JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

RFP 2026-03-27

Pre K-12 Diagnostic Assessment and Tiered Intervention (MTSS/RTI) Program for Reading and Mathematics

Issue Date: Friday, September 11, 2026

Submission Deadline: Wednesday, September 30, 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.

I. Invitation

II. Procurement Schedule (Tentative)

III. RFP Coordinator / Point of Contact

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I. Invitation

Jackson Public School District (JPSD) is soliciting proposals from qualified vendors for goods and/or services as described in this RFP. All products and services must meet the specifications or be approved equivalents.

The selected proposer shall provide the Services described below. Proposals must clearly explain how the proposer will meet each requirement.

II. Procurement Schedule (Tentative)

The District anticipates the following schedule. The District reserves the right to modify this schedule at any time.

Bid Issued	Friday, September 11, 2026
~~Prebid Meeting (virtual)~~	
Deadline for Written Questions	Wednesday, September 23, 2026
District Issues Responses/Addenda	Friday, September 25, 2026
Proposal Submission Deadline	Wednesday, September 30, 2026, 10:00 A.M.
Evaluation Period	
~~Optional Presentations/Demos~~	-
Notice of Intent to Award (anticipated)	
Board Approval	
Contract Start Date (anticipated)	

III. Bid Coordinator / Point of Contact

Communications regarding this RFP must be submitted in writing to the designated RFP coordinator designated below:

- Name: Michele Mays
- Title: Procurement Supervisor
- Email: rfp@jackson.k12.ms.us
- For all questions: Email: waclark@jackson.k12.ms.us
- Phone: 601-973-8582

Proposers shall not contact other District employees, Board members, or representatives regarding this RFP during the procurement process.

IV. Proposal Instructions and Requirements

Please be advised that Jackson Public Schools will accept electronic proposal submissions only for this solicitation. Printed, mailed, or hand-delivered proposals will not be accepted or considered.

Proposals must be submitted electronically through Central Bidding at the link below: www.centralbidding.com

Vendors are responsible for ensuring proposals are successfully uploaded and submitted prior to the deadline.

Important Submission Notes

- The Proposal Submission Deadline is Tuesday, September 22, at 10:00 a.m. Central time, as stated in Section II - Procurement Schedule.
- Late proposals will not be opened or considered.
- Faxed or emailed proposals will not be accepted.
- The District is not responsible for technical issues related to electronic submission.
- Vendors are encouraged to submit proposals early to ensure timely reception.

Proposal Format Requirements

- Proposal Cover Page must be the first page
- Proposal must be signed by an authorized official
- Incomplete proposals will not be evaluated

Pricing Requirements (if applicable)

- All prices must be net and include all applicable discounts
- Unit pricing prevails in case of discrepancies
- Prices must be rounded to two (2) decimal places
- Freight and shipping costs must be included, if applicable

Payment Terms (If applicable)

- Payment issued after satisfactory delivery or completion of services
- No partial payments unless specified
- Multi-year and open purchase orders follow contracted schedules

Insurance Requirements

The Contractor shall maintain the following insurance coverage for the duration of the contract:

- Commercial General Liability
  Contractors must maintain a minimum of $1,000,000 in General Liability coverage.
  Jackson Public Schools (JPS) must be listed as an Additional Insured on this policy. Coverage shall be primary and non-contributory.
- Workers' Compensation
  Any Contractor or subcontractor entering JPS school campuses, administrative buildings, or

project sites must maintain Workers' Compensation insurance with a minimum limit of $1,000,000.

- Certificate Holder Requirement
  Jackson Public Schools must be listed as the Certificate Holder on all Certificates of Insurance (COIs). COIs must be provided to JPS prior to commencing any work or entering District property.

Evaluation and Award

- Award will be made to the responsive and responsible proposer whose proposal is determined to be most advantageous to the District (best value), considering price and other evaluation factors stated in this RFP.
- Evaluation may include, as applicable: price, compliance with RFP requirements, responsiveness/completeness, references, and overall value.
- All awards are subject to approval by the Board of Trustees and availability of funds.
- The District reserves the right to reject any or all proposals, waive informalities and minor irregularities, and take any action in the District's best interest consistent with applicable Mississippi law.
- The District may request clarification, verify information, and contact references.
- Optional demonstrations/presentations:
  - The District may invite the highest-ranked proposers to participate in demonstrations, presentations, or clarification meetings.
  - Invitation is at the District's discretion and does not guarantee award.
  - Demonstrations must address the proposer's platform, enrollment tools, reporting, and other features relevant to this RFP. Failure to participate when requested may result in disqualification.
- The District may negotiate with one or more proposers, as permitted, to obtain the best value for the District.

Performance, Default, and Termination

Failure to perform in accordance with the contract may result in termination and the vendor being held responsible for any excess costs incurred by the District.

Guarantees and Warranties

All goods and services must meet the specifications outlined in this RFP. Non-conforming goods or services must be replaced at the vendor's expense.

Addenda

Vendors must acknowledge receipt of all addenda issued during the RFP process and submit any required additional information with their proposal.

Important Notices

- All proposal contents become public records after award/notice of intent, subject to the Mississippi Public Records Act and applicable exemptions.
- The District reserves the right to reject any and all proposals, waive informalities, and negotiate with the selected proposer in the District's best interest.

- Proposers are responsible for reviewing the entire RFP and submitting all required forms and attachments.
- Questions regarding this RFP must be submitted in writing to. All question and answers will be posted on the **Google** document link:

  https://docs.google.com/document/d/1SGW905lCtzGtVsTHFOZpMthzeQ0VK_BOrvdjLi4kTK8/edit?usp=sharing

Request for Proposals

Pre K-12 Diagnostic Assessment and Tiered Intervention (MTSS/RTI) Program for Reading and Mathematics

Jackson Public Schools is the third-largest school district in Mississippi, serving nearly 17,000 scholars. The City of Jackson, Mississippi has approximately 154,000 residents in an area of 104 square miles. The District operates 35 schools, including 6 high schools, 7 middle schools, 22 elementary schools, and 10 special program schools, divided into 6 feeder patterns based on the high school receiving the area's scholars.

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Instruction is student-centered and focused on mastery of the district's curricula, which is aligned to state standards and frameworks. A core component of this philosophy is the early and accurate identification of students who are at risk in reading and mathematics, and the timely delivery of evidence-based intervention to close skill gaps before they widen.

The purpose of this RFP is to solicit proposals from qualified vendors to provide the District with a comprehensive, PreK-12 diagnostic assessment and tiered intervention system for Reading and Mathematics that supports a Multi-Tiered System of Supports (MTSS) framework and provides teachers with actionable, prescriptive instructional pathways for students in Tiers 2 and 3.

The Jackson Public School District (JPSD), through the Office of Teaching and Learning and the Office of Special Services, is soliciting competitive written proposals and demonstrations from qualified vendors for a PreK-12 Diagnostic Assessment and Tiered Intervention Program covering Reading/Literacy and Mathematics. The proposed system must support diagnostic assessment, progress monitoring, and prescriptive Tier 2/Tier 3 intervention instruction within a single, integrated platform. This service will require a one-year contract.

After the initial review and evaluation of the written proposals, a demonstration of the platform will be required for the top three vendors.

Scope of Work

1.0 Project Overview

The Jackson Public School District (JPSD) is seeking to procure a vendor to provide a Pre K-12 Diagnostic Assessment and Tiered Intervention system for Reading and Mathematics that will serve as the District's primary MTSS/RTI platform. Jackson Public Schools is requesting that each interested vendor prepare a response to this proposal in the following manner:

- Diagnostic Assessment and Skills Analysis
- Progress Monitoring
- Tier 2 and Tier 3 Intervention Content and Delivery
- Educator Dashboards, Grouping Recommendations, and Data Reporting
- Professional Development and Coaching Support
- Technology, Integration, and Data Security
- Support for Special Populations (Students with Disabilities, English Learners)
- Cost Proposal Format (1-year format and 3-year format)

The vendor is also requested to conduct a demonstration of the product features from the student's view, the teacher's view, the interventionist's view, the school admin view, and the district admin view. JPSD's primary goal is ensuring that the diagnostic and intervention system accurately identifies student needs and accelerates growth in reading and mathematics in the most cost-effective way.

Requirements	Comply? (Yes or No)
Section 1: Executive Summary (Mandatory)	
1. Provide an executive summary that explains how your proposed program components coherently work together. Describe any of these component types, if applicable: online assessment suite, online instruction, teacher-led resources, intervention programs, core programs, professional development, etc.	
Section 2: Online Assessment Suite & Psychometrics (Mandatory)	
1. Solution must include one computer-adaptive assessment in reading (English), one in reading (Spanish), and one in mathematics (available in both English and Spanish) that provides teachers with actionable data and personalized next steps for instruction.	

2. Adaptive assessment must align to Mississippi State Standards in reading and mathematics. Include links to full alignment documents.	
3. Adaptive assessment is proven valid and reliable.	
4. Adaptive assessment must be reviewed and highly rated by third parties, including NCII (progress monitoring, bias analysis) and Buros Center for Testing.	
5. Solution must include online fixed-form assessments of standards mastery at grades 2–8 for reading and mathematics to evaluate student proficiency on a specific standard/skill and must identify common misconceptions.	
6. Solution must include one-on-one administered measures of reading foundational skills, such as automaticity (RAN), phonological awareness, fluency (letter, word, pseudoword, and passage), spelling, and encoding that can be used for benchmarking and progress monitoring. Assessments should include options in English and Spanish.	
Section 3: Reporting and Scoring (Mandatory)	
1. Adaptive assessment must measure critical domains and results must be reported using scaled scores (overall and by content domains), Lexile/Quantile Measure, criterion-referenced grade-level placements (overall and by content domains), and national norm scores. If any of these scores are not available, explain where their development is on your roadmap.	
2. Adaptive assessment must include a differentiated growth model that provides two benchmarks for understanding student growth: the average annual growth of students at each grade and placement level and the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels. If differentiated growth targets are not available for all subjects, explain where their development is on your roadmap.	
3. Student-level report must recommend a comprehensive plan of instruction or intervention based on adaptive assessment results. They must include statements of what the student can	

do and detailed next steps for instruction with point-of-use teaching resources to guide teacher-led instruction for small or large groups, and support differentiated instruction.	
4. Actionable class-level reports must be available to use *before* core teaching, allowing teachers to prepare students for the lesson they are about to learn. Available for both reading and math, the reports should scaffold grade-level standards, group students with similar needs, and provide instructional recommendations and resources.	
5. Actionable class-level reports must be available to use *after* core teaching, allowing teachers to easily group students with similar needs for differentiation post-lesson. The report should include specific instructional resources for both reading and math.	
6. Solution must contain a parent report that explains their student's performance on the adaptive assessment. It should include definitions of key terms in the report. It should also be available in multiple languages and include companion documents that explain in additional languages how to interpret the English report.	
Section 4: Automated Online Instruction, Tied to Assessment Data (Mandatory)	
1. Software must utilize an adaptive assessment to place the student in the correct level of online instruction at the sub-skill level, and subsequent adaptive assessments should automatically adjust the student's position within the recommended sequence of lessons. The solution platform must allow teachers to adjust the lesson placement and/or add lessons for below-, on-, and above-grade learners.	
2. Instruction must have extensive research, including third-party research, that supports the solution's efficacy with a wide range of students. The online instruction should have research that meets ESSA Level 2 and Level 3 evidence.	
3. Product has earned the Research-Based Design for Instructional Learning Product Certification from Digital Promise. The product has earned other awards from notable	

organizations (e.g., Tech & Learning, CODiE, EdTech Digest, etc.).	
4. Lessons should have a scope and sequence that progresses in difficulty. Further, the solution must offer a unique, age-appropriate experience for middle school students, incorporating features that promote autonomy, agency, and motivation—such as customizable dashboards and choice-based learning paths.	
5. Solution must include game-based online math fluency practice for students at grade levels K–8.	
Section 5: Teacher-Led Core, Supplemental, and Intervention Resources (Non-Mandatory)	
1. The district may consider a digital library of additional supplemental and intervention teacher-led lesson plans for grades K–8 reading and math that include interactive whiteboard lessons, assessment practice, implementation supports, and additional teacher resources. Where appropriate, online reports should recommend these lessons.	
2. The district may consider proposals that include physical textbooks for grades K–8 reading and/or math (core, supplemental, intervention, etc.). Each print product should (1) align with the digital content, and (2) be research-based to reflect best practices in teaching and learning.	
Item 6: Service and Professional Development (Mandatory)	
1. Vendor must provide a connected and experienced group of professionals to support the District throughout implementation (e.g., a primary point-of-contact liaison, professional development support, tech support, etc.).	
2. Vendor must provide live professional development to support implementation with fidelity.	
3. The vendor must provide unlimited customer service and technology support and provide a dedicated account manager at no additional cost.	
Item 7: Technology and Accessibility (Mandatory)	

1. Must be a vendor-hosted, Software-as-a-Service application that does not require local installation or maintenance.	
2. Describe the process for program updates, upgrades, and enhancements, including how customers are alerted to impending updates. Updates must be included at no additional cost for the license term.	
3. Platform must be FERPA and COPPA compliant.	
4. Solution must include appropriate accommodations and accessibility features to support a wide range of students. This should include a demonstrated commitment to address WCAG criteria with documented exceptions.	

Component I: Description of Tiered Intervention Content and Delivery

The following areas of support must be addressed in your proposal as they pertain to the delivery of Tier 2 and Tier 3 intervention instruction in Reading and Mathematics.

Tiered Intervention Requirements	**Comply (Yes/No)**
1. Provides explicit, systematic, evidence-based intervention lessons in Reading/Literacy for grades Pre K-12, aligned to the Science of Reading.	
2. Provides explicit, systematic, evidence-based intervention lessons in Mathematics for grades K-12.	
3. Intervention content is automatically or semi-automatically prescribed based on diagnostic results and can be adjusted by the teacher/interventionist.	
4. Supports small-group and 1:1 delivery models, both online/adaptive and teacher-directed/print formats.	
5. Includes decodable texts and phonics-based materials appropriate for K-3 dyslexia intervention.	
6. Provides scaffolded intervention pathways appropriate for older struggling readers/students (grades 6-12) that are age-appropriate in content and presentation.	

7. Lesson plans/scripts are provided for teacher-directed intervention groups, including materials lists and estimated session length.	
8. System recommends appropriate group sizes and regrouping based on updated progress-monitoring data.	
9. Content can be delivered in a blended model (part online/adaptive, part teacher-led) as well as fully teacher-led for schools/classrooms with limited technology access.	

Component II: Description of Educator Dashboards and Reporting

The vendor must post all reports to a secure website/portal hosted by the vendor in an easy-to-read format, and the reporting system shall be designed to complement and improve classroom instruction and MTSS decision-making.

● Dashboards provide real-time views at the student, classroom, grade, school, and district levels.

● Dashboards clearly display Tier placement, growth over time, and intervention fidelity/dosage for every student receiving services.

● System provides pre-formatted reports as well as the ability to build and save custom reports.

● System supports data disaggregation by subgroup (e.g., students with disabilities, English Learners, race/ethnicity, economically disadvantaged) for equity monitoring.

● District and school administrators can view MTSS team meeting-ready reports summarizing which students need review.

● Reports and dashboards are exportable in common formats (PDF, CSV, XLS) for use in board and grant reporting.

● The vendor shall indicate how it proposes to maintain the security of all individual student results, making them available only to JPSD, authorized school district personnel, and other entities identified and authorized by JPSD.

Component III: Description of Support for Special Populations

The vendor shall accommodate the assessment and intervention needs of students with disabilities (SWD), students with an established 504 plan, and English Learners (EL). Allowable and non-allowable accommodations shall be identified in publications provided by the vendor. JPSD plans to use the student's IEP or EL plan to identify appropriate accommodation for individuals who need them.

Component IV: Description of Professional Development and Coaching Support

● The vendor will create a customized plan that includes timelines for professional development and support, including recommendations for training of principals, interventionists, and classroom teachers, technical onboarding assistance, online job-embedded resources, and easy online access to chat with support professionals. The plan must address professional development by elementary, middle, and high school divisions.

● At least twice a year, JPSD conducts a formal training session for school-based MTSS/RTI coordinators. The initial face-to-face training, facilitated by the vendor, must occur early in the first nine weeks. A second face-to-face follow-up training will occur after the first semester of data is available. Training sessions shall be recorded and archived as a potential future training or reference resource. JPSD will approve all materials.

● The vendor must provide dedicated technical support, including full contact information for the specific person(s) responsible for this contract, at no additional cost. Support must also be provided in the form of guidance documents (FAQs, troubleshooting guides, etc.).

Component V: Description of Technology, Integration, and Data Security Requirements

The following technology requirements must be addressed in your proposal. All responses should include evidence that the proposed system meets the requirements defined in the table below; for

items that ask the vendor to identify specific products or partners, provide those details in your narrative response.

This component works together with, and does not replace, the mandatory Jackson Public School District IT Security, Privacy, Identity, and Integration Standards included later in this document — including the requirement that all instructional applications integrate with Clever for scholar Single Sign-On and that rostering be supported through Clever. Vendors should describe how any additional Google, Microsoft, and/or OneRoster-based SSO and rostering capabilities complement their required Clever integration.

Technology, Integration, and Data Security Requirements	Comply (Yes/No)
1. Open, flexible, browser-based platform certified by IMS Global Learning Tools Interoperability (LTI).	
2. Provides data export capabilities to build customizable reports.	

3. Provides Single Sign-On (SSO) integration with Google and/or Microsoft. Vendor must identify which platform(s) it integrates in its narrative response.	
4. Includes a User Synchronization Service certified by IMS Global OneRoster v1.1 standards that can automatically provision users, classes, and group/class enrollment information, with no additional fee associated with rostering.	
5. Maintains strict, proven privacy practices to secure student data and is fully compliant with the Family Educational Rights and Privacy Act (FERPA).	
6. Integrates with the District's Learning Management System (LMS) to support the effective use of an LMS in the classroom. Vendor must identify all LMS platforms with which the program integrates in its narrative response.	
7. Vendor must indicate whether its program partners with Clever and, if so, to what extent (e.g., SSO only; SSO and Rostering; or Saved Passwords), in its narrative response.	

Data Security and Privacy Documentation

Although not part of the scoring rubric, each vendor is asked to provide documentation outlining the company's data security and privacy policies. Vendors who fail to meet industry standards for data security and privacy will be excluded. Vendors should include their procedures for notifying customers if a data breach occurs, along with mitigation steps.

This component works together with, and does not replace, the mandatory Jackson Public School District IT Security, Privacy, Identity, and Integration Standards included later in this document, with which all vendors must comply.

References

Vendors should provide at least three (3) references from school districts of similar size and demographics, including current contact information where possible. References that document measurable gains in reading and/or math intervention outcomes are of additional value.

Pricing Proposal

Each vendor should submit a complete price that provides the best and most cost-effective delivery of a Pre K-12 diagnostic assessment and tiered intervention system for Reading and Mathematics, fully operational as outlined in the Scope of Work. Professional development costs should be included but broken out as a separate cost.

Additional Documents

Although not part of the scoring rubric, each vendor is asked to include any contracts, order forms, or other documents required to enter into a contract with the company.

The District reserves the right to purchase all or portions of the proposed solutions that best align to the needs of the District.

Should the District select a different system, all vendors must agree to that system communicating with one another, at no cost to the District.

Evaluation Rubric for Proposal — Total Number of Points 75

Evaluation Component	Possible Points
Assessment Platform	20
Progress Monitoring	15
Tiered Intervention Content and Delivery	20
Educator Dashboards and Reporting	10
Special Populations, Professional Development, and Technology, Integration & Data Security, plus References	10

Evaluation Rubric for Demonstration — Total Number of Points 25

Evaluation Component	Possible Points
Usability	5
Dashboard	15
Accessibility	5

JACKSON PUBLIC SCHOOL DISTRICT IT SECURITY, PRIVACY, IDENTITY, AND INTEGRATION STANDARDS

Version 2026.12 — Updated January 29, 2026

1. Purpose and Applicability

This document establishes the minimum technical, cybersecurity, privacy, identity, and integration standards required for any vendor that accesses, processes, stores, transmits, or manages Jackson Public School District (JPS) data; integrates with District systems; or provides instructional, administrative, operational, or infrastructure technology services.

Compliance with these standards is mandatory unless a written exception is approved by the Superintendent.

2. Identity, Authentication, and Access Control

Instructional Applications: All instructional applications must integrate with Clever for scholar Single Sign-On (SSO).

Employee / Staff Applications: All employee authentication must integrate with Microsoft Entra.

Multi-Factor Authentication (MFA):

- MFA is required for all administrative, privileged, support, and staff access.
- SMS-based authentication is prohibited.
- Acceptable MFA methods include authenticator applications or hardware security keys.

Access Control:

- Role-Based Access Control (RBAC) and least-privilege principles must be enforced.
- RBAC must support appropriate granularity (not just coarse roles).
- Separation between administrative, support, and data-access roles.
- Auditability of role assignment and changes.

3. Student Information System (SIS) and Data Integration

Jackson Public School District utilizes PowerSchool as its Student Information System (SIS). Vendors relying on SIS data must:

- Provide an existing PowerSchool plugin or supported integration, OR
- Provide vendor-managed custom PowerSchool query and data-mapping services.

Vendors without an existing plugin must design, develop, test, document, and maintain PowerSchool queries and assign a technical resource with PowerSchool experience on day 1 of the effective agreement term. Failure to provide such is grounds for termination of the agreement at no cost or damage to JPSD. The District will not be responsible for query development.

Rostering must be supported through Clever.

4. Data Interfaces and API Security

- All integrations must use secure interfaces such as PowerSchool APIs, secure REST APIs (OAuth 2.0 / OpenID Connect), or secure SFTP where APIs are unavailable.
- Hard-coded credentials, shared accounts, or insecure authentication methods are prohibited.
- Vendors must disclose all inbound and outbound data interfaces and third-party dependencies.
- Vendors must provide a secure and automated upload method for any data required from the District's SIS or any other data source. The District is not responsible for hosting any additional servers required for data transfer, such as SFTP and similar servers.
- APIs must be usable for district-scale operations, include all core SIS data objects, and support near-real-time use cases.
- No per-call, per-endpoint, or "premium real-time" fees for District use.
- All subcontractors with access to District data must meet the same standards; the primary vendor remains fully liable for subcontractor actions; material subcontractor changes require District notification.

5. Cybersecurity Baseline (NIST-Aligned)

Vendors must implement security controls aligned with NIST best practices, including:

- Encryption of data in transit (TLS 1.2+) and at rest (AES-256 or equivalent).
- Encrypted backups and secure storage.
- Centralized logging and monitoring.
- Regular vulnerability scanning and remediation.
- Documented incident response procedures.
- Secure data disposal practices.

The District reserves the right to request security documentation such as SOC 2 or ISO 27001 reports.

Data Residency Disclosure: Vendors must disclose the physical and geographic location(s) where District data is stored, processed, and backed up, including whether any data resides outside of the

United States. Use of non-U.S. data storage or processing does not automatically disqualify a vendor but must be fully disclosed and approved in writing by the District prior to contract execution.

6. 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.

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 scholar 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 scholar 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 scholar 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 financial and legal responsibility for security breaches resulting from vendor negligence or failure to meet contractual security obligations?		
17. Is compliance with HIPAA/FERPA/COPPA (where applicable) confirmed?		

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 responses provided with the proposal submission.

7. Incident Response and Breach Notification

- Vendors must notify the District of any confirmed security incident within 24 hours.
- Vendors must cooperate fully with District-directed investigation and remediation efforts.

8. Data Governance, Ownership, and Retention

All District data remains the sole property of the District. Vendors may not use District data for secondary purposes, including AI training, without written approval.

- Upon contract termination, vendors must cease data access, delete or return data, and certify destruction.
- Data exports must include documented schemas.
- Field names must be human-readable.
- The District may request one full test export during the contract term at no cost.

9. Business Continuity, Disaster Recovery, and RTO/RPO Requirements

Definition of & Minimum District Requirements for RTO/RPO:

Tier 1 — Critical Systems: Systems where downtime or data loss immediately disrupts instruction, safety, or compliance (e.g., SIS, District-wide SSO/Identity, emergency communications, core instructional platforms used daily, payroll and HR systems). Expected recovery targets: RTO 4–8 hours; RPO 15 minutes–1 hour.

Tier 2 — Important Systems: Systems that significantly impact operations but have short-term workarounds (e.g., assessment platforms, curriculum management tools, transportation or scheduling

systems, finance and procurement systems). Expected recovery targets: RTO 24 hours; RPO up to 24 hours.

Tier 3 — Standard Systems: Systems where limited downtime or data loss is tolerable (e.g., supplemental instructional tools, optional analytics platforms, non-mission-critical applications, such as this Professional Development Platform). Expected recovery targets: RTO 72 hours; RPO 24–48 hours.

Vendors must maintain documented business continuity and disaster recovery capabilities appropriate to the criticality of the system being provided, and must identify which recovery tier applies to their solution.

Mandatory Vendor Disclosures:

- Declared system tier (Critical, Important, or Standard).
- Defined RTO (maximum time to restore service after an outage).
- Defined RPO (maximum acceptable data loss).
- Description of backup strategy and frequency.
- Description of disaster recovery architecture (high-level).
- Confirmation of periodic disaster recovery testing.

Stated RTO and RPO values must reflect the vendor's actual operational capability, not aspirational targets. Failure to meet declared recovery objectives may be considered a material breach of contract. The District reserves the right to assign or require a higher recovery tier based on the criticality of the system and its impact on instruction, safety, or operations.

10. Artificial Intelligence (AI) and Emerging Technology

- Vendors must disclose all AI or machine-learning functionality.
- District data may not be used to train generalized or commercial AI models.
- AI features must comply with FERPA and applicable privacy laws.
- The District must be able to disable AI features where applicable.
- Failure to fully disclose AI usage and its implications can result in disqualification from consideration.
- Disclosure does not imply approval; the District reserves the right to reject or score negatively based on disclosed practices, which may be deemed non-responsive.

11. Insurance, Liability, and Indemnification

- Vendors must maintain a minimum of $5 million in cyber liability insurance.
- Vendors are responsible for damages resulting from failure to meet these standards.

- Vendors must indemnify the District for breaches caused by vendor negligence or non-compliance.

12. Enforcement and Exceptions

- Compliance with these standards is mandatory; failure to comply can result in disqualification or contract termination.
- Exceptions require written approval from the Superintendent, are non-precedential, vendor-specific, narrowly scoped, and expire unless explicitly renewed.
- Ongoing compliance is required for the full contract term and applies to all future features, integrations, AI functionality, and architectural changes. Material changes require District notification and approval.

13. Version Control

This document may be updated periodically. Vendors must comply with the version in effect at the time of contract execution.

2.0 Management Responsibilities

The Jackson Public School District will designate one representative who will act as the primary contact for this project. The representative will be responsible for conferring with any and all parties necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP. If you have any questions, please contact:

Dr. Wanda Clark

Executive Director, Office of Teaching and Learning

Jackson Public School District

624 South President Street

Jackson, MS 39201

Phone: (601) 960-8355

Email: waclark@jackson.k12.ms.us

3.0 Format and Procedures for Delivery of Proposal

The proposal shall consist of six parts (Attachments A, B, C, D, E, F):

7.0 Conditions of Solicitation

The release of the RFP does not constitute an acceptance of any offer. Jackson Public School District reserves the right to accept, reject, or negotiate any or all offers based on the evaluation criteria contained within this document. The offeror shall assure compliance with the following conditions of solicitation:

1. The Jackson Public School District will not be liable for any costs associated with the preparation of proposals or negotiation of contract incurred by any party.

2. Discussions may be conducted with offerors who submit proposals determined to be reasonably susceptible of being selected, for the purpose of clarification to assure full understanding of, and responsiveness to, the solicitation requirements, but proposals may be accepted without such discussions.

3. The offeror represents that it has not retained a person to solicit or secure this agreement for a commission, percentage, brokerage, or contingent fee.

4. The offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without (for the purpose of restricting competition) any consultation, communication, or agreement with any other bidder or competitor relating to those prices, the intention to submit a proposal, or the methods or factors used to calculate the price proposal.

8.0 Standard Terms and Conditions

Certain terms and conditions are required. Therefore, the offeror shall assure agreement and compliance with the following Standard Terms and Conditions:

The offeror shall perform all services as an independent contractor and shall discharge all its liabilities as such. No act performed or representation made, whether oral or written, by the contractor with respect to third parties shall be binding on Jackson Public School District.

The offeror agrees that the Jackson Public School District, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit/examine, any pertinent documents, papers, and records related to change and performance under this agreement. Such records shall be kept for a period of three years after final payment under this agreement, unless the Jackson Public School District authorizes earlier disposition. Offeror agrees to refund to the District any overpayments disclosed by any such audit. However, if litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the three (3) year period, the records shall be retained until completion of the action and resolution of all issues arising from it.

The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of law provisions, and any litigation with respect thereto shall be brought in the

courts of the State of Mississippi. The offeror shall comply with applicable federal, state, and local laws and regulations.

Offeror warrants (a) that it is a validly organized business with valid authority to enter into this agreement; (b) that it is qualified to do business and in good standing in the State of Mississippi; (c) that entry into and performance under this agreement is not restricted or prohibited by any loan, security, financing, contractual, or other agreement of any kind; and (d) that there are no existing or prospective legal proceedings, voluntary or otherwise, which may adversely affect its ability to perform its obligations under this agreement.

The offeror understands that the school district is an equal opportunity employer and maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, or any other consideration made unlawful by federal, state, or local laws. The offeror agrees to strictly adhere to this policy in its employment practices and provision of services, and agrees that all activities under this agreement shall be subject to all applicable federal, state, and local laws and regulations, as now existing or as may be amended.

Offeror agrees that, at all times, the employees of offeror furnishing or performing any of the services specified under this agreement shall do so in a professional manner.

The offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without any consultation, communication, or agreement with any other bidder or competitor relating to those prices, the intention to submit a bid, or the methods or factors used to calculate the prices bid.

It is expressly understood and agreed that the obligations of the District to proceed are conditioned upon the appropriation of funds by the Mississippi State Department of Education and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, the District shall have the right, upon ten (10) working days' written notice to the offeror, to terminate or modify the agreement without damage, penalty, or cost to the state or District of any kind whatsoever.

9.0 Cost Proposal

Each proposal should provide a cost for each of the following services:

Description of Service	Projected Number of Service Days / Daily Rate	Total Cost
Tier 2/Tier 3 Intervention Content & Delivery — License/Subscription		
Professional Development — initial and ongoing		

training/support		
Implementation, data integration, and onboarding		
Types of Reports		
Supplemental Resources		
Technology Integration, Data Security, and Ongoing Technical/Customer Support (per RFP, at no additional cost)		

The District reserves the right to reject any and all proposals and to negotiate with the best proposed offer to address issues other than those described in the proposal.

11.0 Responsibilities of an Approved Provider

1. Ensure that the professional development/consultative services provided and the content used by the provider are consistent with those of the school district and State and are aligned with the Mississippi Curriculum Frameworks.

2. Enter into an agreement with the District that includes:

- Statement of specific goals.
- Description of how progress will be measured.
- Timetable for implementing services.
- Initiation date, frequency, and duration of services to be provided.
- Payment provisions based on services provided.
- Description of the services to be provided.
- Qualifications of staff responsible for the delivery of the services.
- Written reports to the superintendent, building level administrator, and specified district level administrators following each period of service.
- Quarterly, on-site briefings with the superintendent and appropriate district level personnel.

Exhibit E-1

Other Required Forms

Document 1: Proposal Form and Signature Page

The undersigned proposals to furnish and deliver all items and/or perform all services in accordance with all sections of this RFP, including the Proposal Form, Instructions and Conditions, Specifications, and any Addenda issued.

Company Name: _____

Address: _____

Phone: _____ Email: _____

Authorized Representative (Printed): _____

Signature: _____

Date: _____

Business Classification (circle one):

Woman-Owned Minority-Owned Woman & Minority-Owned Non-Minority

Addendum Acknowledgment:

Addendum No. ____ Date ____ Addendum No. ____ Date ____

Addendum No. ____ Date ____ Addendum No. ____ Date ____

Exhibit E-2

Document 2: Submission Cover Sheet and Configuration Summary

By signing below, the vendor certifies that they are authorized to bind the organization and that the proposal complies with all RFP requirements.

Vendor Name: _____
Authorized Signature: _____
Date: _____

Configuration Summary (100 words or less):
_____
_____
_____
_____
_____

Exhibit E-3

Document 3: Assurances and Signature Form

The vendor certifies compliance with all applicable federal, state, and local laws and regulations, including civil rights, health and safety, confidentiality, and background check requirements.

Organization Name: _____

Authorized Representative (Printed): _____

Signature: _____

Date: _____

Exhibit E-4

Document 4: Independent Contractor Debarment Verification

Registered in SAM.gov: ☐ Yes ☐ No

Registered with Mississippi Secretary of State: ☐ Yes ☐ No

The contractor certifies that neither the organization nor its partners or subcontractors are debarred from doing business with the **federal government or the State of Mississippi.**

Authorized Signature: _____

Date: _____

Bid Proposal: **RFP 2026-03-27**

Bid Title**: Pre K-12 Diagnostic Assessment and Tiered Intervention (MTSS/RTI) Program for Reading and Mathematics**

Submission Deadline Date and Time: _____

Participating Vendor Name_____

Address_____

Handwritten Signature_____

Addendums Acknowledge Yes_____ or No _____

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.

End of Bid Document