JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

RFP 2025-20-26

Title: Mathematics High-Dosage Tutoring Impact

Issue Date: Monday, August 18, 2025

Submission Deadline: Wednesday, September 10, 2025

Time: 10:00 a.m. (Central Standard Time)

Office at 601-973-8582 for assistance. Questions regarding proposal specifications are to be addressed to the Project

Administrator listed in the proposal.

The Board of Trustees of the Jackson Public School District (hereafter referred to as "JPSD") is soliciting sealed, written formal Requests for Proposals (RFP) from qualified vendors (hereafter referred to as "Vendor") for the purchase of furniture, equipment, supplies, materials, labor or services as outlined in the following specifications. Sealed RFP shall be received by JPSD, in the Business Office of the Jackson Public Schools, 662 South President Street, Jackson, Mississippi, until the time specified on the RFP Opening Schedule (front page of the formal RFP document), at which time all RFP shall be publicly opened and read aloud. Neither dating of the RFP form nor placing the RFP in the mail by this date shall meet legal requirements; the formal RFP document must be **received in the Business Office** of the Jackson Public School District on or before the date and time stated.

JPSD reserves the right to reject any and all RFPs received and to waive any and all informalities. Vendors are encouraged to very carefully read all sections of this RFP document prior to submitting an RFP proposal. Any agreement generated due to an award may be terminated by the District without cause upon one week's prior notice to vendor.

The vendor must provide a current copy of their company's Certificate of Insurance with Workers Compensation and General Liability Coverage. Jackson Public School District requires coverage for not less $1,000,000.00 dollars. JPSD must be listed as an insurer under the coverage provided. It is imperative that this insurance is maintained throughout the duration of the contract. This coverage must be submitted and kept on file with JPSD.

It is the basic philosophy of JPSD to extend to all responsible Vendors equal consideration and the assurance of unbiased judgment in determining whether their product or service meets specifications and the educational needs of the school district. JPSD shall fairly evaluate all formal RFP proposals submitted and base all decisions on the "lowest and best" RFP concept, purchasing only those products and/or services which meet the specifications as written. All decisions rendered shall strive to achieve the greatest value from every tax dollar expended. JPSD shall make no discrimination based on race, color, creed, religion, or national origin, in either the product evaluation process or in transacting business with Vendors or Vendor representatives.

The advertising and publishing of this RFP has met all legal requirements (Mississippi Code of 1972, Annotated, §31-7-13), hence the requirement to offer public notice of the intent of JPSD to solicit RFPs via this RFP document has been satisfied.

This document is to serve as an invitation to all qualified vendors to extend to JPSD an offer for the sale of all products and/or services specified herein. It is the purpose of this RFP document to clearly define "open" and "competitive" product or service rfp specifications. All items on this RFP are to be **as specified or JPSD approved equal**.

Addendum: Vendor shall acknowledge the receipt of all addendums which were issued during the course of this RFP. If specified in the text of the addendum, in addition to acknowledging receipt of the addenda below, the addenda may require additional information required for the RFP (e.g., pricing), in which case the Add RFP Addendum shall not only be acknowledged below but shall be completed and attached to the RFP at the time the RFP proposal is submitted. Receipt of the following Addendum issued during the course of this formal RFP is hereby acknowledged:

It is acknowledged that this rfp proposal consists of the following sections: **PROPOSAL FORM**,

INSTRUCTIONS AND CONDITIONS, **SPECIFICATIONS** and any **ADDENDUM** (if applicable). The Addendum chart is located on page 33.

Net Prices

In all cases, prices quoted are to be net including all applicable discounts. A separate price shall be offered for each item and not in combination with other items (unless the grouping of items is otherwise allowed as defined in the specifications). Unit price shall prevail in case of a conflict between unit and total price (extension); written price shall prevail in case of a conflict between written and enumerated pricing. Vendors are instructed to **round off all unit pricing and extensions to the nearest whole cent, i.e., round the pricing to two places to the right of the decimal point only.** JPSD will only accept pricing, which is stated in this manner. All items for which pricing is submitted which is other than two places to the right of the decimal shall be accepted; however, all digits beyond a whole cent (more than two places to the right of the decimal) shall be ignored in the RFP analysis process and the unit price indicated on the purchase order shall be to the nearest whole cent for each item involved.

Payment and Invoicing

Unless otherwise indicated in the detailed specifications of this RFP document, JPSD shall make remittance in a **single lump sum** payment **following satisfactory delivery of all items** listed on the purchase order or following satisfactory performance (final inspection) of all services as specified in the contract. JPSD remits by "completed purchase order" only; remittance shall not be made upon receipt of partial shipments or performance, or the receipt of invoice for same, but only after all items included on the purchase order or contained in the contract are delivered and/or satisfied.

It is mutually understood that invoices submitted against Multi-Year or Open Purchase Orders, remittances are processed based on the contracted scheduled agreement prior to the purchase order being generated. Only **Multi-Year** and **Open Purchase Orders** have multiple invoices received for remittance for payment. Professional Services, materials and other such services; invoices are submitted for payment in intervals following satisfactory delivery of ALL services and /or performance of ALL services indicated in the contracted agreement between said vendor and JPSD for that time period, following inspection if applicable. Any freight/shipping cost that may be incurred for tangible items, such as books, pamphlets, handouts, materials needed for presentations, etc. must be included in the total price proposal price submitted if and applicable.

Performance Penalty

The Vendor is subject to a 10% penalty on this agreement for the **2025-2026** school year if the academic objectives of this agreement are not satisfied. The District will withhold 10% of the total contract for final payment to be made after the academic objectives are satisfied.

Default and Delays

Upon failure of the Vendor to deliver all of the items ordered or to render service, within the time set or allowed, the successful Vendor shall be considered in default, in which case JPSD reserves the right to terminate the purchase order or contract and to purchase similar supplies, services, or furniture and equipment, on the open market or secure the manufacture, delivery, and installation thereof by contract or otherwise. The Vendor shall be charged with any cost occasioned by JPSD whether the said cost is the same as originally accepted or any excess cost.

Damage to School Property

Any damage or loss to JPSD property as a result of any action by the Vendor in the delivery, execution or performance of any item or service stated in these specifications shall be repaired or replaced with the satisfaction of designated JPSD personnel, at the Vendor's cost, within a reasonable time.

Guarantee

Each Vendor, by presenting a rfp under these specifications, binds himself to make it positive that all goods are fully up to the standards set by the specifications. Should it be discovered within a reasonable period of time from the date of purchase order or contract that such goods or services are not up to standard, JPSD shall have the right to have such goods or services replaced by others conforming to the standard requirements and the entire expense be borne by the Vendor. The Vendor shall agree to guarantee and warrant all equipment provided as a result of this RFP for a period equal to the stated guaranty/warranty in the specifications. All such warranties shall provide coverage as indicated in the specifications.

Acceptance and Award of RFP Proposals

The Vendor's RFP proposal, once submitted and accepted as a valid RFP by JPSD, shall be deemed by both parties to constitute a legal and binding offer on the part of the Vendor to sell to JPSD as per the terms of the RFP specifications, all products and/or services contained therein. RFP proposals are subject to acceptance by JPSD at any time within forty-five (45) calendar days following the RFP opening date. Consequently, all price quotations shall be effective for a minimum of forty-five (45) calendar days and a maximum period as indicated in the specifications. All RFPs must be valid for the effective dates stated in the specification, if applicable.

The award of contract shall be made to the Vendor responsible whose RFP, conforming to the specifications, is deemed to be the most advantageous to JPSD, price and all other factors considered. The Vendor acknowledges the right of JPSD to reject the RFP, in part or in total, if the Vendor fails to submit the data required in the specifications, or if the rfp is in any way incomplete or irregular. Under no circumstances may a Vendor deliver, install, or perform any service as specified in these specifications without written authorization from JPSD (i.e., a duly issued purchase order or signed contract). All RFPs shall be approved by the Board of Trustees prior to the final award.

The Vendor shall be issued a purchase order document, which shall be deemed acceptance of the RFP proposal offer made by the Vendor, for all items and/or services approved by the Board of Trustees and awarded as a result of this RFP. However, if in the opinion of JPSD, a contract document is required to authorize the award of the RFP, Vendor agrees to sign and execute all such contract documents as required in the written specifications. NOTE: If Vendor policy requires that JPSD sign Vendor contract documents, a sample of all such documents shall be included with the RFP proposal and shall become a part of the Vendor's RFP proposal.

All awards are based on the availability of funding. In the event of a reduction of funds, this award can be rescinded at any time.

Hard Copy Instructions for Submission

- Responses, once completed, should be placed in an opaque, sealed envelope.
- On the outside of the envelope, list the Company's name/address, RFP number, title, opening date and addressee information as they appear in the RFP proposal so that the response may be accurately delivered and registered upon receipt. A designated official who is a legal representative of the Company must list the required signatures that were noted prior to submitting sealed proposal.
- Failure to comply with the above submittal instructions will cause proposals not to be registered or cataloged to the appropriate file or received timely. The original documents must be displayed in front of all copies submitted by interested parties.
- Please submit Original RFP Documents in the Format Outlined along with Two (2) Copies and any Documentation submitted with the Proposal when Mailed or Hand Delivered.

Please submit the proposal when mailed or hand delivered to

Jackson Public School District
Business Office
Attn: Michele Mays/Tequia Odom
662 S. President Street
Jackson, MS 39201

- Any proposal not received by the stated deadline/time will not be considered and/or opened. The proposal will be returned to the Vendor at the Vendor's expense.
- The District accepts no liability for late submissions due to the actions of the United States Postal Service, Federal Express, United Parcel Service, or any other delivery methods.

Page (39): Cover page is to be placed on the front of the vendors submitted proposal. In the event this page is not displayed when the opening of proposal occurs; it will not be acknowledged or allowed to be presented or evaluated. Place this page on the very front of the submitted documents. This is required on all submitted proposals whether mailed, hand delivery or electronically Uploaded. The submitted proposal must be signed by an authorized official to bind the offeror to the proposed provisions.

All the other required forms to include in the proposal are listed starting at Page (32).

Proposals received after the due date and time will NOT be considered. Incomplete proposals will not be accepted in the evaluation process and will not be returned for revisions. No faxed or emailed copies will be accepted. The Proposal Cover Page is located on page (4) of this document.

Performance Dates:
- 1st Advertise: 18 August 2025 (Clarion); 21 August 2025 (Jackson Advocate, MS Link)
- 2nd Advertise: 25 August 2025 (Clarion); 28 August 2025 (Jackson Advocate, MS Link)
- Pre-bid Conference: 26 August 2025 (TEAMS)
- Final Date for Questions: 29 August 2025
- Answers to Questions: 03 September 2025
- Bid Opening Day: 10 September 2025 @ 10:00 A.M.
- Vendors may be notified of Board Review and Potential Award after the Bid Date

All questions that are submitted and answered will be posted on the google document link below for review through the duration of the bid.

https://docs.google.com/document/d/1KT4Tevo6Xbhl0afdHar4g1nmZXcA9PgLnkprhyT2_JY/edit?usp=sharing

REQUEST FOR PROPOSAL

1.0 BACKGROUND

Jackson Public Schools (JPS) is the third-largest school district in Mississippi, serving approximately 17,000 students across more than 36 schools. Located in the capital city of Jackson, JPS is a diverse, urban district committed to fostering academic excellence, equity, and innovation.

The district emphasizes a student-centered approach, offering a variety of programs to support academic achievement, including Advanced Placement (AP), International Baccalaureate (IB), arts integration, and robust career and technical education pathways.

At JPS, engaging stakeholders is a cornerstone of our mission. We believe that collaboration with scholars, parents, educators, and community partners is essential to creating a supportive and inclusive educational environment. Stakeholder engagement not only strengthens trust but also ensures that diverse voices are heard in decision-making processes, leading to more effective strategies and outcomes.

As a top priority, JPS actively builds and sustains partnerships to enhance educational experiences and provide students with opportunities that extend beyond the classroom. Through open communication, community events, and collaborative initiatives, the district seeks to create meaningful connections that empower families and community members to play an active role in student success.

This RFP focuses on providing high-dosage tutoring services designed to improve student outcomes. This RFP is specifically focused on engaging providers who have demonstrated

expertise in evidence based tutoring models and can deliver results under an outcomes based contract.

2.0 OVERVIEW

The Jackson Public School District (JPSD) is seeking proposals from qualified vendors to provide high-dosage mathematics tutoring services for students in grades 4 – 10. The primary goal is to support students who have scored at Performance Level 2b, 3a, and 3b on the Mississippi Academic Assessment Program (MAAP) in reaching proficiency (Performance Level 4 or 5). Through an outcomes based contract (OBC), JPSD and the selected provider will work collaboratively to drive student growth and achievement within this targeted group.

This Request for Proposals (RFP) follows an outcomes based contracting (OBC) model, which combines upfront payments with additional compensation tied to the achievement of clearly defined student outcomes. Outcomes based contracting ensures public funds are directed toward programs that demonstrate measurable and lasting academic impact.
The proposed solution must align with district goals, respond to identified student needs, and produce evidence of measurable academic growth. Providers should demonstrate a clear strategy for accelerating learning and improving math proficiency among the identified student population.

The selected provider will be expected to serve as a strategic partner in enhancing student outcomes. This includes engaging in continuous collaboration with JPSD to assess program effectiveness, monitor student progress, and adapt instructional strategies as needed. JPSD seeks a partner that shares its commitment to academic excellence and is willing to be held accountable through results-driven compensation.

3.0 TERMS AND DEFINITIONS

The following OBC terms below will be referenced throughout this Agreement:

All-Inclusive Pricing: Costs are presented as an “all in” price per student. Pricing is inclusive of technology platform access, services, professional development, and any necessary changes or innovations needed to meet student outcomes.

Base Payment: The maximum contract amount available for minimum service delivery.

Customer Success Manager: A point-of-contact from the Provider who is responsible for the overall partnership health and accountable for the ongoing implementation.

Contingent Outcomes Payment: Payments that are earned only as students achieve the agreed upon outcomes.

Dosage: The research-backed frequency, duration, and consistency of tutoring sessions prescribed to optimize student learning outcomes, ensuring that students receive the necessary instructional support to achieve measurable academic gains.

High-Dosage Tutoring: substantial time each week of required tutoring, sustained and strong relationships between students and their tutors, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to assure quality interactions.

Implementation Success Plan: A comprehensive plan designed and driven by the provider with input from the district. This plan may include but is not limited to a description and timeline of professional learning, support of a success manager, a continuous improvement process, ongoing coaching, on-demand resources, and tech support. This plan is in service of articulating the responsibilities for all parties to improve implementation and drive towards agreed-upon student outcomes.

Outcome Payment Cap: The maximum amount paid for each payment outcome in aggregate.

Mutual Accountability: Agreed-upon commitments made between a district and provider, ensuring each party is responsible for the achievement of student outcomes.

Payment Outcomes: Indicators of student success that are tied to payment.

Price per Outcome: The amount paid per student for each payment outcome achieved.

Process Outcomes: Indicators of student success and program implementation that are used to inform ongoing learning and continuous improvement but are not tied to payment.

Professional Learning Plan: Baked into the all-inclusive pricing, equips educators with the knowledge and strategies to effectively support students using the program, ensuring ongoing training at no additional cost if further professional learning is needed.

4.0 SCOPE OF WORK

4.1 LENGTH OF PROGRAM

The program is expected to run for **approximately 22 weeks, from October 13 – April 10, 2026,** excluding district/state testing windows and scheduled holidays. Sessions will run for 30 – 45 minutes, 2 - 3 days a week and could look differently by network and grade-level. Implementation will align with the Provider's research-based recommendations for the targeted student population.

4.2 PROGRAM SIZE AND STUDENT POPULATION

The District will identify eligible students for participation and ensure that each student is able to attend at least **75% of the sessions**. The program will serve approximately **2,400** students. Details about the anticipated student population are provided below. Baseline data and student eligibility will be determined using Mississippi Academic Assessment Program (MAAP). The District will make the final decision on which students will participate based on the established eligibility criteria. However, please note that the actual composition of participating students, as finalized by the District and Provider, may differ slightly from the projected data in the table below.

4.3 LENGTH OF PROGRAM

Implementation will be based on the guidance of the research from the Provider. The primary focus is on the student outcomes, and not on how the program is ultimately operated. As long as the program meets the District's minimum service level requirements for sessions and program length, the District is open to **any other innovations, methodologies, or value-add components the Provider can offer**.
The following implementation plan is high level timing of how and when the program will roll out.

4.3 LENGTH OF PROGRAM

Implementation will be based on the guidance of the research from the Provider. The primary focus is on the student outcomes, and not on how the program is ultimately operated. As long as the program meets the District's minimum service level requirements for sessions and program length, the District is open to **any other innovations, methodologies, or value-add components the Provider can offer**.

The following implementation plan is high level timing of how and when the program will roll out.

Target Student Population Profile	
Grade Level of Students	Grades 4 – 10
Characteristics of Students	Students represent all demographics and subgroups.
Participating School Sites	All JPS Schools
Course Enrollment	Students are currently enrolled in grade level math and Algebra I.
Historical Baseline Data	The data below reflects the percentage of students performing at levels 2b–3b who demonstrated growth over the past three school years: • **2022–2023:** 50.8% of scholars showed growth • **2023–2024:** 41.1% of scholars showed growth • **2024–2025**: 30.3% of scholars showed growth Students performing at **Levels 2a and 2b** are considered to be at the **Basic** level. They demonstrate **partial mastery** of the knowledge and skills required for their grade or content area and may encounter **difficulty progressing** in the next grade without additional support. Students at **Levels 3a and 3b** are considered to be at the **Passing** level. They show **general mastery** of grade-level knowledge and skills and are able to complete tasks that are **approaching or meeting** the expected level of difficulty, complexity, and fluency outlined in the grade-level standards.
Estimated Total Number of Students	2,400

Tentative Implementation Timeline	
Timeframe	**Activity (District Calendar)**
July 2025	The Mississippi Department of Education (MDE) releases results from the Mississippi Academic Assessment Program (MAAP), identifying students who scored at performance levels 2b, 3a, and 3b.
August 2025	District communicates with school leaders, parents, and students at participating schools. — Final roster of participating students is confirmed.
September 2025	Professional development is conducted for district leaders and staff at participating schools.
October 2025	Beginning of the Year (BOY) Interim baseline is administered and baseline data shared. Tutoring will begin for students in grades 4 – 10.
December 2025	Middle of Year (MOY) interim assessment is administered.
January 2026	District validates MOY data and shares results with the provider.
March 2026	End of Year (EOY) interim assessment is administered.
April 2026	District validates EOY data and shares results with the provider.
April – May 2026	Mississippi Academic Assessment Program (MAAP) is administered.
July 2026	Final MAAP data is received from the MDE.
July – August 2026	Final outcomes calculated and payment are issued.

5.0 TARGET STUDENT OUTCOMES (CONTINGENT PAYMENTS)

The table below outlines the outcomes that will be tied to payment, the metrics that will be tracked to assess outcomes achievement, and the timeframe of when they will be assessed.

Payment Outcome	Metric	Assessment timeframe
Payment Outcome 1: **ELS EOY Growth**	Student moves 1+ growth level (e.g., from 2b to 3a/b, 3b to 4, etc.)	**February 23 – March 6, 2026**
Payment Outcome 2: **MAAP Growth**	Student moves 1+ growth level 2b to 3a/b, 3b to 4, etc.)	**April 6, 2026 – May 17, 2026**
Payment Outcome 3: **MAAP Achievement**	Student moves 1+ proficiency level (e.g., from 2 to 4, 3 to 4, etc.)	**April 6, 2026 – May 17, 2026**

6.0 RATE CARD AND PAYMENT STRUCTURE

The District agrees to compensate the Provider as follows. Costs are presented as an "all in" price per student. Pricing is inclusive of technology platform access, services, professional development, and any necessary changes or innovations needed to meet student outcomes. Wraparound services like project management, curriculum development, technology support, etc., are baked into the per-student price.

Costs cover the necessary implementation for Provider to meet contingent payment outcomes based on their research and to support fidelity of implementation. Provider is not to charge the District for any additional measures needed to meet outcomes. The current costs are based on **2,400** students. The final cost will be determined and scaled based on the total number of rostered students.

6.1 BASE PAYMENT

The Base Payment is determined by the participating students which have been rostered and scheduled for tutoring services.

The Total Base Payment will be calculated by the number of active student participants as agreed upon by the Provider, school, and District within the first 45 days of instructional services. The Parties understand and agree that a Base Payment will be no greater than **$510 per student** pursuant to Rate Card table herein and under no circumstances shall the **Total Base Payment exceed the maximum indebtedness amount of $1,260,000 for all Base Payments under this Agreement.** Base Payments will be made within 45 days upon receipt of an invoice and District approval that the minimum payment terms have been met during the billing period, e.g., instructional services were delivered.

6.2 CONTINGENT PAYMENT

Payments other than the Base Payment are collectively the "Contingent Outcomes Payments." **These make up 40% of the total contract value.** The Contingent Outcomes Payments will be calculated based on the number of active student participants as agreed upon by the Provider, school, and District within the first 45 days of instructional services limited by associated outcomes caps within Section 6.3 - Rate Card table herein.

The Parties understand and agree that under no circumstances shall the **Total Contingent Outcomes Payments exceed the maximum indebtedness amount of $840,000,** for all Contingent Outcomes Payments under this Agreement, unless mutually agreed upon by the Parties.

The total Program fee paid shall not exceed the **District's maximum budget of $2,100,000.**

6.3 RATE CARD

The following rate card highlights the agreed upon student outcomes, as well as the base payment and contingent payments for this program. The base payment is the maximum contract amount available for minimum service delivery. The price per outcome is the amount that will be paid per student for each payment outcome achieved. The outcome payment cap is the maximum amount paid for each achieved payment outcome in aggregate.

Rate Card			
Outcome	**Metric**	**Price Per Outcome**	**Outcome Payment Cap**
Payment Outcome 1: **ELS EOY Growth**	Student moves 1+ growth level (e.g., from 2b to 3a/b, 3b to 4, etc.)	$155	$210,000
Payment Outcome 2: **MAAP Growth**	Student moves 1+ growth level 2b to 3a/b, 3b to 4, etc.)	$306	$378,000
Payment Outcome 3: **MAAP Achievement**	Student moves 1+ proficiency level (e.g., from 2 to 4, 3 to 4, etc.)	$340	$252,000
Base Payment	Paid on Services Delivered	$510	$1,260,000
Total		**$1,311**	**$2,100,00**

6.4 BASE PAYMENT TIMETABLE

Invoicing for base payment will be recorded and submitted by the Provider based on the agreed upon amount with **pay of up to $510 per student for 66 sessions.** Payments will be made within 45 days upon receipt of an invoice and District approval that the minimum payment terms have been met during the billing period.

Base Payment Timetable							
Month	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**
Base Payment	$69.54	$69.54	$69.54	$92.72	$92.72	$92.72	$23.18
Approximate Number of Sessions	9	9	9	12	12	12	3

6.5 CONTINGENT PAYMENT TIMETABLE

Contingent payments shall be paid based on the timetable below. The Provider will invoice the District for the contingent payments according to the reports provided by the Director of Planning and Evaluation. All payments will be administered based on the rate card and validated data and per the invoice provided by the Provider within 45 days of receipt. More information on the anticipated funding schedule for this Contract describing payments to be received from the District is set forth in the Data Elements Table below.

Payment Outcome Timetable		
Milestone	**Persons/Party Responsible**	**Timeline**
EOY ELS Math Assessment is administered	School Site & Office of Teaching & Learning (OTL)	February 26 – March 8, 2026
Data reviewed and validated to determine Outcomes-Based Payment	JPS District Data Team JPS Assistant Superintendent	March 29, 2026
Payment administered based on rate card and validated data	Office of School Support	Within 45 days of receipt of invoice
EOY MAAP Assessment is administered	School Site & OTL	April 6 - May 17, 2026
Data reviewed and validated to determine Outcomes-Based Payment	Office of School Support	July 31, 2026
Payment administered based on rate card and validated data	JPS District Data Team JPS Assistant Superintendent	Within 45 days of receipt of invoice

7.0 PROCESS OUTCOMES

Along with using Payment Outcomes to evaluate Program success and impact, the District recognizes that there are multiple ways in which programs can demonstrate progress and various types of data that can be collected to inform program improvements. The District will partner with the Provider to collect and analyze process outcomes to learn and continuously improve the design and implementation of instructional services. Payments are not contingent on process outcomes and are subject to change throughout the program to best serve the needs of the partnership.

Process outcomes may include additional data that the Provider will collect or may be measured by existing data and assessments that the school and District can access and share. Below is a list of process outcomes agreed upon by the District and Provider:

Process Outcome	Metric	Data Collection Timeframe
Student Session Attendance	Student maintains an average session attendance rate of 75%	Weekly, Beginning 10/17/2025 Ending 04/10/2026
Tutor Session Attendance	Tutor maintains an average session attendance rate of 85%	Weekly, Beginning 10/17/2025 Ending 04/10/2026
Tutor-Student Match Rate	Student is matched with the same tutor for at least 80% of total sessions	Weekly, Beginning 10/17/2025 Ending 04/10/2026
Tutor Observation & Quality Assurance	Provider conducts bi-weekly unannounced observations of tutors to assess instructional quality, preparedness, and adherence to program protocols.	Monthly Beginning 10/17/2025 Ending 04/10/2026
Session Exit Tickets	Student maintains an average session exit ticket score of 80%	At the end of each session, Beginning 10/17/2025 Ending 04/10/2026
Student Session Satisfaction Survey	Student reports at least 80% satisfaction with the platform and service	Monthly, Beginning 10/17/2025 Ending 04/10/2026
Administrator Session Satisfaction Survey	Administrator reports at least 80% satisfaction with the platform and service	Monthly, Beginning 10/17/2025 Ending 04/10/2026
Provider Session Satisfaction Survey	Provider reports at least 80% satisfaction with the platform and service	Monthly, Beginning 10/17/2025 Ending 04/10/2026

8.0 DATA REPORTING AND SECURITY

The District and the Provider acknowledge that the program's effectiveness relies on sharing of data to make timely decisions and payments. The following section clarifies the data that will be shared by the District and the security compliance measures that will be followed by both the District and Provider.

8.1 DATA PRIVACY AND SECURITY COMPLIANCE

Provider shall comply and shall assist District in compliance, in all material respects, with federal and state laws and regulations regarding the privacy of information and confidentiality of student records, including, without limitation, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C § 1232g, the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, and the Children's Online Privacy Protection Act (COPPA), 15 U.S.C. § 6501.

Provider agrees to abide by and maintain adequate data security measures, consistent with industry standards and technology best practices, to protect District Data from unauthorized disclosure, use, acquisition, destruction, and modification.

8.2 SCHOOL OFFICIAL

To the extent the Provider has a legitimate educational interest in student educational records and information and must access such records and information in order to provide services to District and its employees, agents, teachers, and students, District designates Provider a "school official" within the meaning of FERPA. The provider will be under the direct control of the District with respect to the use and maintenance of personally identifiable information and education records, as those terms are defined by FERPA. The Provider may use personally identifiable information and education records only for the purpose of performing its obligations under the Agreement and as authorized by the state and federal laws referred to under Data Privacy and Security Compliance above.

8.3 DATA ELEMENTS

The Data Elements table below outlines the data elements for each metric and who will be responsible for collecting and sharing the data.

Data Element	Purpose	Timeline/Frequency	Responsible for Data Collection, Sharing, & Analysis
2025 EOY MAAP Assessment Results	Baseline state results	September 31, 2025	District Data & Accountability Team
2025 BOY ELS Assessment Results	Baseline for ELS assessment	October 31, 2025	District Data & Accountability Team
2026 EOY ELS Assessment Results	Payment Metric	March 31, 2026	District Data & Accountability Team
2026 MAAP Assessment Results	Payment Metric	July 31, 2026	District Data & Accountability Team
Student Exit Ticket Session	Process Measure	After every session	Provider
Student Attendance	Process Measure	Weekly	Provider
Tutor Attendance	Process Measure	Weekly	Provider & District
Tutor-Match Rate	Process Measure	Weekly	Provider
Student Satisfaction Surveys	Process Measure	Monthly	District Data & Accountability Team
Administrator Satisfaction Surveys	Process Measure	Monthly	District Data & Accountability Team
Tutor Satisfaction Surveys	Process Measure	Monthly	Provider

9.0 MUTUAL ACCOUNTABILITY

OBC require increased collaboration, and a strong partnership between the District and the Provider is essential to student success. Both parties agree to be held mutually accountable for achieving the outcomes articulated in this contract.

9.1 DISTRICT RESPONSIBILITIES

The District is responsible for providing the accommodations to enable the high-dosage tutoring to occur. This includes responsibilities as agreed to by the District and the Provider. The District shall ensure that it complies with all reasonable requests and timelines in the provision of data or other materials required by the Provider to perform its obligations.

a. The District is accountable to maintain the technology platform and services to successfully support students.

i. The District is required to ensure students can access the platform, meeting hardware, software and bandwidth requirements stated by the Provider.

ii. The District is required to facilitate students' access to the technology platform and services, as prescribed by the minimum dosage requirements of the Provider, including a "start by" date and a total duration (e.g. number of weeks) of the program.

iii. The District is required to co-host a kickoff meeting with principals to explain goals and clarify provider roles.

b. The District is accountable for reinforcing student attendance throughout the duration of the program.

i. The District is responsible for maintaining an **75% student attendance average.**

ii. For any student who falls below an attendance average of **75%**, the District **may** be required to pay both base and outcome payment(s) for that student for a given timeframe (e.g. first semester, before winter break) up to the amount of the outcomes payment caps articulated in the rate card.

iii. Should the District be unable to continue to ensure the attendance of specific active students despite rigorous attempts, the District and Provider may mutually agree to substitute alternative students in place of non-attending students. Both the old and the new student's outcomes will count for the purposes of calculating Contingent Payments, but only one Base Payment applies.

iv. The standard timeline for substitution of students will occur by November 14, 2025. Only the new student's outcomes will count for the purposes of calculating Contingent Payments. Base payments for the non-attending student will cease and begin for the new students the following month.

c. The District is accountable for ensuring educator attendance at professional learning sessions.

i. The District should ensure 90% or more of participating team members attend all teacher and admin Professional Learning Sessions as outlined in the Success Implementation Plan.

d. The District is accountable for adhering to the Success Implementation Plan.

i. Should the District fail to adhere to the Implementation Success Plan, including providing necessary support for professional learning, ensuring engagement with a Customer Success Manager, or participating in the continuous improvement process, the District and Provider may mutually agree to implement corrective measures.

ii. The District, in collaboration with the Provider, will submit a corrective action **plan within 15 business days** outlining steps to fulfill its responsibilities in the Implementation Success Plan. This may include strategies for improving district participation in professional learning, engagement in program oversight, and responsiveness to provider requests for data or feedback.

iii. If unforeseen circumstances prevent the District from fully engaging in the plan's implementation, the District must establish an alternative strategy, such as assigning additional personnel to oversee implementation or revising internal workflows to ensure timely communication and decision-making.

iv. If the District's failure to follow the Implementation Success Plan results in disruptions to service delivery for two consecutive months, the Provider may request adjustments to payment terms to account for the delays caused by the District's noncompliance.

v. In cases where the District faces extenuating circumstances (e.g., leadership transitions, funding delays, unexpected staffing shortages), the District and Provider may mutually agree to alternative accountability measures that ensure continued progress toward implementation goals without penalizing either party unfairly.

e. The District is accountable to sharing data with the provider to support the Program as needed.

i. The District is required to share student attendance, performance, and other reports outlined in Continuous Learning section, as allowable by state and federal law, to enable the Provider to deliver instructionally appropriate content to students.

f. The District is accountable for finalizing the student roster for participation in the program

i. **The District will have a four-week window from the start of the program** to finalize the roster of participating students. During this window, the District may add or remove students from the program, in accordance with the student population description. Additional base payment will be calculated and paid at the conclusion of this window.

ii. Any student who is included in the final roster for accessing the technology platform and tools who meets the contingent outcomes will count for the purposes of calculating Contingent Payments.

iii. The District may add eligible students up to the established total number of students, or by mutual agreement of District and Provider, above that number.

iv. Should the District be unable to continue to ensure the participation of specific active students despite rigorous attempts, the District and Provider may mutually agree to substitute alternative students in place of nonparticipating students. Both the old and the new student's outcomes will count for the purposes of calculating Contingent Payments, but only one Base Payment applies.

For any student who is participating but for whom an assessment score is not available for determining outcome payment(s), the District will be responsible for outcome payments for all impacted students.

9.2 PROVIDER RESPONSIBILITIES

The Provider is responsible for providing quality tutoring services for mathematics throughout the length of the Program. This includes provider responsibilities as agreed to by the District and Provider. The Provider must also ensure that it provides timely reporting, communication, responsiveness, and collaboration with the District's requests. In order for the Provider to obtain an outcome payment for a student, Provider must meet the following minimum service requirements for that student: **3 days a week for approximately 22 weeks, from October 13 – April 10, 2026, for 150 minutes.**

g. The Provider is accountable for maintaining the tutor consistency when paired with a student.

i. The Provider will track and report tutor consistency rates- accountable for **85% monthly to the District**, including justifications for any tutor changes and their alignment with research-based high-dosage tutoring practices.

ii. Should the Provider be unable to ensure tutor consistency, such that students retain the same tutor for at least **85%** of tutoring sessions and that any adjustments to groupings occur sparingly and strategically, the District and Provider may mutually agree to implement corrective measures.

iii. If tutor consistency falls below **85%** for a given student for two consecutive months, the District may withhold the contingent payments corresponding to the affected student, until the Provider demonstrates corrective actions have been implemented.

iv. The Provider will submit a plan within **15 business days** outlining steps to restore tutor consistency, including tutor reassignment strategies and contingency plans for mitigating disruptions to student learning.

v. The Provider will provide communication materials for principals and teachers to build understanding and support.

vi. The Provider will assign a dedicated customer success manager to work directly with schools.

vii. The Provider will assist the District with designing student-friendly engagement strategies (e.g., incentives, recognitions).

h. The Provider is accountable for ensuring student data security and privacy.

i. The Provider will ensure the platform is available and operational for users without significant downtime, ensuring reliable access to educational resources.

ii. Secure user authentication mechanisms are in place to verify the identity of users and prevent unauthorized access (single sign-on).

iii. The platform is interoperable with student information system and learning management system.

iv. The platform is capable of handling anticipated users and content without significant performance degradation.

v. The platform has security measures including data encryption, user access controls, and protection against common cyber threats to safeguard user data and privacy.

vi. Technical support is available within 24 hours to address any platform related issues or concerns.

vii. A dedicated technical support helpline is available during tutoring hours to assist with any platform related issues or concerns.

viii. Provide phone, email, and Zoom support for the duration of the program

i. The Provider is accountable for designing and driving the Success Implementation Plan. The Implementation Success Plan should include:

1. professional learning for a variety of audiences (e.g., teachers, school administrators, district leaders)

2. Client Success Manager

3. A continuous improvement process

4. Office hours to support implementation and troubleshoot issues.

ii. Should the Provider fail to design and drive an Implementation Success Plan—including professional learning, a client success manager, and a continuous improvement process—the District and Provider may mutually agree to implement corrective measures. These measures may include, but are not limited to:

1. If a designated success manager is not actively fulfilling their role, the Provider must assign a qualified replacement within **15 business days** and notify the District of the transition plan.

2. If the Provider remains noncompliant with key elements of the Implementation Success Plan for two consecutive months, the District may withhold the contingent payments until corrective actions are implemented.

3. If required professional learning sessions are not delivered as agreed, the Provider must conduct make-up sessions **within 30 days** and provide documentation of attendance and content covered.

iii. The Provider must demonstrate engagement in a structured continuous improvement process, including scheduled progress check-ins, data-driven refinements, and stakeholder feedback.

j. The Provider is accountable to sharing critical data needed to drive strong implementation and monitor progress towards outcomes.

i. Provider will share reports at the classroom, school, and district levels - e.g., attendance, participation, student performance, and other key metrics of engagement and progress as outlined in Continuous Improvement section - and details their availability, including how they can be accessed by all parties and the frequency with which they update.

ii. If key reports needed to drive strong implementation and monitor process outcomes are not readily available, the provider will design a customized report to meet the needs of the partnership.

k. The Provider is responsible for conducing unannounced tutor observations to verify tutors are prepared and delivering quality instruction.

10.0 MUTUAL ACCOUNTABILITY

The sections above in this RFP not only outline the program requirements, but they also mimic the structure of an OBC. **Only submit a proposal if your organization is able to partner under an OBC.**

Below are guidelines for what should be included in a proposal. Please read all details clearly as failure to meet these submission requirements can result in disqualification. All proposals should be formatted in the manner below and include all related information.

10.1 PROVIDER INFORMATION *- In this section, provide information on your organization, its history, and stability. Two pages maximum.*

A. **Basic Information:** Include corporate name and address of corporate headquarters, total staff in your organization. Provide the name, telephone number, email address, and title of the individual who will be District's primary contact for the proposal.

B. **History:** Give a brief history of your organization, including how many years it has been in operation and your experience providing high impact tutoring and working with this targeted population. Additionally, indicate where your tutors are certified to teach mathematics.

C. **References:** Provide three K-12 client references who you have provided relevant services within the last five years, including email address, telephone numbers, and contact names. Please prioritize school districts that have engaged in outcomes based contracting with your organization.

D. **Subcontractors**: List the names of any subcontractors or partners you may employ to provide the services, including what that subcontractor/partner may provide. If no subcontractors will be used, please state this.

E. **Previous Default or Litigation**: List any current litigation, previous defaults, outstanding judgments, and/or liens with which you are presently involved. If there is no previous default or litigation, please state this.

F. **Inclusive Practices:** Describe your inclusive practices both within the organization as well as the approach to partnering with students.

G. **Acceptance of an Outcomes Based Contract:** Provider should clearly state their acceptance of engaging in an outcomes based contract and program.

H. **Provider Capacity:** Describe your organization's ability to deliver tutoring sessions with no more than a 4:1 student-tutor ratio and to maintain a functional data dashboard that allows for effective monitoring of student progress and attendance.

10.2 ***PROVIDER QUALIFICATIONS AND METHODOLOGIES*** *- In this section, describe your ability to meet the needs of the District as described in this RFP, including information on the methodology and procedures you will use to achieve the target outcomes and anything else that will aid us in understanding how you will accomplish them. Ten pages maximum.*

A. Implementation
    - Describe the implementation of your high-dosage program. How will your organization help the target student population meet the stated learning outcomes?

B. Target Student Outcomes
    - What research on the effectiveness of your organization's approach is applicable to the student outcomes we've set? How does the research drive implementation?

C. Process Outcomes
    - What additional process outcomes are critical to measuring student progress?
    - Describe your organization's approach to progress monitoring partnerships.

D. Data Sharing and Security
    - Has your organization even been part of a data breach?
    - Share your organization's data privacy and security philosophy.
    - How would your organization share data with the District? What would the transfer process look like? What systems would be used? Who would have access? In what format would the reports be? How often would data be shared?

E. Mutual Accountability
    - Describe your organization's approach to partnerships. How would you be able to support the mutual accountability requirements outlined in this RFP?
    - Share a high-level summary of how your organization would approach creating a Success Implementation Plan.

F. Continuous Learning
    - Describe your organization's approach to ongoing feedback cycles with partners. How would you be able to support the continuous learning requirements outlined in this RFP?

G. Key Staff
    - Share the key staff and a brief biography of who would be working directly with this program. Include if they're expected to be in person at the district and for what purpose/cadence.

11.0 CONTINOUS IMPROVEMENT

Continuous improvement workgroups will use data to measure impact and support informed, collaborative, and transparent decision-making by and between the District

and the Provider. The District and the Provider will also convene no more frequently than every two weeks in evidence-based continuous improvement meetings, according to the Continuous Improvement Structure table below, to discuss Program implementation, progress on payment and process outcomes, and any challenges to student participation with the goal of mutual problem-solving to achieve District goals.

In service of this partnership, the District and the Provider(s) will engage in collaboration and problem-solving in order to more successfully achieve student outcomes. This includes but is not limited to weekly or bi-weekly data review and regular continuous improvement meetings that incorporate:

- Discussion of Program implementation
- Review of progress on payment and process outcomes
- Exploring challenges related to student participation
- Informed, collaborative, and transparent decision-making by and between the District and the Provider
- Mutual problem-solving to achieve District goals

The District expects and requires the Provider to ensure the Provider's participants in the continuous improvement discussions are at the proper role and level in the organization to be able to act upon findings expeditiously. The Provider can expect and require the same of the District.

Continuous Improvement Structure			
	1) District Data Review Meeting	**2) District-Provider Coordination Meeting**	**3) District-Provider-School Data Review Meeting**
Purpose	To discuss data analysis (performance, attendance, and survey results) with provider and district leaders	To discuss data analysis (performance, attendance, and survey results) with provider and district leaders. To trouble shoot tutoring implementation challenges. To Make real-time adjustment to improve student outcomes	To discuss/support school-level data review, promote shared understanding of progress, and identify site-specific improvement strategies.
Stakeholders	Assistant Superintendent & representative Data Accountability Office of School Support Office of Teaching & Learning	Provider Assist Superintendent (representative) Data Accountability Office of School Support Office of Teaching & Learning	Provider Assist Superintendent/representative Data Accountability Office of School Support
Timing of Touchpoints	Monthly (1 hour)	Weekly, 1 hour until both parties can agree to a biweekly meeting (Data review occurs once a month)	Monthly, 30 – 45 by division further conversation will occur with individual schools
Decision-Making	Determine root causes of low performance and attendance, analyze disaggregated outcomes, design mid-course corrections, and agree on next steps for implementation.	Determine root causes of low performance, analyze disaggregated outcomes, co-design mid-course corrections, and agree on next steps for implementation.	Determine the root cause for student outcomes and trends, elevate school-specific challenges, identify promising practices, and align on targeted support or adjustment

12.0 TECHNICAL REQUIREMENTS AND PRIVACY

6.1. Introduction

The Jackson Public School District seeks providers who can deliver secure, scalable, and FERPA-compliant solutions while adhering to NIST cybersecurity standards. Selected vendors must demonstrate a commitment to data security, privacy, and compliance with federal, state, and local regulations. Each vendor must complete table in this section and submit supporting documentation where applicable to demonstrate compliance with security requirements. Failure to meet these security standards and/or provide supporting documentation may result in disqualification.

6.2. Single Sign-On (SSO) Requirements

The district requires Single Sign-On (SSO) integration for authentication. Vendors must support Google SSO for students and either Microsoft 365 or Google SSO for employees. Vendors must provide documentation confirming which authentication method(s) they support. Failure to comply with these authentication requirements may result in disqualification.

6.3. Rostering & Data Synchronization Requirements

The district requires vendors to provide details on their options for rostering teacher and student data within their application. The district currently uses Clever and PowerSchool for rostering.

- Vendors must indicate whether they support rostering through Clever or PowerSchool.
- If the vendor supports PowerSchool integration, they must specify the exact PowerSchool tool used for data synchronization.
- Vendors using PowerSchool must also provide file format specifications and detailed directions provided to districts for rostering through PowerSchool.

Vendors must submit documentation outlining their complete rostering process, supported integration tools, and any additional requirements for synchronization with the district's student information system.

6.4. NIST Security Compliance Requirements

To ensure adherence to NIST 800 security standards, each vendor must complete the following compliance table by indicating whether they meet each requirement and providing supporting documentation where applicable. Supporting documentation must be clearly labeled.

Vendors must provide explanations for all no responses and documentation to support all yes responses.

All NIST requirements are not included in this list. The District reserves the right to request additional security information and documentation from all respondents based answers provided with the proposal submission. **Provider must complete the template below.**

Requirement	Yes/No	Documentation Included Yes/No
1. Is all data encrypted in transit (TLS 1.2+) and at rest (AES-256)?		
2. Is Role-Based Access Control (RBAC) implemented and least privilege principles enforced?		
3. Is student data stored in compliance with data residency requirements?		
4. Are all backups encrypted and stored securely?		
5. Is Multi-Factor Authentication (MFA) required for administrators and staff?		
6. Are logging, monitoring, and automated session management implemented?		
7. Is all API access secured using OAuth 2.0/OpenID Connect?		
8. Are regular security audits and vulnerability scans conducted?		
9. Is an incident response plan in place and aligned with best practices?		
10. Is 24/7 security monitoring and breach reporting in place?		
11. Is student data securely disposed of in accordance with NIST standards?		
12. Are data retention and deletion policies clearly defined and enforced?		
13. Is the use of AI/machine learning on student data disclosed?		
14. Do AI models ensure that no personally identifiable information (PII) is retained?		
15. Is a minimum of $5M cyber liability insurance maintained?		
16. Does the vendor accept full financial and legal responsibility for security breaches?		
17. Is compliance with HIPAA/FERPA/COPPA regulations confirmed?		

12.0 ARTIFICIAL INTELLIGENCE (AI) USAGE DISCLOSURE

Vendors must disclose any use of Artificial Intelligence (AI) or machine learning within their SaaS product. The following details must be provided:

- A description of how AI is utilized within the application.
- A list of the types of data collected and processed by AI models.
- Whether AI is used to make automated decisions that impact students, teachers, or administrators.
- Measures taken to ensure data privacy and compliance with FERPA and other applicable regulations.
- Assurance that AI models do not retain personally identifiable information (PII) beyond required processing needs.
- Documentation of any AI-driven analytics or profiling conducted on user data.

Failure to fully disclose AI usage and its implications may result in disqualification from consideration.

Evaluator _____ Provider _____Date _____

Scoring Instructions

1. Score each criterion based on the scale below:

   - **0 – 5 = Poor**: Does not meet expectations or lacks the required features.
   - **6 – 12 = Fair**: Meets some expectations but is lacking in key areas.
   - **13 – 19 = Good**: Exceeds expectations in some areas.
   - **20 – 25 = Excellent**: Exceeds expectations significantly and demonstrates outstanding capabilities.

Evaluation Criteria	Description	Score
OBC Model	Applicant accepts pricing articulated in the rate card under an outcomes based contracting model. ***Note:*** *Providers who are unable to operate under an OBC will be automatically disqualified.*	Y/N
Adherence to all District Policies and Requirements	Adherence to all District Policies and Requirements ***Note:*** *Providers who are unable to meet district policies (e.g., insurance) will be automatically disqualified.*	Y/N
Experience	Applicant has experience and/or an evidence-informed approach to providing math high-impact tutoring to historically underrepresented student populations. Tutors are certified to teach mathematics, and documentation can supplied upon request. Applicant has successfully worked with other districts under an OBC.	
Research and Implementation	Applicant has strong research tied to their program and a plan of how they will implement tutoring to ensure students get the required dosage.	
Partnership	Applicant is able to share reports on a regular cadence to help inform the health of the program. Applicants showcase how their workflows align to those outlined in the mutual accountability requirements. Applicant has the staff in place to engage in continuous learning and collaborate effectively.	
Technology Requirements	Applicant's technology strategy matches that of the district and completed the required rubric, including in the RFP.	
Provider Capacity	Applicant has organizational capacity to deliver tutoring sessions at a maximum 4:1 student-tutor ratio.	
Platform Demonstration	Applicant will demo of their platform, showcasing a dashboard with real-time or near real-time student data such as attendance, session logs, scores, and progress monitoring.	
TOTAL SCORE		

For questions regarding the RFP Specifications, please contact:

LaToya Blackshear
Director of Planning and Evaluation
Jackson Public School District
662 S. President Street Jackson, MS 39201
Telephone: (601) 960.8879
E-mail: lblackshear@jackson.k.12.ms.us

END OF PROPSAL

PROPOSAL FORM

Board of Trustees
Jackson Public School District
Jackson, Mississippi

Ladies and Gentlemen:
I/We, propose to furnish and deliver all items and/or to perform all services according to all sections of this rfp document (Proposal Form, Instructions and Conditions, detailed written Specifications, and Addendum if applicable) and in the quantities at the indicated prices, as called for in the document(s). All quantities indicated have been checked very closely, and both unit price and total price (where requested) have been submitted with the understanding that we shall be responsible for making complete and satisfactory delivery accordingly, within the time frame agenda (if applicable).

All items contained in this RFP shall be as specified or JPSD approved equal. For any item(s) proposed which is other than as specified, a complete and detailed cut and description for each item(s) must accompany the rfp, if the item(s) is to be considered. Please carefully read each section of this RFP.

Acceptance of Proposals:

The Jackson Public School District reserves the right to:

- Have sole discretion to waive minor irregularities in proposals. A minor irregularity is a variation from the proposal that does not affect the proposal or gives one offeror an advantage or benefit not enjoyed by other offerors or adversely impacts the interests of the school district.
- Accept the "lowest and best" RFP which in their judgment assures JPSD the product(s) or service(s) having the best performance and the highest level of function, quality, and value.
- Not accept the lowest priced proposal. Proposals that do not comply with the requirements stated within this RFP subject to disqualification. Proposals that do not meet the deadline date/time will be returned to the vendor unopened.
- Request additional information or conduct discussions with one or more respondents after the RFP deadline; to secure a final selection to award RFP should such action be in the best interest of JPSD.

I/WE UNDERSTAND AND AGREE THAT NEITHER THE AWARD OF THIS RFP TO ME/US BY THE DISTRICT'S BOARD OF TRUSTEES NOR RECEIPT BY ME/US OF A NOTICE OF ACCEPTANCE OF THIS RFP SHALL CONSTITUTE THE MAKING OF A CONTRACT BETWEEN JPSD AND ME/US, WHICH SHALL BE CONDITIONED UPON THE EXECUTION BY BOTH JPSD AND ME/US OF A FORMAL, WRITTEN AGREEMENT.

RESPECTFULLY SUBMITTED,

COMPANY _____

ADDRESS _____

PHONE _____ FAX _____

E-MAIL ADDRESS _____

PRINTED SIGNATURE __ _____

WRITTEN SIGNATURE _____

TITLE _____

DATE _____

CIRCLE THE OPERATING STATUS OF YOUR BUSINESS AS INDICATED:

WOMAN OWNED NON-MINORITY MINORITY WOMAN AND MINORITY

Acknowledgment of Addendum(s)

Addendum Number		Date	
Addendum Number		Date	
Addendum Number		Date	
Addendum Number		Date	

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

REQUEST TO ADD VENDOR

Post Office Box 2338 - Jackson, Mississippi 39225-2338
Email form to mmays@jackson.k12.ms.us or todom@jackson.k12.ms.us | Fax to (601-960-8967

School/Department Requesting Vendor Addition _____

To be completed by Vendor: Please complete all sections:

Will your company accept purchase orders? ☐Yes ☐No

Note: As an approved Vendor, you agree not to accept any order from JPS without an approved purchase.

Orders taken and completed without a Purchase Order will be considered a Donation to JPS.

Are you an employee of the Jackson Public School District? ☐Yes ☐No

PRODUCT LINE: _____

Parent Company Name: _____ Doing Business As (DBA) Name: _____

Parent Company Tax #: _____ D/B/A Federal Tax ID/Social Security #: _____

Physical Address: _____ City _____ State _____ Zip-code _____

Remittance Address: **(If Different):**

Address: _____ City _____ State _____ Zip-code _____

Contact Person: _____ Phone: (_____) _____

Fax: (_____) _____ Email Address: _____

Select One: This information will be used to track purchases from minority vendors.

Minority Code: ☐Woman & Minority ☐ Minority ☐Non-Minority ☐Woman
Type of Entity: ☐Individual/Sole Proprietor ☐Corporation ☐Partnership ☐Other

Submitted By: Signature _____ Date _____

ADDITIONAL INFORMATION REQUIRED: The following forms must be submitted
☐ IRS W-9 Form Request for Taxpayer Identification Number and Certification

FOR INTERNAL USE ONLY
Vendor Number: _____ 1099: ☐Yes ☐No

Completed By: _____ Date: _____

☐ Certificate of Liability Insurance for not less than $1,000,000 as stated in Mississippi Code Section § 31-7-13(v)

Proposal Cover Page

VENDOR INFORMATION

Name and Title _____

Company Name_____Date_____

SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals. Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that _____ is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

_____ _____
Authorized Signature Date

_____
Printed Signature

CONFIGURATION SUMMARY

Vendor must provide a summary of the main component of the services offered in this proposal using 100 words or less.

ASSURANCES AND SIGNATURE FORM

In submitting this application, I certify that:

1. The organization will comply with applicable federal, state, and local policies and procedures.

2. Services will be provided under the supervision of highly qualified teachers and/or administrators.

3. The organization will maintain professionalism and confidentiality.

4. The organization is fiscally sound and will be able to complete services to the local educational agency.

5. The organization will ensure that the services provided are aligned the Mississippi Curriculum Frameworks and scientifically research based practices.

6. The organization will comply with applicable federal, state, and local health, safety, and civil rights laws.

7. Provisions that subject all individuals employed by or otherwise associated with the approved provider, including volunteers, support staff, etc., who have direct contact with students, to the fingerprint and criminal history record check contained in law, including, Education Laws 305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(11), 1950(4)(mm), 2503 (18), 2503(19), 2554(25), 2554(26, 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), and 3035.

8. All services will be secular, neutral, and non-ideological.

9. The organization will provide the local educational agency with information regarding implementation of proposal initiatives in increasing achievement, in a format, and to the extent practicable, a language or other mode of communication such that district personnel, parents / legal guardians, and community members can understand.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

Name of Organization

Printed Name of Authorized Representative

Signature of Authorized Representative

Date Signed

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM

(Please print clearly or type)

***Appropriate signatures shall certify statements below.*

FEDERAL DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS) that the CONTRACTOR is not on the list for federal debarment on www.sam.gov – System for Award Management.

STATE OF MISSISSIPPI REGISTRATION:

Subgrantee's/Contractor's Name	
Authorized Official's Name	
Complete Address	
Contact Number	
Are you currently registered to do business in the State of Mississippi? (Yes or No) If yes, attach supporting documentation of registration status. If, no please register and provide documentation of registration status. (**State/Other fund requirement)**	

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS) that the CONTRACTOR is not on the list for debarment on www.sos.ms.gov for doing business with the State of Mississippi or with any Mississippi State Agency.

PARTNERSHIP DEBARMENT CERTIFICATION:

CONTRACTOR hereby certify that all entities who are in partnership through this contract or grant with the Jackson Public School District (JPS) (subcontractors, subrecipients, et al.) are not on the federal debarment list on www.sam.gov – System for Award Management or the State of Mississippi debarment list. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to JPS.

_____

Original Signature of Contractor or Authorized Official *Date*

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM*

(Please print clearly or type)

***Appropriate signatures shall certify statements below.*

FEDERAL DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS), that the CONTRACTOR is not on the list for federal debarment on www.sam.gov – System for Award Management.

MISSISSIPPI REGISTRATION: CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS),that the CONTRACTOR is not on the list for debarment on www.sos.ms.gov for doing business with the State of Mississippi or with any Mississippi State Agency.

Subgrantee's/Contractor's Name	
Authorized Official's Name	
Complete Address	
Contact Number	
Are you currently registered with www.sam.gov (Yes or No) If yes, attach supporting documentation and DUNS number must be Active with open access. **(Federal fund requirement)**	
Are you currently registered to do business in the State of Mississippi? (Yes or No) If yes, attach supporting documentation of registration status. If not, please register and provide documentation of registration status. **(Federal and State/Other fund requirement)**	

PARTNERSHIP DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that all entities who are in partnership through this contract or grant with the Jackson Public School District (JPS) (subcontractors, subrecipients, et al.) are not on the federal debarment list on www.sam.gov – System for Award Management or the State of Mississippi debarment list. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to JPS.

_____ _____

Original Signature of Contractor or Authorized Official *Date*

Jackson Public Schools Submission Price Page

Jackson Public School District
662 South President Street
Jackson, MS 39201

RFP Proposal _____

RFP Title _____

_____

Submission Deadline Date and Time: _____

Participating Vendor Name_____

Address_____

Handwritten Signature_____

Addendums Acknowledge Yes_____ or No _____

Combined Proposal Price: _____

If this page is not displayed when the deadline opening date occurs; it will not be acknowledged or allowed to be presented. This applies to all submitted proposals whether mailed, hand delivery or electronically emailed.