunities for participants, such as:

### **Principles of Adult Learning and Development:**

- 1) Develop a Theory of Action aligned with the leadership goals and efforts for the district
- 2) Build trusting relationships with staff, students, families, and communities to improve student learning
- 3) Identify and guide individual and collective professional learning through coaching, feedback, identifying leadership roles and cycles of collaborative inquiry
- 4) Identify the ways adults learn and utilize best practices to build capacity

### **Leading Change:**

- 1) Incorporate systems, structures, and strategies that focus on results to meet school and district improvement goals
- 2) Implement the steps to drive their cycles of continuous improvement

### **Leadership Styles:**

- 1) Elicit underlying assumptions or gaps that might impact their building's or department's, ability to achieve desired outcomes
- 2) Analyze and reflect on their leadership actions to assist in guiding their improvement efforts and professional growth
- 3) Measure their leadership competencies using a battery of leadership assessments and act on their discoveries

- 4) Gain deep insight into how they see themselves as leaders, how others view them, and what actions they can take to improve their leadership practices

**Cycles of Inquiry:**

- 1) Create time, space, and processes for pipeline teams to collaborate to identify student-centered problems, discuss solutions to challenging issues, and consider strategies for addressing these problems in a coordinated effort
- 2) Use data collaboratively to analyze student learning and improve teacher practice that is responsive to individual students' needs, learning styles, heritage, and culture
- 3) Implement practical strategies and build structures in their schools or departments to support the use of student data driven instruction
- 4) Identify indicators to help practitioners focus on attaining training goals throughout the specified timeframe

**Cultural Competence:**

- 1) Develop, design, and adopt standards specifically focused on improving equity-centered leadership practices
- 2) Create and maintain a results-focused learning environment of continuous improvement that is responsive to individual student's needs and diversity among students
- 3) Learn to foster a culture of learning, cultural responsiveness, and high expectations for every student and adult
- 4) Learn to affect interactions across cultures, including historical cultural experiences and relationships between cultures within their school community

**Pursuing Excellence:**

- 1) Learn to promote the cognitive and affective developmental growth of all students
- 2) Learn to create cultures of high expectations
- 3) Create optimum conditions for student development and increased academic outcomes

**Mindsets/Assets Based Approach to Learning and Teaching:**

- 1) Recognize how to develop their own growth mindsets
- 2) Gain awareness and appreciation for their talents, beliefs, and growth mindsets to guide development of new and revised skills, practices, and dispositions
- 3) Create an assets-based approach to learning and teaching

**Questioning:**

- 1) Learn to identify effective questioning strategies to support instructional leadership practices
- 2) Learn to assist teachers with utilizing divergent as well as convergent hypothesis, and challenge previously held views

**Engagement:**

- 1) Learn strategies to enhance and utilize on-the-job mentorship, evaluation, and support
- 2) Learn pedagogy to support teachers in designing lessons that promote higher order thinking

**Instruction, Observation and Feedback**

- 1) Learn to provide frequent accurate feedback to teachers to directly impact student achievement
- 2) Learn how to guide teachers to be more intentional in developing learning targets, strategies, and intended outcomes that yield better results
- 3) Be well-equipped to provide observations and create a positive culture for evidenced-based feedback
- 4) Learn how to access data and ask open-ended questions to identify a problem of practice
- 5) Create a concrete action plan, establish a timeline, and show evidence that the action has been accomplished

**Continuous Support**

- 1) Engage participants in differentiated collegial inquiry to address their individual needs
- 2) Provide intensive support through customized feedback and evaluation processes
- 3) Define a equitable, transparent path for a hiring and placement process

**RFP Requirements**

Proposals should be submitted following the instructions detailed below.

The Allentown School District reserves the right to select a proposal in its entirety or some portion(s) thereof. Furthermore, The Allentown School District reserves the right to reject any and all proposals and waive irregularities.

**DELIVERABLES:**

**Letter of Transmittal:** Each proposal should be accompanied by a letter of transmittal that summarizes the proposal's key points and is signed by an authorized officer.

**Experience and Qualifications:**

- 1) Provide brief biographies for the partners and employees that would support the Allentown School District including any relevant experience for each person.
- 2) An organizational chart for the organization
- 3) Include only those individuals who will work on the ASD account and specify their role in the project.



- 4) Describe relevant experience with professional development, including previous work with other medium to large urban school districts.
- 5) Please provide three references.

**Project Work Plan:** Submit a detailed work plan for performed services. This plan should list all services to be rendered with an explanation in detail on how the proposer will provide the services and/or meet the program requirements. The proposal should demonstrate a clear understanding of the scope of work and of the goals and objectives of the district with reference to the RFP. A timeline for the completion of specific work products should also be included.

**Fee Proposal:** Please provide a fee structure that your company would propose to provide strategic planning services for the Office of the Superintendent, given the scope of services in your detailed work plan. Proposals must include the overall cost of all work, any hourly or daily rates, and cost estimates for travel and time associated with communicating with the ASD staff.

### **Evaluation Criteria and Scoring**

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 Requirements, and at their sole discretion, award the work based on this evaluation. 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.

Evaluation of Proposals will include review of the following:

- Background and experience in strategic planning
- Background and experience in working with urban school districts
- Meeting design and facilitation concepts for stakeholder engagement
- Progress Monitoring design
- Leadership Team Training
- Use of technology to facilitate input from stakeholders
- Leadership pipeline framework design
- Professional coaching model
- Cost-effectiveness of proposal

Each item in the Scope of Services and the RFP Requirements included in this evaluation will be scored equally using a 1-5 Likert scale.

- 1- No response
- 2- Poor response
- 3- Fair response
- 4- Good response
- 5- Excellent response.

The School District will select the Proposer for 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.

## **SUBMISSION**

Proposals must be submitted by Monday, August, 5 2024, at 4:00 pm EST. All proposals must be submitted electronically to [rfp@allentownsd.org](mailto:rfp@allentownsd.org), with ***PRINCIPAL PIPELINE*** as the subject line. Proposals, including any/all attachments and cover letters, should be submitted as a single PDF document. 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.

**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 to 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**