JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

RFP 2026-15-26

Title: Social Emotional Learning (SL) Service with Digital Platform and Embedded MTSS Framework

Issue Date: Monday, March 16, 2026

Submission Deadline: Wednesday, April 08, 2026

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 (29): 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 (22).

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 (29) of this document

Google Documents for Questions:

https://docs.google.com/document/d/1vJxARogAi-zt4aJ2p1LwR2yhunclPvIw93i8Hi-6gd4/edit?usp=sharing

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1. PURPOSE

The Jackson Public School District (JPS) is seeking qualified vendors to provide a comprehensive, evidence-based **K–12 Social-Emotional Learning (SEL) program** that includes a secure digital platform and embedded Multi-Tiered System of Supports (MTSS).

The selected program must align with guidance issued by the **Mississippi Department of Education (MDE)** and policies of the **Mississippi State Board of Education**, supporting:

- Mississippi College- and Career-Readiness Standards
- Whole Child instructional frameworks
- School Climate and Culture improvement priorities
- Social and Emotional Learning standards (aligned with CASEL)
- State accreditation and accountability standards

The district seeks a culturally responsive, trauma-informed, and scalable solution designed to improve student behavior outcomes, increase engagement, reduce disciplinary referrals, and support academic achievement across all schools.

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2. 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.

This RFP focuses on delivering a comprehensive Social-Emotional Learning (SEL) solution designed to strengthen JPS's districtwide Multi-Tiered System of Supports (MTSS) framework and enhance academic, behavioral, and social-emotional outcomes. This RFP is specifically focused on engaging vendors who can demonstrate alignment with MDE guidance, reinforce the district's existing MTSS infrastructure, and support state accountability expectations through measurable and sustainable results.

3. OVERVIEW

The Jackson Public School District (JPSD) is seeking proposals from qualified vendors to provide comprehensive Social-Emotional Learning (SEL) and Multi-Tiered System of Supports (MTSS) services for students in grades 4–12. The primary goal is to strengthen the district's integrated framework of academic, behavioral, and social-emotional supports and ensure alignment with state guidance and accountability expectations.

The proposed solution must align with district priorities, address identified student and schoolwide needs and demonstrate evidence-based practices that support measurable improvements in student behavior, engagement, attendance, and overall school climate. Providers should clearly articulate strategies for

strengthening Tier I, Tier II, and Tier III supports, building staff capacity, and integrating SEL practices within the district's existing MTSS infrastructure.

The selected vendor will be expected to serve as a strategic partner in advancing systemic implementation and sustainability. This includes engaging in ongoing collaboration with JPSD to evaluate program effectiveness, monitor key performance indicators, provide data-informed recommendations, and refine implementation strategies to ensure continuous improvement and long-term impact.

4. TERMS AND DEFINITIONS

The following terms will be referenced throughout this Agreement:

- Per-Student Rate: The all-inclusive cost per student for the complete Social-Emotional Learning (SEL) and Multi-Tiered System of Supports (MTSS) program, including curriculum or platform access (if applicable), screening and assessment tools, professional learning, coaching, materials, technology access, data reporting, project management, and administrative support.
- Social-Emotional Learning (SEL) Services: Evidence-based programs, practices, and supports designed to strengthen students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, while promoting positive behavior, engagement, and overall school climate.
- Multi-Tiered System of Supports (MTSS): A districtwide, data-driven framework that integrates academic, behavioral, and social-emotional supports across Tier I (universal), Tier II (targeted), and Tier III (intensive) levels to address student needs and improve outcomes.
- Tiered Support Model: The structured delivery of SEL and behavioral supports at increasing levels of intensity based on student need, including universal instruction and climate supports (Tier I), small-group interventions (Tier II), and individualized interventions (Tier III).
- Implementation Plan: A comprehensive plan developed by the provider outlining program rollout, integration within the District's existing MTSS framework, professional learning for staff, coaching and technical assistance structures, progress monitoring systems, stakeholder communication, and continuous improvement processes.
- Professional Learning: Ongoing training, coaching, and capacity-building provided to district and school-based staff to ensure effective implementation, fidelity of SEL practices, and sustainability of MTSS-aligned supports.
- Progress Monitoring: The systematic collection and analysis of student-level and schoolwide data (e.g., behavior, attendance, climate, and engagement indicators) to evaluate program effectiveness, inform decision-making, and guide continuous improvement.

5.1 SCOPE OF SERVICES

The SEL program is expected to run for two 18-week implementation cycles—one in the fall semester and one in the spring semester—for a total of approximately 36 instructional weeks per academic year. The initial term of the program will begin July 1, 2026, with the fall cycle launching at the start of the 2026–2027 academic year and the spring cycle continuing through the end of the school year, excluding district/state testing windows and scheduled holidays.

The District intends to implement this program for a period of three (3) consecutive years, contingent upon vendor performance, demonstrated outcomes, and availability of funding. Each program year will include two 18-week cycles aligned to the district's academic calendar.

SEL services will be delivered in alignment with the District's MTSS framework. Tier I supports will be integrated into the regular instructional schedule, while Tier II and Tier III interventions will be provided in targeted small-group or individualized settings as determined by student need. Session frequency and

duration must align with evidence-based best practices for SEL implementation and include consistent progress monitoring throughout each 18-week cycle.

5.2 PROGRAM SIZE AND STUDENT POPULATION

The district will implement the SEL program districtwide for all students in grades PreK–12. As a universal Tier I component of the District's MTSS framework, services will be provided to the full student population, with additional Tier II and Tier III supports delivered based on identified student needs. Details regarding the anticipated student population are provided below.

Target Student Population Profile

Category	Description
Grade Level of Students	PreK–12
Characteristics of Students	Students represent all demographics and subgroups, including English Learners (ELs) at varying proficiency levels, students with disabilities, gifted students, and economically disadvantaged students.
Participating School Sites	All JPS schools serving students in grades PreK–12.
Program Participation	All students will participate in Tier I universal SEL services, with additional Tier II and Tier III supports provided based on identified academic, behavioral, or social-emotional needs within the MTSS framework.
Estimated Total Number of Students	Districtwide PreK–12 enrollment; final counts to be confirmed annually based on official enrollment data and identified student needs.

5.3 IMPLEMENTATION EXPECTATIONS

Implementation will be based on the vendor's evdence-based recommendations for the targeted student population. The district is open to **any innovations, methodologies, or value-add components the Provider can offer** that meet the minimum service requirements.

Timeframe	Activity
July 1, 2026	District communicates with school leaders, parents, and students at all participating schools. SEL program officially begins; professional learning and onboarding for staff and facilitators.
July 1 – December 18, 2026	Fall cycle SEL lessons delivered daily (Monday–Friday) for all PreK–12 students. Tier II and Tier III interventions provided as needed. Ongoing progress monitoring and coaching.
December 2026	Mid-year review and program adjustments; stakeholder communication regarding progress and upcoming spring cycle.
January 5 – May 22, 2027	Spring cycle SEL lessons delivered daily (Monday–Friday) for all PreK–12 students. Targeted Tier II/III supports continue with ongoing progress monitoring.
May 22, 2027	Spring cycle concludes. End-of-year program evaluation and data analysis conducted.
June 2027 – May 2029	Program continues for years 2 and 3 following the same fall/spring cycle structure, contingent on performance and funding.

6.0 PER-SCHOLAR PAYMENT STRUCTURE

- **All SEL lessons and sessions** (daily lessons, Monday–Friday, across both fall and spring 18-week cycles per year)
- **Qualified staff/facilitators** trained in evidence-based SEL practices and MTSS-aligned interventions
- **Curriculum materials and instructional resources** to support SEL implementation for PreK–12 students
- **Technology platform access** for delivering lessons, activities, and progress monitoring (if applicable)
- **Progress monitoring tools and data dashboards** to track student social-emotional development and MTSS tiered support outcomes
- **Project management and coordination** for program rollout, scheduling, and school communication
- **Professional learning and coaching support** for staff to ensure fidelity and effectiveness of SEL implementation
- **Technical support** for platform, materials, or lesson delivery issues
- **Data reporting and analysis** to evaluate program impact and inform continuous improvement
- **All administrative costs** associated with the planning, delivery, and management of the SEL program

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6.1 PAYMENT TERMS

1. **Payment Structure**: Payments will be made on a **per-student, all-inclusive basis** as proposed by the vendor and approved by the District. The total cost will cover all SEL services, materials, professional learning, technology access, progress monitoring, project management, and administrative support.
2. **Payment Schedule**: Payments will be distributed in **installments tied to program milestones** as follows:
    - **Initial Payment (20%)** – Upon execution of the contract and completion of vendor onboarding and professional learning for staff.
    - **Fall Cycle Payment (40%)** – Upon completion of the fall 18-week cycle, including delivery of daily SEL lessons and submission of preliminary progress monitoring data.
    - **Spring Cycle Payment (30%)** – Upon completion of the spring 18-week cycle, including delivery of lessons, targeted Tier II/III supports, and submission of progress monitoring data.
    - **Final Payment (10%)** – Upon submission of the end-of-year program evaluation and final data analysis report.

3. **Invoicing**: Vendors must submit invoices aligned with the above schedule. Each invoice must include supporting documentation of program delivery, student participation, and milestone completion.
4. **Adjustments and Withholding**: The District reserves the right to **withhold or adjust payment** for services not delivered as outlined in the contract or for failure to meet program fidelity, reporting, or milestone requirements.
5. **Contract Term**: Payment terms will apply for the **three-year program duration**, contingent upon vendor performance, demonstrated outcomes, and availability of funding.

7.0 TARGET SEL OUTCOMES TO BE TRACKED

While payment is not contingent on specific outcomes, vendors must demonstrate their commitment to achieving measurable student growth. The District will track the following outcomes:

Outcome Category	Specific Metrics	Data Collection / Reporting Requirements
Social-Emotional Competencies	Growth in self-awareness, self-management, social awareness, relationship skills, responsible decision-making; increased student engagement	Pre/post SEL assessments; surveys; lesson observations; quarterly reporting to District
Behavioral Outcomes	Reduction in office discipline referrals and behavioral incidents; increased positive classroom behavior	School discipline records; behavior logs; weekly or monthly progress summaries
Academic-Related Outcomes	Improved attendance; reduced chronic absenteeism; positive correlation with academic engagement	Attendance records; engagement tracking; periodic reporting aligned with MTSS monitoring
Tiered Support Metrics	Participation and progress in Tier II (small group) and Tier III (intensive) interventions; skill growth in targeted students	Progress monitoring tools; intervention logs; biweekly or monthly reporting
Program Implementation Fidelity	Adherence to SEL lesson schedule; fidelity to evidence-based practices; staff participation in professional learning	Lesson logs; coaching records; fidelity checklists; quarterly evaluation reports
Data Collection and Reporting	Timely submission of all SEL progress monitoring data and program outcomes	Use of approved dashboards or reporting tools; submission aligned with District timelines for each cycle

8.0 PROCESS OUTCOMES AND QUALITY MEASURES

The district will partner with the Provider to collect and analyze process outcomes to ensure program quality and inform continuous improvement. Process outcomes include:

SEL Program Process & Tiered Support Outcomes

Outcome Category	Process Outcome	Metric	Data Collection Timeframe
Universal SEL (Tier I)	Student Session Attendance	Student participates in at least 75% of daily SEL lessons	Weekly, July 1 – December 18, 2026; January 5 – May 22, 2027
	Staff/Facilitator Attendance	SEL facilitators maintain 100% attendance for assigned sessions	Weekly, July 1 – December 18, 2026; January 5 – May 22, 2027
	Student-Facilitator Consistency	Student is paired with the same facilitator for at least 80% of sessions	Weekly, July 1 – December 18, 2026; January 5 – May 22, 2027
	Facilitator Observation & Quality Assurance	Provider and District conduct regular observations to assess lesson delivery and SEL practice fidelity	Bi-weekly, July 1 – December 18, 2026; January 5 – May 22, 2027
	Student SEL Satisfaction	At least 80% of students report satisfaction with SEL lessons and supports	Monthly, July 2026 – December 2026; January – May 2027
	Administrator Satisfaction	At least 80% of administrators report satisfaction with SEL program implementation	Monthly, July 2026 – December 2026; January – May 2027
	SEL Competency Growth	Students demonstrate measurable growth in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	Pre/Post assessments at the beginning and end of each 18-week cycle
Targeted SEL (Tier II/III)	Targeted Session Attendance	Students in Tier II/III interventions attend at least 80% of assigned sessions	Weekly, July 1 – December 18, 2026; January 5 – May 22, 2027
	Skill Progress	Students show improvement in targeted SEL skills based on intervention goals	Bi-weekly or monthly progress monitoring using validated tools
	Behavioral Outcomes	Reduction in office discipline referrals or behavioral incidents for students in Tier II/III	Monthly, July 2026 – December 2026; January – May 2027
	Attendance & Engagement	Improvement in attendance or engagement metrics for students in Tier II/III	Monthly, July 2026 – December 2026; January – May 2027
	Intervention Fidelity	Provider and District monitor fidelity of Tier II/III SEL interventions	Bi-weekly, July 1 – December 18, 2026; January 5 – May 22, 2027

9.0 DATA REPORTING AND SECURITY

9.1 DATA PRIVACY AND SECURITY COMPLIANCE

Provider shall comply with federal and state laws regarding privacy of information and confidentiality of student records, including FERPA, PPRA, and COPPA.

Provider agrees to maintain adequate data security measures consistent with industry standards to protect District Data from unauthorized disclosure.

9.2 DATA ELEMENTS

To ensure accuracy, transparency, and accountability in service delivery, vendors must submit regular reports that include the following data elements:

- **Student Attendance and Participation Data**
  Verification of student attendance for every scheduled session, including date, duration, instructional modality (in-person or virtual), and notes confirming active participation in instruction or activities.
- **Session Completion Records**
  Documentation confirming that each tutoring session occurred as scheduled. Records should include instructional focus or standards addressed, educator delivering the service, and any instructional strategies utilized.
- **Progress Monitoring Data**
  Ongoing academic performance indicators aligned to the targeted skills of the program (e.g., reading fluency checks, rubric-scored writing samples, curriculum-embedded assessments, or platform-generated progress reports).
- **Student Performance Metrics**
  Outcome data demonstrating measurable improvement aligned to district-approved assessments, using baseline and follow-up performance (Benchmark II and Benchmark III), reported at the individual student level
- **Quality Assurance Data**
  Evidence that services are being implemented with fidelity and meet program requirements. May include instructional walkthrough notes, intervention logs, student work samples, and any instructional adjustments made in response to student needs.

Data should be shared:

- Weekly: Attendance and session completion
- Bi-Weekly: Progress reports and satisfaction surveys
- End of Program: Comprehensive final report

10.0 Vendor Responsibilities

Responsibility Area	Specific Deliverables	Timeline / Frequency
Program Delivery	Daily SEL lessons for all students (Tier I); targeted Tier II/III interventions	Daily lessons during Fall and Spring cycles (July–Dec 2026; Jan–May 2027; repeated for 3 years)
Curriculum & Resources	Provide age-appropriate SEL curriculum, materials, and technology platforms; ensure inclusivity	Prior to program launch and ongoing as needed
Staffing & Professional Learning	Qualified facilitators; professional learning sessions and ongoing coaching for school staff	Onboarding before program start; coaching and PL ongoing throughout cycles

Responsibility Area	Specific Deliverables	Timeline / Frequency
Progress Monitoring & Data Reporting	Collect and submit attendance, SEL competency growth, behavior, and intervention progress data	Weekly, monthly, and end-of-cycle reporting as defined by District
Fidelity & Quality Assurance	Conduct observations of SEL lessons and interventions; ensure implementation fidelity; address gaps	Bi-weekly observations; continuous monitoring throughout cycles
Stakeholder Communication	Regular updates to administrators, teachers, parents, and other stakeholders; respond to inquiries	Monthly reports; as-needed communication
Compliance & Risk Management	Adhere to District policies, state regulations, and student data privacy requirements; maintain insurance	Continuous, throughout program duration
Continuous Improvement	Participate in evaluation and implement improvements based on data and feedback	End-of-cycle and annual program review; ongoing adjustments

10.1 COMMUNICATION AND COORDINATION

Vendors must:

- Assign a dedicated Customer Success Manager
- Participate in regular coordination meetings with District staff
- Provide ongoing communication with school administrators

10.2 TECHNOLOGY REQUIREMENTS

Vendors must ensure:

- Platform is available and operational with minimal downtime
- Single Sign-On (SSO) integration (Google SSO for students; Microsoft 365 or Google SSO for employees)
- Rostering integration (Clever and/or Canvas)
- Secure data handling and encryption
- Technical support available if needed during school hours

11. DISTRICT REQUIREMENTS

To support the effective implementation of the SEL program, the District will provide the following:

1. **Access to Students and Schools**
    - Ensure vendor facilitators have access to all participating schools and classrooms serving PreK–12 students.
    - Provide the final roster of students for targeted Tier II/III supports prior to the start of each cycle.

- Facilitate schedules that integrate SEL sessions into the school day without conflict with essential academic instruction.

2. **Staff Support and Collaboration**
    - Designate school-based points of contact (e.g., administrators or MTSS coordinators) to coordinate with vendor staff.
    - Support vendor-led professional learning and coaching sessions for school staff.
    - Encourage collaboration between vendor facilitators and classroom teachers for integrated SEL support.
3. **Data Access and Reporting Support**
    - Provide access to relevant student demographic, attendance, behavioral, and academic data needed for SEL progress monitoring.
    - Collaborate with the vendor to collect and validate Tier II/III intervention data.
    - Provide timely feedback on vendor-submitted reports and program deliverables.
4. **Facilities and Technology**
    - Provide appropriate spaces, technology, and classroom resources to support SEL instruction and data collection.
    - Ensure network access and any platform permissions required for vendor-delivered SEL services.
5. **Program Oversight and Communication**
    - Monitor vendor adherence to program schedules and delivery expectations.
    - Participate in regular check-ins, coaching observations, and program evaluation meetings.
    - Communicate program goals, updates, and progress to school staff, students, and families as appropriate.
6. **Compliance and Risk Management**
    - Ensure vendor compliance with District policies, state regulations, and student privacy laws.
    - Support incident reporting and risk management processes for vendor activities conducted on District property.
7. **Continuous Improvement and Feedback**
    - Provide timely feedback to the vendor regarding program implementation, fidelity, and student outcomes.

- Collaborate with the vendor to identify areas for program enhancement and support continuous improvement initiatives.

12.0 PROPOSAL REQUIREMENTS

Vendors must submit a comprehensive proposal including the following sections:

12.1 PROVIDER INFORMATION (2 pages maximum)

A. Basic Information:

- **Corporate name and address**
- **Total staff in organization**
- **Primary contact (name, phone, email, title)**

B. History:

- **Brief history of the organization**
- **Years in operation**
- **Experience providing Social-Emotional Learning (SEL) programs for PreK–12 or similar age ranges, particularly for diverse student populations**
- **Experience supporting all learners, including:**
  - **English Learners in SEL or instructional settings**
  - **Students with disabilities or special learning needs**
  - **Students from various cultural, linguistic, and socio-economic backgrounds**
- **Staff/facilitator qualifications and certifications relevant to SEL and MTSS implementation**

C. References:

- **K–12 client references from the last five years related to SEL, MTSS, or social-emotional/behavioral interventions**
- **Include: contact name, email, telephone, services provided, and student population served**

D. Subcontractors:

- **List any subcontractors or partners**
- **Describe their role in SEL program delivery, including professional learning, coaching, curriculum, or technology support**

E. Previous Default or Litigation:

- **Disclose any current litigation, defaults, judgments, or liens**

F. Inclusive Practices:

- **Describe inclusive practices within the organization and approach to serving diverse PreK–12 students**

- **Explain strategies for ensuring equity in SEL access and engagement across all student demographics**

G. Provider Capacity:

- **Describe ability to deliver SEL lessons and Tier II/III interventions with appropriate facilitator-to-student ratios (e.g., 1:15 for Tier I; smaller ratios for Tier II/III interventions)**
- **Describe data collection and dashboard capabilities for monitoring:**
    - **Student attendance in SEL sessions**
    - **Tier II/III intervention participation and progress**
    - **SEL competency growth and behavioral outcomes**
- **Describe capacity to support multiple school sites and integrate with District MTSS framework**

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13 PROVIDER QUALIFICATIONS AND METHODOLOGIES
PROVIDER QUALIFICATIONS AND METHODOLOGIES (10 pages maximum)

A. Implementation

- Describe your **high-impact SEL program** for PreK–12 students. Include:
    - Tier I universal SEL supports for all students
    - Tier II small-group targeted interventions
    - Tier III individualized intensive interventions
- Explain how your approach will help all students develop **SEL competencies**, including: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Describe how your program supports **diverse learners**, including:
    - **English Learners (ELs):** instructional strategies, scaffolding techniques, culturally responsive materials, and integration of English proficiency support
    - **Students with disabilities or special learning needs:** accommodations, differentiated supports, and individualized SEL strategies
    - **Students requiring remedial or accelerated support**
    - **Students from diverse cultural, linguistic, or socio-economic backgrounds**
- Explain how facilitators will **differentiate instruction** based on:
    - English proficiency levels for ELs
    - Individual student learning needs, styles, and social-emotional skill levels

  - Assessment data and ongoing progress monitoring

- Describe **dosage and session structure**, including:
  - Daily SEL lessons for all students
  - Frequency and duration of Tier II/III supports
  - Alignment with MTSS tiered supports and evidence-based SEL practices

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B. Research and Evidence

- Summarize the **research base supporting your SEL approach**
- Provide evidence of impact with **similar student populations** (PreK–12, diverse learners, ELs, students with disabilities)
- Include quantitative outcomes, case studies, or evaluation reports demonstrating measurable improvements in SEL competencies or behavioral outcomes

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C. Progress Monitoring

- Describe your approach to monitoring student progress in SEL competencies, behavior, and engagement
- Identify **tools and assessments** to be used for Tier I, Tier II, and Tier III supports
- Explain frequency of data collection and how assessment results inform instructional adjustments

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D. Data Sharing and Security

- Indicate if your organization has **ever been part of a data breach** and explain resolution
- Share your **data privacy and security philosophy**, including how you protect student information
- Describe how SEL data will be **shared with the District**, including:
  - Format (dashboards, reports, spreadsheets, etc.)
  - Frequency (weekly, monthly, end-of-cycle)
  - Systems and access protocols for District staff

E. Partnership Approach

- Describe your approach to **collaboration with District partners**, school staff, and MTSS teams
- Explain how you will **support continuous improvement** using progress monitoring, feedback loops, and program evaluation

- Provide a **high-level summary of your professional learning plan**, including:
    - Onboarding of facilitators and school staff
    - Ongoing coaching and support
    - Strategies for maintaining program fidelity across multiple sites

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F. Key Staff

- Identify key staff who will work directly with the SEL program
- Include **brief biographies** highlighting relevant experience, certifications, and expertise in SEL and MTSS
- Indicate if staff will be **in-person at the District** and describe purpose and frequency of onsite engagement (e.g., coaching, professional learning, program oversight)

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14 PER-SCHOLAR RATE AND BUDGET (REQUIRED)
Vendors must complete the following:

Item	Description	Amount ($)
Per-Student Rate – Fall Cycle	All-inclusive cost per student for Fall 18-week cycle, including daily Tier I SEL lessons, Tier II/III interventions, curriculum/materials, professional learning, progress monitoring, technology access, coaching, and administrative support	_____
Per-Student Rate – Spring Cycle	All-inclusive cost per student for Spring 18-week cycle, including daily Tier I SEL lessons, Tier II/III interventions, curriculum/materials, professional learning, progress monitoring, technology access, coaching, and administrative support	_____
Number of Students	Total PreK–12 student population participating	TBD
Total Fall Cycle Cost	Fall Per-Student Rate × Number of Students	_____
Total Spring Cycle Cost	Spring Per-Student Rate × Number of Students	_____
Total Annual Program Cost	Fall + Spring Cycle Costs	_____
Total Three-Year Program Cost	Total Annual Cost × 3	_____

Notes for Vendors:

1. All costs must be **all-inclusive** of materials, professional learning, staffing, technology, coaching, data reporting, and administrative support.
2. Vendors may include optional **add-on services** in a separate line item with description and cost.
3. Payment milestones will align with Fall and Spring cycles, progress reporting, and program evaluation.

15.0 TECHNICAL REQUIREMENTS AND PRIVACY

15.1 SINGLE SIGN-ON (SSO) REQUIREMENTS

Vendors must support:

- Google SSO for students
- Microsoft 365 or Google SSO for employees

15.2 ROSTERING & DATA SYNCHRONIZATION

The District currently uses Clever and Canvas (Secondary) for rostering. Vendors must:

- Indicate whether they support rostering through Clever or PowerSchool
- Provide documentation outlining rostering process

16.3 NIST SECURITY COMPLIANCE REQUIREMENTS

Vendors must complete the following compliance table and provide supporting documentation:

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?		
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?		
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 conducted?		
9. Is an incident response plan in place?		
10. Is 24/7 security monitoring and breach reporting in place?		
11. Is student data securely disposed of per NIST standards?		
12. Are data retention and deletion policies clearly defined?		
13. Is the use of AI/machine learning on student data disclosed?		
14. Do AI models ensure no PII is retained?		
15. Is a minimum of $5M cyber liability insurance maintained?		
16. Does vendor accept full responsibility for security breaches?		
17. Is compliance with HIPAA/FERPA/COPPA confirmed?		

16.0 ARTIFICIAL INTELLIGENCE (AI) USAGE DISCLOSURE

Vendors must disclose any use of AI or machine learning, including:

- Description of how AI is utilized
- Types of data collected and processed by AI
- Whether AI makes automated decisions impacting students

- Measures to ensure data privacy and FERPA compliance
- Assurance that AI models do not retain PII beyond required processing

17.0 EVALUATION CRITERIA

Proposals will be evaluated using the following rubric (0-25 points per criterion):

EVALUATION CRITERIA – SEL PROGRAM

Description	Max Points	Score Awarded
Adherence to District Policies	Provider meets all insurance, policy, and compliance requirements for SEL program delivery	_____
Experience	Provider has demonstrated experience providing PreK–12 SEL programs; facilitators are qualified; strong references provided	_____
Research and Implementation	Strong research/evidence supporting SEL program; clear implementation plan aligned to daily Tier I lessons and Tier II/III interventions	_____
Partnership Approach	Provider demonstrates strong collaboration skills; regular data reporting; dedicated support staff; integration with MTSS	_____
Technology Requirements	Provider meets all technology and security requirements; completed data privacy/compliance rubric; dashboards for attendance and SEL progress	_____
Provider Capacity	Provider has capacity to deliver daily SEL lessons for all students and smaller ratios for Tier II/III interventions; functional data dashboard for monitoring progress	_____
Proposed Per-Student Rate	Rate is competitive, reasonable, and clearly articulated; budget breakdown is comprehensive	_____
Platform Demonstration	Provider will demo platform showcasing real-time SEL data, attendance tracking, Tiered intervention monitoring, and progress reporting	_____
TOTAL SCORE		_____

Scorer Directions

1. **Max Points:** Each category is worth **25 points**.
2. **Scoring Column:** Place your score for each category in the **"Score Awarded" column**, up to 25 points.
3. **TOTAL SCORE:** Sum all individual category scores and enter the total in the **TOTAL SCORE** row (maximum 200 points).
4. **Evaluation Notes:** You may record brief comments in a separate notes sheet to justify scores.
5. Scores should reflect how well the vendor meets the criteria, including alignment with **PreK–12 SEL, MTSS integration, program fidelity, and evidence-based practices**.

Scoring Scale (200 Points Total)

Points Earned	Percentage of Total	Rating
0–80	0–40%	Poor
81–130	41–65%	Fair
131–170	66–85%	Good
171–200	86–100%	Excellent

18.0 DISTRICT CONTACT

For questions regarding this RFP, please contact:

Dr. LeSian C. Davis
Interim Executive Director of Climate and Wellness
Jackson Public School District
662 S. President Street
Jackson, MS 39201
Telephone: (601) 960.8705
E-mail: lchase@jackson.k12.ms.us

Performance Dates:

- 1st Advertise: 16 March 2026 (Clarion)
- 2nd Advertise: 23 March 2026 (Clarion)
- Pre-bid Conference: 24 March 2026 (ZOOM)
- Final Date for Questions: 26 March 2026
- Answers to Questions: 30 March 2026
- Bid Opening Day: 07 April 2026 by 10:00 A.M.
- Vendors may be notified of Board Review and Potential Award after the Bid Date

END OF PROPOSAL

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

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

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

INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM

(Please print clearly or type)

***Appropriate signatures shall certify statements below.*

FEDERAL DEBARMENT CERTIFICATION:

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 federal debarment on www.sam.gov – System for Award Management.

STATE OF 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.

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*

INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM*

(Please print clearly or type)

***Appropriate signatures shall certify statements below.*

FEDERAL DEBARMENT CERTIFICATION:

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)**	

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.

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

Bid Proposal: **RFP 2025-15-26**

Bid Title**: Social Emotional Learning (SL) Service with Digital Platform and Embedded MTSS Framework**

Submission Deadline Date and Time: _____

Participating Vendor Name_____

Address_____

Handwritten Signature_____

Addendums Acknowledge Yes_____ or No _____

Total Combined Price for proposal:_____

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.