

Durham Public Schools

<p style="text-align: center;">Durham Public Schools Purchasing Office Bid # 179-1819-525-ELA_CURR Attn: Chanel Sidbury 511 Cleveland Street Durham, NC 27701</p>	<p style="text-align: center;">REQUEST FOR PROPOSALS NO: 179-1819-525-ELA_CURR</p> <hr/> <p style="text-align: center;">Bid Opening DATE: January 18, 2019</p>
<p>Direct all inquiries concerning this RFP to:</p> <p>Durham Public Schools Attn: Chanel Sidbury</p> <p>All questions must be submitted <u>via email</u> no later than 2:00 PM on January 4, 2019</p>	<p>Contract Type: <u>Open Market, Purchase</u> using various funds; when using Federal Funds Durham Public Schools will follow all Federal guidelines.</p>
<p>Email: Chanel.Sidbury@dpsnc.net</p>	<p>Using Agency Name: Durham Public Schools</p>

Bids will be publicly opened on: January 18, 2019

NOTE: Questions concerning the specifications in this Request for Proposals will be received until date and time listed above. ALL QUESTIONS MUST BE SUBMITTED IN WRITING, EITHER BY EMAIL or TO THE ADDRESS LISTED ABOVE. NO QUESTIONS will be received by telephone. Questions received after the date and time listed above will not be considered. A summary of all questions and answers will be posted on the Interactive Purchasing System as an addendum, located under the RFP # being modified. It is the OFFEROR'S responsibility to assure that all addenda have been reviewed and, if need be, signed and returned.

NOTICE TO BIDDERS

Sealed Proposals subject to the conditions made a part hereof, will be received until 3:30 pm January 18, 2019 EASTERN STANDARD TIME for furnishing and delivering the commodity/services described herein and then publicly opened.

Bids submitted via telegraph, facsimile (FAX) machine, telephone and electronic means, including but not limited to e-mail, in response to this Request for Proposals will not be acceptable. Bids are subject to rejection unless submitted on this form.

Please submit three (3) copies of your proposal. One hardcopy must be marked original. One copy must be in a digital format.

EXECUTION

In compliance with this Request for Proposals, and subject to all the conditions herein, the undersigned Vendor offers and agrees to furnish and deliver any or all items upon which prices are bid, at the prices set opposite each item within the time specified herein. By executing this proposal, the undersigned Vendor certifies that this proposal is submitted competitively and without collusion (G.S. 143-54), that none of its officers, directors, or owners of an unincorporated business entity has been convicted of any violations of Chapter 78A of the General Statutes, the Securities Act of 1933, or the Securities Exchange Act of 1934 (G.S. 143-59.2), and that it is not an ineligible Vendor as set forth in G.S. 143-59.1. False certification is a Class I felony. Furthermore, by executing this proposal, the undersigned certifies to the best of Vendor's knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal or State department or agency. As required by G.S. 143-48.5, the undersigned Vendor certifies that it, and each of its sub-Contractors for any Contract awarded as a result of this RFP, complies with the requirements of Article 2 of Chapter 64 of the NC General Statutes, including the requirement for each employer with more than 25 employees in North Carolina to verify the work authorization of its employees through the federal E-Verify system. G.S. 133-32 and Executive Order 24 (2009) prohibit the offer to, or acceptance by, any State Employee associated with the preparing plans, specifications, estimates for public Contract; or awarding or administering public Contracts; or inspecting or supervising delivery of the public Contract of any gift from anyone with a Contract with the State, or from any person seeking to do business with the State. By execution of this response to the RFP, the undersigned certifies, for your entire organization and its employees or agents, that you are not aware that any such gift has been offered, accepted, or promised by any employees of your organization.

Failure to execute/sign proposal prior to submittal shall render proposal invalid and it WILL BE REJECTED. Late proposals cannot be accepted.

VENDOR:		
STREET ADDRESS:	P.O. BOX:	ZIP:
CITY & STATE & ZIP:	TELEPHONE NUMBER:	TOLL FREE TEL. NO:
PRINCIPAL PLACE OF BUSINESS ADDRESS IF DIFFERENT FROM ABOVE (SEE INSTRUCTIONS TO VENDORS ITEM #10):		
PRINT NAME & TITLE OF PERSON SIGNING ON BEHALF OF VENDOR:	FEDERAL ID NUMBER:	

VENDOR'S AUTHORIZED SIGNATURE:	DATE:	EMAIL:
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Offer valid for at least 120 days from date of proposal opening, unless otherwise stated here: _____ days. After this time, any withdrawal of offer shall be made in writing, effective upon receipt by the agency issuing this RFP.

ACCEPTANCE OF PROPOSAL

If any or all parts of this proposal are accepted by Durham Public Schools, an authorized representative of Durham Public Schools shall affix his/her signature hereto and this document and all provisions of this Request For Proposal along with the Vendor proposal response and the written results of any negotiations shall then constitute the written agreement between the parties. A copy of this acceptance will be forwarded to the successful Vendor(s).

<p>FOR DURHAM PUBLIC SCHOOLS USE ONLY: Offer accepted and Contract awarded this ____ day of _____, 20__, as indicated on the attached certification by _____ _____ (Authorized Representative of [Agency Name])</p>

Durham Public Schools
Bid # 179-1819-525-ELA_CURR

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1.0 REQUEST FOR PROPOSAL DOCUMENT

The RFP is comprised of the base RFP document, any attachments, and any addenda released before Contract award. All attachments and addenda released for this RFP in advance of any Contract award are incorporated herein by reference.

1.1 PROPOSAL QUESTIONS

Written questions concerning this RFP will be received until 2:00 pm JANUARY 4, 2019 Eastern Standard Time. They must be sent via e-mail to: Chanel.Sidbury@dpsnc.net please insert "Questions for bid 179-1819-525-ELA_CURR " as the subject for the email.

Durham Public Schools will prepare responses to all written questions submitted, and post an addendum to the Interactive Purchasing System (IPS) <https://www.ips.state.nc.us/ips/> Oral answers are not binding on Durham Public Schools.

Questions received prior to the submission deadline date, Durham Public Schools response, and any additional terms deemed necessary by Durham Public Schools be posted in the form of an addendum to the Interactive Purchasing System (IPS), <http://www.ips.state.nc.us>, and shall become an Addendum to this RFP. No information, instruction or advice provided orally or informally by any Durham Public Schools personnel, whether made in response to a question or otherwise in connection with this RFP, shall be considered authoritative or binding. Vendors shall rely only on written material contained in an Addendum to this RFP.

All communications shall be directed in the form of an email to the DPS employee listed above. Vendor contact regarding this RFP with anyone other than DPS employee listed above may be grounds for rejection of said Vendor's offer. Failure to meet these requirements may consider your bid non-responsive.

Critical updated information may be included in these Addenda. It is important that all Vendors bidding on this RFP periodically check the State website for any and all Addenda that may be issued prior to the offer opening date.

1.2 NOTICE TO VENDORS REGARDING RFP TERMS AND CONDITIONS

It shall be the Vendor's responsibility to read the Instructions, the State's terms and conditions, all relevant exhibits and attachments, and any other components made a part of this RFP, and comply with all requirements and specifications herein. Vendors also are responsible for obtaining and complying with all Addenda and other changes that may be issued in connection with this RFP.

If Vendors have questions, issues, or exceptions regarding any term, condition, or other component within this RFP, those must be submitted as questions in accordance with in the instructions in Section 1.1 PROPOSAL QUESTIONS. If Durham Public Schools determines that any changes will be made as a result of the questions asked, then such decisions will be communicated in the form of an RFP addendum. Durham Public Schools may also elect to leave open the possibility for later negotiation and amendment of specific provisions of the Contract that have been addressed during the question and answer period. Other than through this process, Durham Public Schools rejects and will not be required to evaluate or consider any additional or modified terms and conditions submitted with Vendor's proposal. This applies to any language appearing in or attached to the document as part of the Vendor's proposal that purports to vary any terms and conditions or Vendors' instructions herein or to render the proposal non-binding or subject to further negotiation. Vendor's proposal shall constitute a firm offer. **By execution and delivery of this RFP Response, the Vendor agrees that any additional or modified terms and conditions, whether submitted purposely or inadvertently, shall have no force or effect, and will be disregarded. Noncompliance with, or any attempt to alter or delete, this paragraph shall constitute sufficient grounds to reject Vendor's proposal as nonresponsive.**

If a Vendor desires modification of the terms and conditions of this solicitation, it is urged and cautioned to inquire during the question period, in accordance with the instructions in this RFP, about whether specific language proposed as a modification is acceptable to or will be considered by Durham Public Schools. Identification of objections or exceptions to Durham Public Schools terms and conditions in the proposal itself shall not be allowed and shall be disregarded or the proposal rejected. Contact with anyone working for or with Durham Public Schools regarding this RFP other than the State Contract Specialist named on the face page of this RFP in the manner specified by this RFP shall constitute grounds for rejection of said Vendor's offer, at the State's election.

2.0 PROPOSAL SUBMITTAL

Sealed proposals, subject to the conditions made a part hereof and the receipt requirements described below, shall be received at the address indicated in the table below, for furnishing and delivering those items or services as described herein.

Mailing address for delivery of proposal via US Postal Service	Office Address of delivery by any other method (special delivery, overnight, or any other carrier)
<p><i>Durham Public Schools</i> PROPOSAL NUMBER: 179-1819-525-ELA_CURR Purchasing Office Attn: Chanel Sidbury 511 Cleveland Street Durham, NC 27701</p>	<p><i>Durham Public Schools</i> PROPOSAL NUMBER: 179-1819-525-ELA_CURR Purchasing Office Attn: Chanel Sidbury 511 Cleveland Street Durham, NC 27701</p>

IMPORTANT NOTE: All proposals shall be physically delivered to the office address listed above on or before the proposal deadline in order to be considered timely, regardless of the method of delivery. **This is an absolute requirement.** All risk of late arrival due to unanticipated delay—whether delivered by hand, U.S. Postal Service, courier or other delivery service is entirely on the Vendor. **It is the sole responsibility of the Vendor to have the proposal physically in this Office by the specified time and date of opening.** The time of delivery will be marked on each proposal when received, and any proposal received after the proposal submission deadline will be rejected. Sealed proposals, subject to the conditions made a part hereof, will be received at the address indicated in the table in this Section, for furnishing and delivering the commodity as described herein.

Vendors are cautioned that proposals sent via U.S. Mail, including Express Mail, may not be delivered to the agency's purchasing office on the due date in time to meet the proposal deadline. All Vendors are urged to take the possibility of delay into account when submitting a proposal. **Attempts to submit a proposal via facsimile (FAX) machine, telephone or electronic means, including but not limited to email, in response to this RFP shall NOT be accepted.**

- a) Submit your proposal in a sealed, opaque package. Clearly mark each package with:
 - (1) Vendor name;
 - (2) the RFP number; and
 - (3) the due date.

Address the package(s) for delivery as shown in the table above. If Vendor is submitting more than one (1) proposal, each proposal shall be submitted in separate sealed envelopes and marked accordingly. For delivery purposes, separate sealed envelopes from a single Vendor may be included in the same

outer package. Proposals are subject to rejection unless submitted with the information above included on the outside of the sealed proposal package.

2.1 PROPOSAL CONTENTS

Vendors shall populate all attachments of this RFP that require the Vendor to provide information and include an authorized signature where requested. Vendor RFP responses shall include the following items and those attachments should be arranged in the following order:

- a) Cover Letter
- b) Title Page: Include the company name, address, phone number and authorized representative along with the Proposal Number.
- c) Completed and signed version of EXECUTION PAGES, along with the body of the RFP, and signed receipt pages of any addenda released in conjunction with this RFP (if required to be returned).

2.2 DEFINITIONS, ACRONYMS, AND ABBREVIATIONS

- a) **BAFO**: Best and Final Offer, submitted by a Vendor to alter its initial offer, made in response to a request by the issuing agency.
- b) **BUYER**: The employee of Durham Public Schools or Other Eligible Entity that places an order with the Vendor.
- c) **CONTRACT LEAD**: Representative of Durham Public Schools who corresponds with potential Vendors in order to identify and contract with that Vendor providing the greatest benefit to Durham Public Schools and who will administer this contract
- d) **E-PROCUREMENT SERVICES**: The program, system, and associated services through which the State conducts electronic procurement.
- e) **FOB-DESTINATION**: Title changes hand from Vendor to purchaser at the destination point of the shipment; Vendor owns commodity in transit and files any claims, and Vendor pays all freight and any related transportation charges. A solicitation may request Vendors to separately identify freight charges in their proposal, but no amount or charge not included as part of the total proposal price will be paid.
- f) **LOT**: A grouping of similar products within this RFP.
- g) **ON-TIME DELIVERY**: The delivery of all items within a single order to the receiving point designated by the ordering entity within the delivery time required.
- h) **QUALIFIED PROPOSAL**: A responsive proposal submitted by a responsible Vendor.
- i) **RFP**: Request for Proposal
- j) **STATE**: The State of North Carolina, including any of its sub-units recognized under North Carolina law.
- k) **STATE AGENCY**: Any of the more than 400 sub-units within the executive branch of the State, including its departments, boards, commissions, institutions of higher education and other institution.
- l) **VENDOR**: Supplier, bidder, proposer, company, firm, corporation, partnership, individual or other entity submitting a response to a Request for Proposal.

3.0 METHOD OF AWARD AND PROPOSAL EVALUATION PROCESS PROPOSAL REVIEW AND AWARD

It is the intent of Durham Public Schools to award this RFP to the responsible bidder(s) who best matches the needs of Durham Public Schools. Durham Public Schools reserves the right to reject any and all bids. All qualified proposals will be evaluated and awards will be made to the Vendor(s) meeting the RFP requirements and achieving the highest and best final evaluation.

While it is the intent of Durham Public Schools to award this RFP to a single Vendor, Durham Public Schools reserves the right to make separate awards to different Vendors for one or more line items, to not award one or

more line items or to cancel this RFP in its entirety without awarding a contract, if it is considered to be most advantageous to Durham Public Schools to do so.

The status of a Vendor's E-Procurement Services account(s) shall be considered a relevant factor in determining whether to approve the award of a contract under this RFP. Any Vendor with an E-Procurement Services account that is in arrears by 91 days or more at the time of proposal opening may, at the State's discretion be disqualified from further evaluation or consideration.

Durham Public Schools reserves the right to waive any minor informality or technicality in proposals received.

3.1 CONFIDENTIALITY AND PROHIBITED COMMUNICATIONS DURING EVALUATION

During the evaluation period—from the date proposals are opened through the date the contract is awarded—each Vendor submitting a proposal (including its representatives, sub-contractors and/or suppliers) is prohibited from having any communications with any person inside or outside the using agency, issuing agency, other government agency office, or body (including the purchaser named above, department secretary, agency head, members of the general assembly and/or governor's office), or private entity, if the communication refers to the content of Vendor's proposal or qualifications, the contents of another Vendor's proposal, another Vendor's qualifications or ability to perform the contract, and/or the transmittal of any other communication of information that could be reasonably considered to have the effect of directly or indirectly influencing the evaluation of proposals and/or the award of the contract. A Vendor not in compliance with this provision shall be disqualified from contract award, unless it is determined in the State's discretion that the communication was harmless, that it was made without intent to influence and that the best interest of the State would not be served by the disqualification. A Vendor's proposal may be disqualified if its subcontractor and supplier engage in any of the foregoing communications during the time that the procurement is active (i.e., the issuance date of the procurement to the date of contract award). Only those discussions, communications or transmittals of information authorized or initiated by the issuing agency for this RFP or general inquiries directed to the purchaser regarding requirements of the RFP (prior to proposal submission) or the status of the contract award (after submission) are excepted from this provision.

3.2 PROPOSAL EVALUATION PROCESS

Durham Public Schools shall review all Vendor responses to this RFP to confirm that they meet the specifications and requirements of the RFP.

Durham Public Schools will conduct a One-Step evaluation of Proposals:

Proposals will be received from each responsive Vendor in a sealed envelope or package.

All proposals must be received by the issuing agency not later than the date and time specified on the cover sheet of this RFP.

At that date and time, the package containing the proposals from each responding firm will be opened publicly and the name of the Vendor and total cost offered will be announced. Interested parties are cautioned that these costs and their components are subject to further evaluation for completeness and correctness and therefore may not be an exact indicator of a Vendor's pricing position.

At their option, the evaluators may request oral presentations or discussion with any or all Vendors for the purpose of clarification or to amplify the materials presented in any part of the proposal. Vendors are cautioned, however, that the evaluators are not required to request presentations or other clarification—and often do not. Therefore, all proposals should be complete and reflect the most favorable terms available from the Vendor.

Durham Public Schools reserves the right to reject all original offers and request one or more of the Vendors submitting proposals within a competitive range to submit a best and final offer (BAFO), based

on discussions and negotiations with Durham Public Schools, if the initial responses to the RFP have been evaluated and determined to be unsatisfactory.

Upon completion of the evaluation process, Durham Public Schools will make Award(s) based on the evaluation and post the award(s) to IPS under the RFP number for this solicitation. Award of a Contract to one Vendor does not mean that the other proposals lacked merit, but that, all factors considered, the selected proposal was deemed most advantageous and represented the best value to Durham Public Schools.

3.3 INTERPRETATION OF TERMS AND PHRASES

This Request for Proposal serves two functions: (1) to advise potential Vendors of the parameters of the solution being sought by the Department; and (2) to provide (together with other specified documents) the terms of the Contract resulting from this procurement. As such, all terms in the Request for Proposal shall be enforceable as contract terms in accordance with the General Contract Terms and Conditions. The use of phrases such as “shall,” “must,” and “requirements” are intended to create enforceable contract conditions. In determining whether proposals should be evaluated or rejected, the Department will take into consideration the degree to which Vendors have proposed or failed to propose solutions that will satisfy the Department’s needs as described in the Request for Proposal. Except as specifically stated in the Request for Proposal, no one requirement shall automatically disqualify a Vendor from consideration. However, failure to comply with any single requirement may result in the Department exercising its discretion to reject a proposal in its entirety.

4.0 REQUIREMENTS

This Section lists the requirements related to this RFP. By submitting a proposal, the Vendor agrees to meet all stated requirements in this Section as well as any other specifications, requirements and terms and conditions stated in this RFP. If a Vendor is unclear about a requirement or specification or believes a change to a requirement would allow for Durham Public Schools to receive a better proposal, the Vendor is urged and cautioned to submit these items in the form of a question during the question and answer period in accordance with Section 1.1.

4.1 CONTRACT TERM

The Contract may have an initial term of three years, beginning on the date of contract award (the “Effective Date”). The Vendor may begin work under the Contract within thirty (30) business days of the Effective Date.

At the end of the Contract’s current term, Durham Public Schools shall have the option, in its sole discretion, to renew the Contract on the same terms and conditions for up to a total of two additional one-year terms. Durham Public Schools will give the Vendor written notice of its intent whether to exercise each option no later than thirty (30) days before the end of the Contract’s then-current term. In addition, Durham Public Schools reserves the right to extend a contract term for a period of up to 180 days in 90-day-or-less increments.

4.2 PRICING

Proposal price shall constitute the total cost to Buyer for complete performance in accordance with the requirements and specifications herein, including all applicable charges handling, administrative and other similar fees. Vendor shall not invoice for any amounts not specifically allowed for in this RFP. Complete ATTACHMENT C: Cost Proposal / Execution of Proposal Form and include in Proposal.

Pricing must remain valid for no less than 180 days pending evaluation by the selection committee and subsequent trial by a selected group of teachers before an award recommendation is presented to the Board of Education.

4.3 INVOICES

- a) Invoices must be submitted to the Accounts Payable Office on the Vendor(s) official letterhead/stationery.
- b) Invoices must bear the correct contract number/purchase order number to ensure prompt payment. The Vendor's failure to include the correct purchase order number may cause delay in payment.
- c) Invoices must include an accurate description of the work/items for which the invoice is being submitted, the invoice date, the period of time covered when applicable, the amount of fees due to the Vendor and the original signature of the Vendor's project manager.

4.4 PAYMENT TERMS

- a) The Vendor will be compensated at the rates quoted in the Vendor's Cost Proposal.
- b) The Vendor will be paid net thirty (30) calendar days after the Vendor's invoice is approved by Durham Public Schools.

4.11 VENDOR PROFILE

Vendor shall provide company profile information (company background, number of employees, type of company, financial information, capacity for handling services, location of company).

4.5 FINANCIAL STABILITY

Each Vendor shall certify it is financially stable by completing the ATTACHMENT F: CERTIFICATION OF FINANCIAL CONDITION. The State is requiring this certification to minimize potential issues from Contracting with a Vendor that is financially unstable. From the date of the Certification to the expiration of the Contract, the Vendor shall notify Durham Public Schools within thirty (30) days of any occurrence or condition that materially alters the truth of any statement made in this Certification.

4.6 VENDOR EXPERIENCE

When applicable in its Proposal, Vendor shall demonstrate experience with public and/or private sector clients with similar or greater size and complexity to the State of North Carolina. Vendor shall provide information as to the qualifications and experience of all executive, managerial, legal, and professional personnel to be assigned to this project, including resumes citing experience with similar projects and the responsibilities to be assigned to each person.

4.7 REFERENCES

Vendors shall provide at least three (3) references for which your company has provided services of similar size and scope to that proposed herein. Durham Public Schools may contact these users to determine the services provided are substantially similar in scope to those proposed herein and Vendor's performance has been satisfactory. The information obtained may be considered in the evaluation of the proposal. You will find a Customer Reference Template in ATTACHMENT H: REFERENCES

4.8 BACKGROUND CHECKS

Vendor and its personnel are required to provide or undergo background checks at Vendor's expense prior to beginning work with the State. As part of Vendor background the details below must be provided to Durham Public Schools:

- a) Any criminal felony conviction, or conviction of any crime involving moral turpitude, including, but not limited to fraud, misappropriation or deception, of Vendor, its officers or directors, or any of its employees or other personnel to provide services on this project, of which Vendor has knowledge or a statement that it is aware of none;
- b) Any criminal investigation for any offense involving moral turpitude, including, but not limited to fraud, misappropriation, falsification or deception pending against Vendor of which it has knowledge or a statement it is aware of none;

- c) Any regulatory sanctions levied against Vendor or any of its officers, directors or its professional employees expected to provide services on this project by any state or federal regulatory agencies within the past three years or a statement that there are none. As used herein, the term “regulatory sanctions” includes the revocation or suspension of any license or certification, the levying of any monetary penalties or fines, and the issuance of any written warnings;
- d) Any regulatory investigations pending against Vendor or any of its officers, directors or its professional employees expected to provide services on this project by any state or federal regulatory agencies of which Vendor has knowledge or a statement that there are none.
- e) Any civil litigation, arbitration, proceeding, or judgments pending against Vendor during the three (3) years preceding submission of its proposal herein or a statement that there are none.

Vendor’s responses to these requests shall be considered to be continuing representations and Vendor’s failure to notify Durham Public Schools within thirty (30) days of any criminal litigation, investigation or proceeding involving Vendor or its then current officers, directors or persons providing services under this contract during its term shall constitute a material breach of contract. The provisions of this paragraph shall also apply to any subcontractor utilized by Vendor to perform services under this contract.

Any personnel or agent of the Vendor performing services under any contract arising from this RFP may be required to undergo a background check at the expense of the Vendor, if so requested by Durham Public Schools.

4.9 PERSONNEL

Vendor shall not substitute key personnel assigned to the performance of this Contract without prior written approval by the Contract Lead. Vendor shall notify the Contract Lead of any desired substitution, including the name(s) and references of Vendor’s recommended substitute personnel. Durham Public Schools will approve or disapprove the requested substitution in a timely manner. Durham Public Schools may, in its sole discretion, terminate the services of any person providing services under this Contract. Upon such termination, Durham Public Schools may request acceptable substitute personnel or terminate the contract services provided by such personnel.

4.10 VENDOR’S REPRESENTATIONS

- a) Vendor warrants that qualified personnel shall provide services under this Contract in a professional manner. “Professional manner” means that the personnel performing the services will possess the skill and competence consistent with the prevailing business standards in the industry. Vendor agrees that it will not enter any agreement with a third party that may abridge any rights of Durham Public Schools under this Contract. Vendor will serve as the prime contractor under this Contract and shall be responsible for the performance and payment of all subcontractor(s) that may be approved by Durham Public Schools. Names of any third party Vendors or subcontractors of Vendor may appear for purposes of convenience in Contract documents; and shall not limit Vendor’s obligations hereunder. Vendor will retain executive representation for functional and technical expertise as needed in order to incorporate any work by third party subcontractor(s).
- a) If any services, deliverables, functions, or responsibilities not specifically described in this Contract are required for Vendor’s proper performance, provision and delivery of the service and deliverables under this Contract, or are an inherent part of or necessary sub-task included within such service, they will be deemed to be implied by and included within the scope of the contract to the same extent and in the same manner as if specifically described in the contract. Unless otherwise expressly provided herein, Vendor will furnish all of its own necessary management, supervision, labor, facilities, furniture, computer and telecom-munications equipment, software, supplies and materials necessary for the Vendor to provide and deliver the Services and Deliverables.
- b) Vendor warrants that it has the financial capacity to perform and to continue perform its obligations under the contract; that Vendor has no constructive or actual knowledge of an actual or potential legal proceeding being brought against Vendor that could materially adversely affect performance

of this Contract; and that entering into this Contract is not prohibited by any contract, or order by any court of competent jurisdiction.

4.12 MATERIALS TO SAMPLE

Samples are not required prior to bid opening date; however, if required later, bidder agrees to furnish samples of items offered at no expense to Durham Public Schools within 10 consecutive calendar days after the request is made by Durham Public Schools. Bids which do not comply with these requirements will be subject to rejection. These samples must be in final form, i.e. must be the product that will be available to the district.

5.0 SCOPE OF WORK

5.1 ACCEPTANCE OF WORK

In the event acceptance criteria for any work or deliverables is not described in contract documents or work orders hereunder, Durham Public Schools shall have the obligation to notify Vendor, in writing ten (10) calendar days following completion of such work or deliverable described in the Contract that it is not acceptable. The notice shall specify in reasonable detail the reason(s) it is unacceptable. Acceptance by Durham Public Schools shall not be unreasonably withheld; but may be conditioned or delayed as required for reasonable review, evaluation, installation or testing, as applicable of the work or deliverable. Final acceptance is expressly conditioned upon completion of all applicable assessment procedures. Should the work or deliverables fail to meet any requirements, acceptance criteria or otherwise fail to conform to the contract, Durham Public Schools may exercise any and all rights hereunder, including, for deliverables, such rights provided by the Uniform Commercial Code as adopted in North Carolina.

5.2 LIQUIDATED DAMAGES

The parties agree that calculation of actual damages resulting from failure to meet the following performance standards is extremely difficult, if not impossible, to calculate accurately, and the parties also agree that the compensation identified for such failures are a reasonable estimate of damages resulting from a failure to meet the performance standard described. Therefore, the parties agree that the Vendor shall be subject to amounts due as liquidated damages but not as a penalty, for each such failure, as follows:

Notwithstanding any other provision herein, liquidated damages shall not be subject to a limitation on damages or limit of liability for damages that otherwise may be applicable to recoverable damages.

5.3 WARRANTIES

Vendor warrants to Durham Public Schools that all items furnished will be new (unless otherwise specifically requested in this RFP), of good material and workmanship, and Vendor agrees to replace any items which fail to comply with the specifications by reason of defective material or workmanship under normal use, free of State's negligence or accident for a minimum of 90 days from date of acceptance. Such replacement shall include transportation costs free of any charge to Durham Public Schools. This statement is not intended to limit any additional coverage, which may normally be associated with a product. Vendor shall assign to Durham Public Schools all third party warranties applicable to such deliverables. Vendor warrants that Durham Public Schools has all rights necessary to utilize all deliverables for their intended purpose free from all third party claims.

5.4 CERTIFICATION AND SAFETY LABELS

PRODUCT SAFETY LISTING: All manufactured items and/or fabricated assemblies subject to operation under pressure, operation by connection to an electric source, or operation involving a connection to a manufactured, natural, or LP gas source shall be constructed and approved in a

manner acceptable to the appropriate state inspector which customarily requires the label or re-examination listing or identification marking of the appropriate safety standard organization; such as the American Society of Mechanical Engineers for pressure vessels; the Underwriters Laboratories and /or National Electrical Manufacturers' Association for electrically operated assemblies; or the American Gas Association for gas operated assemblies, where such approvals of listings have been established for the type of device offered and furnished. A list of acceptable marks is available on the Division of Purchase and Contract website at: <http://ncadmin.nc.gov/about-doa/divisions/purchase-contract>. The CE label is not acceptable. Further, all items furnished shall meet all requirements of the Occupational Safety and Health Act (OSHA), and state and federal requirements relating to clean air and water pollution. Having the appropriate certification or safety label affixed to any device delivered pursuant to this solicitation, under the conditions described above, is a material condition of any contract awarded as a result of this solicitation. All costs for product and industry certifications and listings required to supply conforming products to Durham Public Schools as described in this RFP are the sole responsibility of the Vendor. The certification or safety label shall be affixed and be visible on the OUTSIDE of the all products that require a certification or safety label in order to pass the State Quality Acceptance Inspection.

5.5 DISPUTE RESOLUTION

The parties agree that it is in their mutual interest to resolve disputes informally. A claim by the Vendor shall be submitted in writing to Durham Public Schools' Contract Lead for resolution. A claim by Durham Public Schools shall be submitted in writing to the Vendor's Project Manager for resolution. The Parties shall negotiate in good faith and use all reasonable efforts to resolve such dispute(s). During the time the Parties are attempting to resolve any dispute, each shall proceed diligently to perform their respective duties and responsibilities under this Contract. If a dispute cannot be resolved between the Parties within thirty (30) days after delivery of notice, either Party may elect to exercise any other remedies available under this Contract, or at law. This term shall not constitute an agreement by either party to mediate or arbitrate any dispute.

5.6 CONTRACT CHANGES

Contract changes, if any, over the life of the contract shall be implemented by contract amendments agreed to in writing by Durham Public Schools and Vendor.

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6.0 PROPOSAL SCHEDULE / BID INSTRUCTIONS

6.1 PROPOSAL SCHEDULE

EVENT	RESPONSIBILITY	DATE & TIME
Issue RFP	DPS	December 19, 2018
Submit Written Questions	Vendor	January 4, 2019 by 2:00 pm
Provide Response to Questions	DPS	January 11, 2019
Submit Proposals	Vendor	January 18, 2019 by 3:30 pm
Vendor Demonstrations (Vendor finalists, by invitation only)	Vendor	Regional Vendor Fairs February 5, 12-13, 14-16, 2019 Other dates may be added as needed.

6.2 BID SUBMITTAL

Bid Submission requirements are covered in Section 2.0 of this RFP.

6.3 PRE-BID MEETING

A Pre-Bid Meeting will NOT be held.

Following the Bid Opening on January 18, 2019 at 3:30pm, vendors who are finalists will be invited to lead product demonstrations for principals and teachers on any of the following dates:

- February 5, 2019,
- February 12-13, 2019,
- February 14-16, 2019.

Please note, other dates may be added as needed.

6.4 HISTORICALLY UNDERUTILIZED BUSINESS STATUS

Vendor must provide information regarding their Historically Underutilized Business status using ATTACHMENT G: HISTORICALLY UNDERUTILIZED BUSINESSES.

6.5 AWARD

DPS reserves the right to waive any informality in proposals. If a Vendor wants to protest a contract awarded by Durham Public Schools resulting from this solicitation, then they must submit a written request to the DPS Purchasing Office within five (5) consecutive calendar days from the date of the contract award. Protest letters must contain specific reasons and any supporting documentation for the protest. Note: Contract award notices are sent only to those actually awarded contracts, and not to every person or firm responding to this solicitation.

7.0 BACKGROUND AND CONTEXT

7.1 DISTRICT BACKGROUND

Durham Public Schools (DPS) is the eighth largest school district in the state of North Carolina serving over 33,000 students. DPS has twenty-nine (29) elementary schools, nine (9) middle schools, one (1) K-8 school, three (3) 6-12 schools, five (5) comprehensive high schools and five (5) small specialty high schools.

Durham Public Schools' (DPS) Mission is to embrace, educate, and empower every student to innovate, serve, and lead. DPS holds Equity, Shared Responsibility, High Expectations, and a Child-centered Approach as the district's four Core Beliefs. As a part of Durham's Strategic Plan 2023, DPS set a goal of having at least 60% of all DPS students achieve grade-level proficiency as measured by End-of-Grade and End-of-Course testing by 2023.

7.2 THEORETICAL CONTEXT / RESEARCH BASE

In 2017, the Council of the Great City Schools published *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* where a national team of educators identified three main purposes for the development of high quality curriculum as:

- preparing students for college and careers,
- supporting teachers to deliver effective instruction, and
- ensuring access for all students "rigorous and meaningful educational experiences"

The Council also highlighted the need for a core curriculum is even more important in urban districts characterized by both high staff turnover and high student mobility.

As a part of the work of the Strategic Plan 2023, Durham Public Schools is developing and implementing standards-aligned core district curriculum that exhibits the seven key features of a strong district curriculum as identified by the Council of the Great City Schools (2017):

- Curriculum documents reflect the district's beliefs and vision about student learning and achievement
- Curriculum documents are clear about what must be taught and at what depth to reflect college- and career-readiness standards for each grade level
- Curriculum builds instructional coherence within and across grade levels
- Curriculum explicitly articulates standards aligned expectations for student work at different points during the school year
- Curriculum contains scaffolds or other supports to address gaps in student knowledge and the needs of various subgroups including ELLs and students with disabilities
- Curriculum includes links to adopted textbooks or computer-based products to indicate where materials are high quality, where gaps exist, and how to fill them in order to meet district expectations
- Curriculum provides suggestions for the best ways to measure student progress and attainment of specific learning goals.

Additionally, Chingos and Whitehurst asserted in their 2012 Brookings Institution report, *Choosing Blindly*, that there is "strong evidence that the choice of instructional materials has large effects on student learning." Chiefs for Change referenced other "curriculum effect" research including John Hattie's Visible Learning Project and John Hopkins' Best Evidence Encyclopedia in their 2017 *Hiding in Plain Sight* report to support the idea that curriculum materials matter.

7.3 REQUEST FOR PROPOSAL STATEMENT

Through this Request for Proposal, Durham Public Schools (DPS) is seeking high-quality, standards-aligned instructional materials to support the DPS core curriculum for the following grade levels and content areas:

- K-5 English Language Arts
- 6-8 English Language Arts
- 9-12 English Language Arts

More specifically, Durham Public Schools is seeking high quality, standards-aligned core curriculum materials that utilize a balanced literacy framework in English Language Arts from Kindergarten through the Twelfth Grade.

8.0 SPECIFICATIONS

Vendor shall review the Specifications included in Section 8.0 SPECIFICATIONS and may utilize ATTACHMENT D: Vendor Response Template to describe their proposed approach or ability to meet or exceed each specification or requirement. Vendor's responses shall be complete and comprehensive with a corresponding emphasis on being concise and clear. Vendor may include additional materials in a separate appendix in their offer and reference these additional materials in the applicable response below. Vendor shall not add or delete rows in the ATTACHMENT D: Vendor Response Template, or change the order of the rows in the table.

Vendors are cautioned that all responses must be organized, identifiable and readily accessible. A template is provided for use in ATTACHMENT D but any additional information should reflect identifiable language and be accessible and organized.

8.1 ENGLISH LANGUAGE ARTS NON-NEGOTIABLES

Elementary (K-5)

	Indicator
8.1.E1	Materials allow for flexibility in meeting the needs of a wide range of students (e.g., ESL, EC, below grade level, above grade level) through publisher leveled text (guided reading and Lexile levels) and/or alignment tool leveled texts, decodable books, pattern books, etc.
8.1.E2	Balance of fiction and nonfiction texts acknowledge and affirm diverse identities, cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none">• meaningful context• contemporary perspectives• representative voices• conceptual connections across multiple texts
8.1.E3	In all materials, principles of reading acquisition are explained, instructions to teachers and students are clear and concise, and the relationship between tasks and the expected learning outcome is clear.

Middle (6-8)

	Indicator
8.1.M1	Texts, tasks, assessments, and supporting materials

	<ul style="list-style-type: none"> • support realistic life applications of literacy skills encompassed in the NCSCOS for Literacy/ELA • provide opportunities for comprehensive academic discourse about texts • foster writing to deepen understanding and demonstrate mastery of the NCSCOS • guide students to reading, writing, thinking, speaking, and listening skills that are Career and College Ready
8.1.M2	<p>Fiction and nonfiction texts acknowledge and affirm diverse identities, cultures, ethnicities, and religions around the world and specifically those represented in Durham Public Schools with</p> <ul style="list-style-type: none"> • meaningful context • contemporary perspectives • representative voices • conceptual connections across multiple texts
8.1.M3	Selection of texts offers a wide range of enduring fiction, informational texts, and literary nonfiction beyond the literary canon and white colonial primary sources
8.1.M4	At least 75% of all texts and curricular supporting materials are available digitally to students, teachers, administrators, and parents

High (9-12)

	Indicator
8.1.H1	<p>Texts, tasks, assessments, and supporting materials</p> <ul style="list-style-type: none"> • support realistic life applications of literacy skills encompassed in the NCSCOS for Literacy/ELA • provide opportunities for comprehensive academic discourse about texts • foster writing to deepen understanding and demonstrate mastery of the NCSCOS • guide students to reading, writing, thinking, speaking, and listening skills that are Career and College Ready
8.1.H2	<p>Fiction and nonfiction texts acknowledge and affirm diverse identities, cultures, ethnicities, and religions around the world and specifically those represented in Durham Public Schools and beyond with</p> <ul style="list-style-type: none"> • meaningful context • contemporary perspectives • representative voices • conceptual connections across multiple texts
8.1.H3	Selection of texts offers a wide range of enduring fiction, informational texts and literary nonfiction beyond the literary canon and white colonial primary sources
8.1.H4	At least 75% of all texts and curricular supporting materials are available digitally to students, teachers, administrators, and parents
8.1.H5	Provide documentation of the research which supports all evidence based instructional materials and supports

8.2 ENGLISH LANGUAGE ARTS ALIGNMENT

Elementary (K-5)

	Indicator
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8.2.E1	Materials include effective instruction for all aspects of foundational reading (including distributed practice)
8.2.E2	Materials include an evidence based and proven vertically aligned sequence for effective instruction for foundational reading skills
8.2.E3	Materials provide explicit, multisensory, and systematic instruction and diagnostic support in key developmental reading components of print, phonological awareness, phonics, graphophonemic awareness, vocabulary development, syntax, orthographic mapping, and fluency.
8.2.E4	Text selections provided must offer a balance of literary, informational and paired texts for both teacher and student choice.
8.2.E5	Materials offer assessment opportunities that measure progress in the foundations of reading.
8.2.E6	Materials should provide ample opportunities for students to understand and fully learn the spelling/sound patterns necessary to become successful readers.
8.2.E7	Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.
8.2.E8	Materials for vocabulary should feature the relationship between word parts, word form, and word meaning to develop morphological skills and knowledge
8.2.E9	Texts for each grade align with the requirements outlined in the NCSCOS.
8.2.E10	Texts, tasks, assessments, and supporting materials: <ul style="list-style-type: none"> • are appropriately complex for each respective grade level • include questions and tasks which require students to cite textual evidence • offer developmentally appropriate global connections • provide opportunities for students to read deeply to build knowledge about core content, current issues, and engaging topics
8.2.E11	Materials provide instructional guidance for writing workshop to include- <ul style="list-style-type: none"> • Mini-lessons • sentence writing • paragraph writing • the writing process • interactive writing • shared writing • individual writing • language and conventions instruction
8.2.E12	Text selections include extensive opportunities for students to encounter grade-level text to increase academic vocabulary, support complex tasks, and foster rich discourse.
8.2.E13	Shorter texts, poems, longer texts, and full length books contain excerpts worthy of rereading and close examination are included in the range of texts available for classroom selection and student self-selected reading.
8.2.E14	Questions and tasks cultivate students' abilities to ask and answer questions based on the text.

Middle (6-8)

	Indicator
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8.2.M1	<p>Texts, tasks, assessments, and supporting materials</p> <ul style="list-style-type: none"> • are appropriately complex for each respective grade level • include questions and tasks which require students to cite textual evidence • offer developmentally appropriate connections to local and global issues • Provide opportunities for students to read deeply to build knowledge about core content, current issues, and engaging topics
8.2.M2	Texts and instructional materials demonstrate clear vertical alignment with a range of texts for each appropriate grade band, student centered instructional strategies, and tasks which address the integration of skills and standards necessary for Career and College Ready Literacy outcomes
8.2.M3	Texts offer a wide range of stimulus and mentor texts to support aligned instruction of all reading, writing, listening, speaking, and language standards in the NCSCOS
8.2.M4	Shorter texts, poems, longer texts, and full length books contain excerpts worthy of rereading and close examination are included in the range of texts available for classroom selection and student self-selected reading
8.2.M5	Informational texts, literary nonfiction, and primary sources are included to offer connections to contemporary issues, provide meaningful context for analysis, and explore concepts across disciplines
8.2.M6	The range and variety of texts offers connections across multiple texts with transversal concepts and engaging issues to support concept based planning in classrooms and across grade/course PLCs.
8.2.M7	Materials focus on forming evidence-based arguments as well as informative writing, which is responsive to the needs of the audience and the particulars of the text in question
8.2.M8	<p>Materials provide instructional guidance for writing workshop to include-</p> <ul style="list-style-type: none"> • Mini-lessons • sentence writing & combining • paragraph writing • the writing process • interactive writing • shared writing • individual writing • language and conventions instruction
8.2.M9	Students are given extensive practice with short, focused research/inquiry tasks
8.2.M10	Supporting curriculum materials must provide evidence based teaching and learning supports for ELL and EC learners to access grade level appropriate texts and tasks
8.2.M11	Materials use multimedia and technology to deepen attention to evidence and texts and engage students as 21st century learners.
8.2.M12	Supporting curriculum materials must provide evidence based teaching and learning for gifted, advanced, on level, and struggling learners
8.2.M13	Text selections include extensive opportunities for students to encounter grade-level text to increase academic vocabulary, support complex tasks, and foster rich discourse

High (9-12)

	Indicator
8.2.H1	<p>Texts, tasks, assessments, and supporting materials</p> <ul style="list-style-type: none"> • are appropriately complex for each respective grade band and includes AP, IB, and Dual credit considerations • include questions and tasks which require students to cite textual evidence • offer developmentally appropriate connections to local and global issues • Provide opportunities for students to read actively to build knowledge about core content, current issues, and engaging topics
8.2.H2	<p>Texts and instructional materials demonstrate clear vertical alignment with a range of texts for each appropriate grade band, student centered instructional strategies, and tasks which address the integration of skills and standards necessary for Career and College Ready Literacy outcomes</p>
8.2.H3	<p>Texts offer a wide range of stimulus and mentor texts to support aligned instruction of all reading, writing, listening, speaking, and language standards in the NCSCOS</p>
8.2.H4	<p>Shorter texts, poems, longer texts, and full length books which contain excerpts worthy of rereading and close examination are included in the range of texts available for classroom selection and student self-selected reading</p>
8.2.H5	<p>Informational texts, literary nonfiction, and primary sources are included to offer connections to contemporary issues, provide meaningful context for analysis, and explore concepts across disciplines</p>
8.2.H6	<p>The range and variety of texts offers connections across multiple texts with transversal concepts and engaging issues to support concept based planning in classrooms and across grade/course PLCs.</p>
8.2.H7	<p>Materials focus on forming evidence based arguments as well as informative writing which is responsive to the needs of the audience and the particulars of the text in question</p>
8.2.H8	<p>Materials provide instructional guidance for writing workshop to include-</p> <ul style="list-style-type: none"> • Mini-lessons • sentence combining • Paragraph writing • the writing process • interactive writing • shared writing • individual writing • language and conventions instruction
8.2.H9	<p>Students are given extensive practice with short, focused research/inquiry tasks</p>
8.2.H10	<p>Supporting curriculum materials must provide evidence based teaching and learning supports for ELL and EC learners to access grade level appropriate texts and tasks (ELL supports should align to WIDA standards and guidelines. EC supports should align to NC Extended Standards and guidelines.)</p>
8.2.H11	<p>Materials use multimedia and technology to deepen attention to evidence and texts and engage students as 21st century learners.</p>
8.2.H12	<p>Supporting curriculum materials must provide evidence based teaching and learning for gifted, advanced, on level, and struggling learners</p>

8.2.H13	Text selections include extensive opportunities for students to encounter grade-level text to increase academic vocabulary, support complex tasks, and foster academic discourse
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8.3 ENGLISH LANGUAGE ARTS INDICATORS OF QUALITY

Elementary (K-5)

	Indicator
8.3.E1	Instructional plans and resources include a variety of specific fluency-building techniques supported by research to establish and implement reading routines and plentiful practice to support consolidation of reading skills to achieve accuracy. (monitored partner reading, choral reading, repeated readings, short timed practice to challenge the reader, student centered progress monitoring, etc.)
8.3.E2	Teacher support for fluency instruction should explicitly recognize that reading rates vary with the type of text being read and the purpose for reading.
8.3.E3	Provide opportunities for wider ranging and more intensive vocabulary instruction for students with weaker vocabularies than their peers.
8.3.E4	Materials should use games, jokes, puns, and other forms of word play to enhance instruction and develop a sense of wonder about words.
8.3.E5	Materials should make it possible for students to learn high-frequency meanings on their own, providing such things as student friendly definitions for high-frequency words whose meanings cannot be inferred from the context.
8.3.E6	Fiction and nonfiction texts acknowledge and affirm diverse identities from the cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none"> • authentic history • recognition of unique experiences and perspectives from all groups
8.3.E7	Literary and informational texts are paired with instructional materials to guide teachers to use 50% literary texts and 50% informational texts (including science, social studies, and the arts).
8.3.E8	Instructional strategies with informational texts provide student access to higher level texts through read aloud and media sources to increase acquisition of content, concepts, and vocabulary.
8.3.E9	Offers clearly outlined instructional strategies to scaffold and differentiate student access to appropriately complex texts and support student success on tasks and assessments
8.3.E10	Text dependent questions are provided for texts and sections of texts which are worthy of close reading examination.
8.3.E11	Materials should develop sequences of individually crafted questions that draw students and teachers into an exploration of the text or texts at hand.
8.3.E12	Student tasks are clearly connected to concepts, current issues, and topics which engage students in inquiry, academic discourse, the writing process, and self-selected reading.
8.3.E13	Writing opportunities for students are prominent and varied.

8.3.E14	Tasks and assessments contain aligned rubrics, scoring guidelines, exemplar responses, and answer keys that provide sufficient guidance for interpreting student progress toward and performance on the NCSCOS
8.3.E15	Scaffolding supports empower students to experience complex texts to build knowledge, insight, and self-efficacy.
8.3.E16	Provides explicit guidance for planning and classroom instruction to serve whole class, small group, and individual instruction.

Middle (6-8)

	Indicator
8.3.M1	Fiction and nonfiction texts acknowledge and affirm diverse identities from the cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none"> • authentic history • recognition of unique experiences and perspectives from all groups
8.3.M2	Offers clearly outlined instructional strategies to scaffold and differentiate student access to appropriately complex texts and support student success on tasks and assessments
8.3.M3	Text dependent questions are provided for texts and sections of texts which are worthy of close reading examination
8.3.M4	Student tasks are clearly connected to concepts, current issues, and topics which engage students in inquiry, academic discourse, the writing process, and self-selected reading
8.3.M5	Tasks and assessments contain aligned rubrics, scoring guidelines, exemplar responses, and answer keys that provide sufficient guidance for interpreting student progress toward and performance on the NCSCOS
8.3.M6	Scaffolding supports empower students to experience complex texts to acquire vocabulary in context and build knowledge, insight, and self-efficacy
8.3.M7	Provides explicit guidance for planning and classroom instruction to serve whole class, small group, and individual instruction
8.3.M8	Texts and tasks are not cluttered or diminished by surrounding materials to ensure the instructional focus is on students working with the text
8.3.M9	Materials help teachers plan routine academic discourse and extended academic discussions.
8.3.M10	Questions and tasks support and require thorough comprehension of texts to foster evaluation and interpretation
8.3.M11	Vocabulary materials and focus on academic vocabulary that appears in or is necessary/useful to read, discuss, and analyze the included texts and text collections
8.3.M12	Vocabulary instructional resources feature vocabulary acquisition through morphological awareness,
8.3.M13	Within the collection of text selections provided, there are multiple possibilities for related and extended reading, writing, thinking, speaking, and listening on both teacher and student selected engaging concepts & topics across genres

8.3.M14	Instructional supports are evidence based and proven and are explicitly linked to a sound research base
8.3.M15	Materials support teaching the most significant grammar and language conventions throughout the course within meaningful reading instruction
8.3.M16	Professional learning, research connections, and professional readings are included which support building teacher capacity for high quality instruction of <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Language & conventions development • Digital literacy skills

High (9-12)

	Indicator
8.3.H1	Fiction and nonfiction texts acknowledge and affirm diverse identities from the cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none"> • authentic history • recognition of unique experiences and perspectives from all groups
8.3.H2	Offers clearly outlined instructional strategies to scaffold and differentiate student access to texts and support student success on tasks and assessments
8.3.H3	Text dependent questions are provided for texts and sections of texts which are worthy of close reading examination
8.3.H4	Student tasks are clearly connected to concepts, current issues, and topics which engage students in inquiry, academic discourse, the writing process, and self-selected reading
8.3.H5	Tasks and assessments contain aligned rubrics, scoring guidelines, exemplar responses, and answer keys that provide sufficient guidance for interpreting student progress toward and performance on the NCSCOS
8.3.H6	Scaffolding supports empower students to experience complex texts to acquire vocabulary in context and build knowledge, insight, and self-efficacy.
8.3.H7	Provides explicit guidance for planning and classroom instruction to serve whole class, small group, and individual instruction
8.3.H8	Texts and tasks are not cluttered or diminished by surrounding materials to ensure the instructional focus is on students working with the text
8.3.H9	Materials help teachers plan routine academic discourse and extended academic discussions.
8.3.H10	Questions and tasks support and require thorough comprehension of texts to foster evaluation and interpretation
8.3.H11	Vocabulary materials and instructional resources focus on academic vocabulary that appears in or is necessary/useful to read, discuss, and analyze the included texts and text collections

8.3.H12	Within the collection of text selections provided, there are multiple possibilities for related and extended reading, writing, thinking, speaking, and listening on both teacher and student selected engaging concepts & topics across genres
8.3.H13	Instructional supports are evidence based and proven and are explicitly linked to a sound research base
8.3.H14	Materials support teaching the most significant grammar and language conventions throughout the course within meaningful reading instruction
8.3.H15	Professional learning, research connections, and professional readings are included which support building teacher capacity for high quality instruction of <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Language & conventions development • Digital literacy skills

8.4 ADDITIONAL CRITERIA

Elementary (K-5)

	Indicator
8.4.E1	Teachers are provided support and professional development to deepen the understanding of the NCSCOS standards and the rigor demanded within these standards.
8.4.E2	Teachers are provided information about likely student solutions, questions to support students as they work on tasks and debriefing discussions, and suggestions about ways to structure summary discussions.
8.4.E3	Cross-curricular connections are made within the resource.
8.4.E4	Research is included that demonstrates the effectiveness of the resource.
8.4.E5	Supports student driven learning (i.e. Voice and choice in their learning, encourages students to know how they learn best, partners in the learning with the teacher, student sets personal goals).
8.4.E6	Resource provides flexible use of tools in how students access, engage, and express their learning. (e.g. audio, digital texts, etc.)
8.4.E7	Resource engages students and teachers in collaboration, critical thinking, creativity and communication around the standards.
8.4.E8	Resource includes connection to families and community agencies supporting the students outside the school day.

Middle (6-8)

	Indicator
8.4.M1	Teachers are provided support and professional development to deepen the understanding of the NCSCOS standards and the rigor demanded within these standards .

8.4.M2	Teachers are provided support and professional development to support highly effective blended learning opportunities for all students
8.4.M3	Best practices webinars offered weekly between March and June 2019 to feature key components of the curriculum materials and resources and to allow teachers early exploration of the adopted curriculum
8.4.M4	Teachers are provided information about likely student solutions, questions to support students as they work on tasks and debriefing discussions, and suggestions about ways to structure summary discussions.
8.4.M5	Cross-curricular connections are made within the resource.
8.4.M6	Research is included that demonstrates the effectiveness of the resource.
8.4.M7	Supports student driven learning (i.e. Voice and choice in their learning, encourages students to know how they learn best, partners in the learning with the teacher, student sets personal goals).
8.4.M8	Resource provides flexible use of tools in how students access, engage, and express their learning.
8.4.M9	Resource engages students and teachers in collaboration, critical thinking, creativity and communication around the standards.
8.4.M10	Resource includes connection to families and community agencies supporting the students outside the school day.

High (9-12)

	Indicator
8.4.H1	Teachers are provided support and professional development to deepen the understanding of the NCSCOS standards and the rigor demanded within these standards .
8.4.H2	Teachers are provided support and professional development to support highly effective blended learning opportunities for all students
8.4.H3	Best practices webinars offered weekly between March and June 2019 to feature key components of the curriculum materials and resources and to allow teachers early exploration of the adopted curriculum
8.4.H4	Teachers are provided information about likely student solutions, questions to support students as they work on tasks and debriefing discussions, and suggestions about ways to structure summary discussions.
8.4.H5	Cross-curricular connections are made within the resource.
8.4.H6	Research is included that demonstrates the effectiveness of the resource.
8.4.H7	Supports student driven learning (i.e. Voice and choice in their learning, encourages students to know how they learn best, partners in the learning with the teacher, student sets personal goals).
8.4.H8	Resource provides flexible use of tools in how students access, engage, and express their learning.

8.4.H9	Resource engages students and teachers in collaboration, critical thinking, creativity and communication around the standards.
8.4.H10	Resource includes connections to families and community agencies supporting the students outside the school day.

8.5 TECHNOLOGY PLATFORM AND HIGH LEVEL ARCHITECTURAL DESIGN

	Indicator
8.5.1	Describe how the proposed product handles authentication and authorization, including single sign-on capabilities.
8.5.2	Describe how the proposed product handles account creation, additions and deletions for both student and staff users.
8.5.3	Describe how administrative functions are separated into different roles such as district, school, teacher, etc.
8.5.4	Describe how the proposed product ensures the security of DPS's data and provide supporting documentation as needed.
8.5.5	Describe on-site or hosted environments needed for the proposed product.
8.5.6	Describe in detail all system and network requirements.
8.5.7	Describe the product(s) support model for both technical and functional district support needs.
8.5.8	Describe your approach to converting and migrating data into and out of the proposed solution.
8.5.9	Describe the reporting features for district and school-based administrators, teachers, and students. (Sample reports may be attached).
8.5.10	Describe the reporting feature on an individual student level including how the student is compared to like peers. (Sample reports may be attached).

8.6 VENDOR PLAN FOR IMPLEMENTATION

All proposals should include on ATTACHMENT C: Cost Proposal/Execution of Proposal Form a line item for Professional Development to support teachers and administrators with use of the curriculum. Professional Development services should be outlined to support staff throughout the terms of the contract and be designed to ensure that professional development is ongoing so that teacher turnover does not become an impediment to utilizing the curriculum resources.

Additionally, all vendors should complete the ATTACHMENT E: Vendor Plan for Implementation or provide equivalent documentation. Describe your implementation methodology and approach to resources. Implementation Plans should include options to train district implementation staff to the end user including any learning videos, handouts and other implementation resources that may be made available online. Include a plan for teacher development of your defined resources that meets the diverse strengths and needs of our teachers.

If multi-year contract, please clearly articulate how your implementation plan will be differentiated after Year 1 to ensure that both new and continuing staff will be supported with implementation.

8.7 INTEROPERABILITY REQUIREMENTS FOR TECHNOLOGY or DIGITAL RESOURCES

Durham Public Schools Information Technology Department has set device standards for the district. Digital resources proposed by the vendor must be operable on our existing equipment within the district which includes:

WINDOWS PC STANDARD

- Operating System - Windows 10 Pro
- Processor - Intel i5 or better
- RAM - 8GB
- Storage - 128 GB SSD (HDDs larger than 100 GB will also be accepted)

CHROMEBOOK STANDARD

- Operating System - Chrome OS (version 68 or higher)
- Display – 11.6” Screen with 1024x768
- Processor – 1.6 GHz Intel Celeron Processor or better
- RAM – 4GB
- Storage – 16GB SSD

CHROME TABLET STANDARD

- Operating System - Chrome OS (version 68 or higher)
- Touch Enabled 9.7” Backlit Screen (2048x1538 Resolution)
- Processor - Dual-core Processor
- RAM – 4 GB
- Storage – 32 GB SSD
- USB-C Port
- Built-in microphone and speakers
- Camera(s) –Front and Rear facing cameras
- Connectivity – 802.11ac WLAN
- Battery – Lithium Ion 4500mAh

OTHER REQUIREMENTS

- Software/apps MUST NOT require Flash plugin
- HTML 5
- SAML version 2.0 for Single Sign-On compatibility

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Attachments to this RFP begin on the next page

ATTACHMENT A: INSTRUCTIONS TO VENDORS

1. **READ, REVIEW AND COMPLY:** It shall be the Vendor's responsibility to read this entire document, review all enclosures and attachments, and any addenda thereto, and comply with all requirements specified herein, regardless of whether appearing in these Instructions to Vendors or elsewhere in this RFP document.
2. **LATE PROPOSALS:** Late proposals, regardless of cause, will not be opened or considered, and will automatically be disqualified from further consideration. It shall be the Vendor's sole responsibility to ensure delivery at the designated office by the designated time.
3. **ACCEPTANCE AND REJECTION:** Durham Public Schools reserves the right to reject any and all proposals, to waive any informality in proposals and, unless otherwise specified by the Vendor, to accept any item in the proposal. If either a unit price or an extended price is obviously in error and the other is obviously correct, the incorrect price will be disregarded.
4. **BASIS FOR REJECTION:** Pursuant to 01 NCAC 05B .0501, Durham Public Schools reserves the right to reject any and all offers, in whole or in part, by deeming the offer unsatisfactory as to quality or quantity, delivery, price or service offered, non-compliance with the requirements or intent of this solicitation, lack of competitiveness, error(s) in specifications or indications that revision would be advantageous to Durham Public Schools, cancellation or other changes in the intended project or any other determination that the proposed requirement is no longer needed, limitation or lack of available funds, circumstances that prevent determination of the best offer, or any other determination that rejection would be in the best interest of Durham Public Schools.
5. **EXECUTION:** Failure to sign EXECUTION PAGE in the indicated space will render proposal non-responsive, and it shall be rejected.
6. **ORDER OF PRECEDENCE:** In cases of conflict between specific provisions in this solicitation or those in any resulting contract, the order of precedence shall be (high to low) (1) any special terms and conditions specific to this RFP, including any negotiated terms; (2) requirements and specifications in Sections 4 and 5 of this RFP; (3) North Carolina General Contract Terms and Conditions in ATTACHMENT B: NORTH CAROLINA GENERAL CONTRACT TERMS AND CONDITIONS; (4) Instructions in ATTACHMENT A: INSTRUCTIONS TO VENDORS; and (5) Vendor's Proposal.
7. **INFORMATION AND DESCRIPTIVE LITERATURE:** Vendor shall furnish all information requested and in the spaces provided in this document. Further, if required elsewhere in this proposal, each Vendor must submit with their proposal sketches, descriptive literature and/or complete specifications covering the products offered. Reference to literature submitted with a previous proposal or available elsewhere will not satisfy this provision. Proposals that do not comply with these requirements shall be subject to rejection without further consideration.

8. **SUSTAINABILITY:** To support the sustainability efforts of Durham Public Schools of North Carolina we solicit your cooperation in this effort. Pursuant to Executive Order 156 (1999), it is desirable that all responses meet the following:
 - All copies of the proposal are printed double sided.
 - All submittals and copies are printed on recycled paper with a minimum post-consumer content of 30%.
 - Unless absolutely necessary, all proposals and copies should minimize or eliminate use of non-recyclable or non-reusable materials such as plastic report covers, plastic dividers, vinyl sleeves, and GBC binding. Three-ringed binders, glued materials, paper clips, and staples are acceptable.
 - Materials should be submitted in a format which allows for easy removal, filing and/or recycling of paper and binder materials. Use of oversized paper is strongly discouraged unless necessary for clarity or legibility.

9. **HISTORICALLY UNDERUTILIZED BUSINESSES:** Pursuant to General Statute 143-48 and Executive Order #150 (1999), Durham Public Schools invites and encourages participation in this procurement process by

businesses owned by minorities, women, disabled, disabled business enterprises and non-profit work centers for the blind and severely disabled.

10. RECIPROCAL PREFERENCE: G.S. 143-59 establishes a reciprocal preference requirement to discourage other states from favoring their own resident Vendors by applying a percentage increase to the price of any proposal from a North Carolina resident Vendor. The "Principal Place of Business" is defined as that principal place from which the trade or business of the Vendor is directed or managed.

1. CONFIDENTIAL INFORMATION: To the extent permitted by applicable statutes and rules, the State will maintain confidential trade secrets that the Vendor does not wish disclosed. As a condition to confidential treatment, each page containing trade secret information shall be identified in boldface at the top and bottom as "CONFIDENTIAL" by the Vendor, with specific trade secret information enclosed in boxes or similar indication. Cost information shall not be deemed confidential under any circumstances. Regardless of what a Vendor may label as a trade secret, the determination whether it is or is not entitled to protection will be determined in accordance with G.S. 132-1.2. Any material labeled as confidential constitutes a representation by the Vendor that it has made a reasonable effort in good faith to determine that such material is, in fact, a trade secret under G.S. 132-1.2. Vendors are urged and cautioned to limit the marking of information as a trade secret or as confidential so far as is possible.

2. PROTEST PROCEDURES: When a Vendor wishes to protest a Contract resulting from this solicitation that is awarded by the Division of Purchase and Contract, or awarded by an agency in an awarded amount of at least \$25,000, a Vendor shall submit a written request addressed to the State Purchasing Officer at Purchase and Contract, 1305 Mail Service Center, Raleigh, NC 27699-1305. A protest request related to an award amount of less than \$25,000 shall be sent to the purchasing officer of the agency that issued the award. The protest request must be received in the proper office within thirty (30) consecutive calendar days from the date of the Contract award. Protest letters shall contain specific grounds and reasons for the protest, how the protesting party was harmed by the award made and any documentation providing support for the protesting party's claims. Note: Contract award notices are sent only to the Vendor actually awarded the Contract, and not to every person or firm responding to a solicitation. Proposal status and Award notices are posted on the Internet at <https://www.ips.state.nc.us/ips/>. All protests will be handled pursuant to the North Carolina Administrative Code, 01 NCAC 05B .1519.

13. MISCELLANEOUS: Masculine pronouns shall be read to include feminine pronouns and the singular of any word or phrase shall be read to include the plural and vice versa.

14. COMMUNICATIONS BY VENDORS: In submitting its proposal, the Vendor agrees not to discuss or otherwise reveal the contents of its proposal to any source, government or private, outside of the using or issuing agency until after the award of the Contract or cancellation of this RFP. All Vendors are forbidden from having any communications with the using or issuing agency, or any other representative of Durham Public Schools concerning the solicitation, during the evaluation of the proposals (i.e., after the public opening of the proposals and before the award of the Contract), unless Durham Public Schools directly contacts the Vendor(s) for purposes of seeking clarification or another reason permitted by the solicitation. A Vendor shall not: (a) transmit to the issuing and/or using agency any information commenting on the ability or qualifications of any other Vendor to provide the advertised good, equipment, commodity; (b) identify defects, errors and/or omissions in any other Vendor's proposal and/or prices at any time during the procurement process; and/or (c) engage in or attempt any other communication or conduct that could influence the evaluation and/or award of the Contract that is the subject of this RFP. Vendors not in compliance with this provision may be disqualified, at the option of Durham Public Schools, from the Contract

award. Only those communications with the using agency or issuing agency authorized by this RFP are permitted.

15. TABULATIONS: Proposal tabulations can be electronically retrieved at the Interactive Purchasing System (IPS), <https://www.ips.state.nc.us/ips/BidNumberSearch.aspx>. Click on the IPS BIDS icon, click on Search for Bid, enter the proposal number, and then search. Tabulations will normally be available at this website not later than one working day after the proposal opening. Lengthy or complex tabulations may be summarized, with other details not made available on IPS, and requests for additional details or information concerning such tabulations cannot be honored.

16. VENDOR REGISTRATION AND SOLICITATION NOTIFICATION SYSTEM: Vendor Link NC allows Vendors to electronically register free with the State to receive electronic notification of current procurement opportunities for goods and services of potential interests to them available on the Interactive Purchasing System, as well as notifications of status changes to those solicitations. Online registration and other purchasing information are available at the following website <http://ncadmin.nc.gov/about-doa/divisions/purchase-contract>.

17. WITHDRAWAL OF PROPOSAL: a Proposal may be withdrawn only in writing and actually received by the office issuing the RFP prior to the time for the opening of Proposals identified on the cover page of this RFP (or such later date included in an Addendum to the RFP). A withdrawal request must be on Vendor's letterhead and signed by an official of the Vendor authorized to make such request. Any withdrawal request made after the opening of Proposals shall be allowed only for good cause shown and in the sole discretion of the Division of Purchase and Contract.

18. INFORMAL COMMENTS: Durham Public Schools shall not be bound by informal explanations, instructions or information given at any time by anyone on behalf of Durham Public Schools during the competitive process or after award. Durham Public Schools is bound only by information provided in this RFP and in formal Addenda issued through IPS.

19. COST FOR PROPOSAL PREPARATION: Any costs incurred by Vendor in preparing or submitting offers are the Vendor's sole responsibility; Durham Public Schools of North Carolina will not reimburse any Vendor for any costs incurred prior to award.

20. VENDOR'S REPRESENTATIVE: Each Vendor shall submit with its proposal the name, address, and telephone number of the person(s) with authority to bind the firm and answer questions or provide clarification concerning the firm's proposal.

21. SUBCONTRACTING: Unless expressly prohibited, a Vendor may propose to subcontract portions of the work to identified subcontractor(s), provided that its proposal clearly describes what work it plans to subcontract and that Vendor includes in its proposal all information regarding employees, business experience, and other information for each proposed subcontractor that is required to be provided for Vendor itself.

22. INSPECTION AT VENDOR'S SITE: Durham Public Schools reserves the right to inspect, at a reasonable time, the equipment/item, plant or other facilities of a prospective Vendor prior to Contract award, and during the Contract term as necessary for Durham Public Schools determination that such equipment/item, plant or other facilities conform with the specifications/requirements and are adequate and suitable for the proper and effective performance of the Contract.

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ATTACHMENT B: NORTH CAROLINA GENERAL CONTRACT TERMS & CONDITIONS

1. **PERFORMANCE AND DEFAULT:** If, through any cause, Vendor shall fail to fulfill in timely and proper manner the obligations under this contract, Durham Public Schools shall have the right to terminate this contract by giving written notice to the Vendor and specifying the effective date thereof. In that event, all finished or unfinished deliverable items under this contract prepared by the Vendor shall, at the option of Durham Public Schools, become its property, and the Vendor shall be entitled to receive just and equitable compensation for any acceptable work completed on such materials. Notwithstanding, Vendor shall not be relieved of liability to Durham Public Schools for damages sustained by Durham Public Schools by virtue of any breach of this contract, and Durham Public Schools may withhold any payment due the Vendor for the purpose of setoff until such time as the exact amount of damages due Durham Public Schools from such breach can be determined. Durham Public Schools reserves the right to require at any time a performance bond or other acceptable alternative performance guarantees from a Vendor without expense to Durham Public Schools.

In case of default by the Vendor, Durham Public Schools may procure the goods and services necessary to complete performance hereunder from other sources and hold the Vendor responsible for any excess cost occasioned thereby. In addition, in the event of default by the Vendor under this contract, or upon the Vendor filing a petition for bankruptcy or the entering of a judgment of bankruptcy by or against the Vendor, Durham Public Schools may immediately cease doing business with the Vendor, immediately terminate this contract for cause, and may act to debar the Vendor from doing future business with Durham Public Schools.

2. **GOVERNMENTAL RESTRICTIONS:** In the event any Governmental restrictions are imposed which necessitate alteration of the material, quality, workmanship or performance of the goods or services offered prior to their delivery, it shall be the responsibility of the Vendor to notify, in writing, the Contract Lead at once, indicating the specific regulation which required such alterations. Durham Public Schools reserves the right to accept any such alterations, including any price adjustments occasioned thereby, or to cancel the Contract.

3. **AVAILABILITY OF FUNDS:** Any and all payments to the Vendor shall be dependent upon and subject to the availability of funds to the agency for the purpose set forth in this contract.

4. **TAXES:** Any applicable taxes shall be invoiced as a separate item.

a. G.S. 143-59.1 bars the Secretary of Administration from entering into Contracts with Vendors if the Vendor or its affiliates meet one of the conditions of G.S. 105-164.8(b) and refuses to collect use tax on sales of tangible personal property to purchasers in North Carolina. Conditions under G.S. 105-164.8(b) include: (1) Maintenance of a retail establishment or office, (2) Presence of representatives in the State that solicit sales or transact business on behalf of the Vendor and (3) Systematic exploitation of the market by media-assisted, media-facilitated, or media-solicited means. By execution of the proposal document the Vendor certifies that it and all of its affiliates, (if it has affiliates), collect(s) the appropriate taxes.

b. All agencies participating in this Contract are exempt from Federal Taxes, such as excise and transportation. Exemption forms submitted by the Vendor will be executed and returned by the using agency.

c. Prices offered are not to include any personal property taxes, nor any sales or use tax (or fees) unless required by the North Carolina Department of Revenue.

d. Durham Public Schools is NOT tax exempt unless otherwise indicated; tax must be computed and added to your bid as a separate line item. Any itemized shipping charges are also subject to tax. When invoiced, tax should be invoiced as a separate line item.

5. SITUS: The place of this Contract, its situs and forum, shall be North Carolina, where all matters, whether sounding in Contract or tort, relating to its validity, construction, interpretation and enforcement shall be determined.

6. GOVERNING LAWS: This Contract is made under and shall be governed, construed and enforced in accordance with the laws of the State of North Carolina, without regard to its conflict of laws rules.

7. PAYMENT TERMS: Payment terms are Net not later than 30 days after receipt of correct invoice or acceptance of goods, whichever is later. The using agency is responsible for all payments to the Vendor under the Contract. Payment by some agencies may be made by procurement card, if the Vendor accepts that card (Visa, MasterCard, etc.) from other customers, and it shall be accepted by the Vendor for payment under the same terms and conditions as any other method of payment accepted by the Vendor. If payment is made by procurement card, then payment may be processed immediately by the Vendor.

8. AFFIRMATIVE ACTION: The Vendor will take affirmative action in complying with all Federal and State requirements concerning fair employment and employment of people with disabilities, and concerning the treatment of all employees without regard to discrimination by reason of race, color, religion, sex, national origin or disability.

9. INTELLECTUAL PROPERTY INDEMNITY: Vendor shall hold and save Durham Public Schools, its officers, agents and employees, harmless from liability of any kind, including costs and expenses, resulting from infringement of the rights of any third party in any copyrighted material, patented or unpatented invention, articles, device or appliance delivered in connection with this contract.

10. ADVERTISING: Vendor agrees not to use the existence of this Contract or the name of Durham Public Schools of North Carolina as part of any commercial advertising or marketing of products or services. A Vendor may inquire whether Durham Public Schools is willing to act as a reference by providing factual information directly to other prospective customers.

11. ACCESS TO PERSONS AND RECORDS: During and after the term hereof, the State Auditor and any using agency's internal auditors shall have access to persons and records related to this Contract to verify accounts and data affecting fees or performance under the Contract, as provided in G.S. 143-49(9).

12. ASSIGNMENT: No assignment of the Vendor's obligations nor the Vendor's right to receive payment hereunder shall be permitted.

However, upon written request approved by the issuing purchasing authority and solely as a convenience to the Vendor, Durham Public Schools may:

- a) Forward the Vendor's payment check directly to any person or entity designated by the Vendor, and
- b) Include any person or entity designated by Vendor as a joint payee on the Vendor's payment check.

In no event shall such approval and action obligate Durham Public Schools to anyone other than the Vendor and the Vendor shall remain responsible for fulfillment of all Contract obligations. Upon advance written request, Durham Public Schools, in its unfettered discretion, approve an assignment to the surviving entity of a merger, acquisition or corporate reorganization, if made as part of the transfer of all or substantially all of the Vendor's assets. Any purported assignment made in violation of this provision shall be void and a material breach of this Contract.

13. INSURANCE:

COVERAGE - During the term of the Contract, the Vendor at its sole cost and expense shall provide commercial insurance of such type and with such terms and limits as may be reasonably associated with the Contract. As a minimum, the Vendor shall provide and maintain the following coverage and limits:

a. Worker's Compensation - The Vendor shall provide and maintain Worker's Compensation Insurance, as required by the laws of North Carolina, as well as employer's liability coverage with minimum limits of \$500,000.00, covering all of Vendor's employees who are engaged in any work under the Contract. If any work is sub-contracted, the Vendor shall require the sub-Contractor to provide the same coverage for any of his employees engaged in any work under the Contract.

b. Commercial General Liability - General Liability Coverage on a Comprehensive Broad Form on an occurrence basis in the minimum amount of \$1,000,000.00 Combined Single Limit. (Defense cost shall be in excess of the limit of liability.)

c. Automobile - Automobile Liability Insurance, to include liability coverage, covering all owned, hired and non-owned vehicles, used in connection with the Contract. The minimum combined single limit shall be \$250,000.00 bodily injury and property damage; \$250,000.00 uninsured/under insured motorist; and \$2,500.00 medical payment.

REQUIREMENTS - Providing and maintaining adequate insurance coverage is a material obligation of the Vendor and is of the essence of this Contract. All such insurance shall meet all laws of the State of North Carolina. Such insurance coverage shall be obtained from companies that are authorized to provide such coverage and that are authorized by the Commissioner of Insurance to do business in North Carolina. The Vendor shall at all times comply with the terms of such insurance policies, and all requirements of the insurer under any such insurance policies, except as they may conflict with existing North Carolina laws or this Contract. The limits of coverage under each insurance policy maintained by the Vendor shall not be interpreted as limiting the Vendor's liability and obligations under the Contract.

14. GENERAL INDEMNITY: The Vendor shall hold and save Durham Public Schools, its officers, agents, and employees, harmless from liability of any kind, including all claims and losses accruing or resulting to any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of this Contract, and from any and all claims and losses accruing or resulting to any person, firm, or corporation that may be injured or damaged by the Vendor in the performance of this Contract and that are attributable to the negligence or intentionally tortious acts of the Vendor provided that the Vendor is notified in writing within 30 days that Durham Public Schools has knowledge of such claims. The Vendor represents and warrants that it shall make no claim of any kind or nature against Durham Public Schools agents who are involved in the delivery or processing of Vendor goods or services to Durham Public Schools. The representation and warranty in the preceding sentence shall survive the termination or expiration of this Contract.

15. INDEPENDENT CONTRACTOR: Vendor shall be considered to be an independent contractor and as such shall be wholly responsible for the work to be performed and for the supervision of its employees. Vendor represents that it has, or will secure at its own expense, all personnel required in performing the services under this contract. Such employees shall not be employees of, or have any individual contractual relationship with Durham Public Schools.

16. KEY PERSONNEL: Vendor shall not substitute key personnel assigned to the performance of this contract without prior written approval by Durham Public Schools assigned Contract Lead. The individuals designated as key personnel for purposes of this contract are those specified in the RFP and persons identified in Vendor's proposal.

17. SUBCONTRACTING: Work proposed to be performed under this contract by the Vendor or its employees shall not be subcontracted without prior written approval of the State's assigned Contract Administrator. Unless otherwise indicated, acceptance of a Vendor's proposal shall include approval to use the subcontractor(s) that have been specified therein in accordance with paragraph 20 of ATTACHMENT A: Instructions to Vendor.

18. TERMINATION FOR CONVENIENCE: Durham Public Schools may terminate this contract at any time by providing ___ days' notice in writing from Durham Public Schools to the Vendor. In that event, all finished or unfinished deliverable items prepared by the Vendor under this contract shall, at the option of Durham Public Schools, become its property. If the contract is terminated by Durham Public Schools as provided in this section, Durham Public Schools shall pay for services satisfactorily completed by the Vendor, less any payment or compensation previously made.

19. CONFIDENTIALITY: Any State information, data, instruments, documents, studies or reports given to or prepared or assembled by or provided to the Vendor under this contract shall be kept as confidential, used only for the purpose(s) required to perform this contract and not divulged or made available to any individual or organization without the prior written approval of Durham Public Schools.

20. CARE OF PROPERTY: The Vendor agrees that it shall be responsible for the proper custody and care of any property furnished it by Durham Public Schools for use in connection with the performance of this contract or purchased by or for Durham Public Schools for this contract, and Vendor will reimburse Durham Public Schools for loss or damage of such property while in Vendor's custody.

21. PROPERTY RIGHTS: All deliverable items and materials produced for or as a result of this contract shall become the property of Durham Public Schools, and Vendor hereby assigns all ownership rights in such deliverables, including all intellectual property rights, to Durham Public Schools; provided, however, that as to any preexisting works imbedded in such deliverables, Vendor hereby grants Durham Public Schools a fully-paid, perpetual license to copy, distribute and adapt the preexisting works.

22. OUTSOURCING: Any Vendor or subcontractor providing call or contact center services to Durham Public Schools of North Carolina shall disclose to inbound callers the location from which the call or contact center services are being provided.

If, after award of a contract, the contractor wishes to relocate or outsource any portion of the work to a location outside the United States, or to contract with a subcontractor for the performance of any work, which subcontractor and nature of the work has not previously been disclosed to the State in writing, prior written approval must be obtained from the State agency responsible for the contract.

Vendor shall give notice to the using agency of any relocation of the Vendor, employees of the Vendor, subcontractors of the Vendor, or other persons performing services under a State contract to a location outside of the United States.

23. COMPLIANCE WITH LAWS: Vendor shall comply with all laws, ordinances, codes, rules, regulations, and licensing requirements that are applicable to the conduct of its business and its performance in accordance with this contract, including those of federal, state, and local agencies having jurisdiction and/or authority.

24. ENTIRE AGREEMENT: This RFP and any documents incorporated specifically by reference represent the entire agreement between the parties and supersede all prior oral or written statements or agreements. This RFP, any addenda thereto, and the Vendor's proposal are incorporated herein by reference as though set forth verbatim.

All promises, requirements, terms, conditions, provisions, representations, guarantees, and warranties contained herein shall survive the contract expiration or termination date unless specifically provided otherwise herein, or unless superseded by applicable Federal or State statutes of limitation.

25. AMENDMENTS: This contract may be amended only by a written amendment duly executed by Durham Public Schools and the Vendor. The NC Division of Purchase and Contract shall give prior approval to any amendment to a contract awarded through that office.

26. WAIVER: The failure to enforce or the waiver by Durham Public Schools of any right or an event of breach or default on one occasion or instance shall not constitute the waiver of such right, breach or default on any subsequent occasion or instance.

27. FORCE MAJEURE: Neither party shall be deemed to be in default of its obligations hereunder if and so long as it is prevented from performing such obligations as a result of events beyond its reasonable control, including without limitation, fire, power failures, any act of war, hostile foreign action, nuclear explosion, riot, strikes or failures or refusals to perform under subcontracts, civil insurrection, earthquake, hurricane, tornado, or other catastrophic natural event or act of God.

28. SOVEREIGN IMMUNITY: Notwithstanding any other term or provision in this contract, nothing herein is intended nor shall be interpreted as waiving any claim or defense based on the principle of sovereign immunity that otherwise would be available to Durham Public Schools under applicable law.

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OPTIONAL SERVICES

Please use the format below to provide optional cost for the services listed below and add any other optional services you provide.

OPTIONAL SERVICE	DESCRIPTION	COST (please indicate whether cost is per student or per classroom)
Distribution and delivery of materials to schools		

VENDOR REQUIREMENTS FOR OPTIONAL SERVICES

Vendors shall include implementation plans for any/all optional services listed above. Vendor shall also include references (see ATTACHMENT H) for any of the optional services.

Please base pricing on the following Student Resource to Teacher Resource Ratio:

Grade Span	Student Resource to Teacher Resource Ratio
K-3	18:1
4-5	No state mandated ratio, assume 25:1
6-8	No state mandated ratio, assume 25:1
9-12	No state mandated ration, assume 25:1

The following chart provides approximate information regarding numbers of schools, staff and students.

GRADE SPAN	NUMBER OF SCHOOLS	NUMBER OF STUDENTS (approximate)
K-5	30	15,200
6-8	13*	6,900
9-12	14	10,700

*6-8 Grade Span School Count includes 1- K-8 school and 3- 6-12 schools. Each of those four schools are also represented in the other Grade Span count as well (1 in K-5 and 3 in 9-12).

ATTACHMENT D: VENDOR RESPONSE TEMPLATE

Vendor Name	
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8.1 ENGLISH LANGUAGE ARTS NON-NEGOTIABLES

Elementary (K-5)

	Indicator	YES	NO
8.1.E1	Materials allow for flexibility in meeting the needs of a wide range of students (e.g., ESL, EC, below grade level, above grade level) through publisher leveled text (guided reading and Lexile levels) and/or alignment tool leveled texts, decodable books, pattern books, etc.		

Vendor Response:

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8.1.E2	Balance of fiction and nonfiction texts acknowledge and affirm diverse identities, cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none"> • meaningful context • contemporary perspectives • representative voices • conceptual connections across multiple texts 		
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Vendor Response:

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8.1.E3	In all materials, principles of reading acquisition are explained, instructions to teachers and students are clear and concise, and the relationship between tasks and the expected learning outcome is clear.		
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Vendor Response:

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Middle (6-8)

	Indicator	YES	NO
8.1.M1	Texts, tasks, assessments, and supporting materials <ul style="list-style-type: none"> • support realistic life applications of literacy skills encompassed in the NCSCOS for Literacy/ELA • provide opportunities for comprehensive academic discourse about texts • foster writing to deepen understanding and demonstrate mastery of the NCSCOS • guide students to reading, writing, thinking, speaking, and listening skills that are Career and College Ready 		

Vendor Response:

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8.1.M2	Fiction and nonfiction texts acknowledge and affirm diverse identities, cultures, ethnicities, and religions around the world and specifically those represented in Durham Public Schools with <ul style="list-style-type: none"> • meaningful context • contemporary perspectives • representative voices • conceptual connections across multiple texts 		
<u>Vendor Response:</u>			
8.1.M3	Selection of texts offers a wide range of enduring fiction, informational texts, and literary nonfiction beyond the literary canon and white colonial primary sources		
<u>Vendor Response:</u>			
8.1.M4	At least 75% of all texts and curricular supporting materials are available digitally to students, teachers, administrators, and parents		
<u>Vendor Response:</u>			

High (9-12)

	Indicator	YES	NO
8.1.H1	Texts, tasks, assessments, and supporting materials <ul style="list-style-type: none"> • support realistic life applications of literacy skills encompassed in the NCSCOS for Literacy/ELA • provide opportunities for comprehensive academic discourse about texts • foster writing to deepen understanding and demonstrate mastery of the NCSCOS • guide students to reading, writing, thinking, speaking, and listening skills that are Career and College Ready 		
<u>Vendor Response:</u>			
8.1.H2	Fiction and nonfiction texts acknowledge and affirm diverse identities, cultures, ethnicities, and religions around the world and specifically those represented in Durham Public Schools and beyond with <ul style="list-style-type: none"> • meaningful context • contemporary perspectives • representative voices 		

	<ul style="list-style-type: none"> conceptual connections across multiple texts 		
<u>Vendor Response:</u>			
8.1.H3	Selection of texts offers a wide range of enduring fiction, informational texts and literary nonfiction beyond the literary canon and white colonial primary sources		
<u>Vendor Response:</u>			
8.1.H4	At least 75% of all texts and curricular supporting materials are available digitally to students, teachers, administrators, and parents		
<u>Vendor Response:</u>			
8.1.H5	Provide documentation of the research which supports all evidence based instructional materials and supports		
<u>Vendor Response:</u>			

8.2 ENGLISH LANGUAGE ARTS ALIGNMENT

Elementary (K-5)

	Indicator	YES	NO
8.2.E1	Materials include effective instruction for all aspects of foundational reading (including distributed practice)		
<u>Vendor Response:</u>			
8.2.E2	Materials include an evidence based and proven vertically aligned sequence for effective instruction for foundational reading skills		
<u>Vendor Response:</u>			
8.2.E3	Materials provide explicit, multisensory, and systematic instruction and diagnostic support in key developmental reading components of print, phonological awareness, phonics, graphophonemic awareness, vocabulary development, syntax, orthographic mapping, and fluency.		
<u>Vendor Response:</u>			

8.2.E4	Text selections provided must offer a balance of literary, informational and paired texts for both teacher and student choice.		
<u>Vendor Response:</u>			
8.2.E5	Materials offer assessment opportunities that measure progress in the foundations of reading.		
<u>Vendor Response:</u>			
8.2.E6	Materials should provide ample opportunities for students to understand and fully learn the spelling/sound patterns necessary to become successful readers.		
<u>Vendor Response:</u>			
8.2.E7	Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.		
<u>Vendor Response:</u>			
8.2.E8	Materials for vocabulary should feature the relationship between word parts, word form, and word meaning to develop morphological skills and knowledge		
<u>Vendor Response:</u>			
8.2.E9	Texts for each grade align with the requirements outlined in the NCSCOS.		
<u>Vendor Response:</u>			
8.2.E10	Texts, tasks, assessments, and supporting materials: <ul style="list-style-type: none"> • are appropriately complex for each respective grade level • include questions and tasks which require students to cite textual evidence • offer developmentally appropriate global connections • provide opportunities for students to read deeply to build knowledge about core content, current issues, and engaging topics 		
<u>Vendor Response:</u>			

8.2.E11	Materials provide instructional guidance for writing workshop to include- <ul style="list-style-type: none"> • Mini-lessons • sentence writing • paragraph writing • the writing process • interactive writing • shared writing • individual writing • language and conventions instruction 		
<u>Vendor Response:</u>			
8.2.E12	Text selections include extensive opportunities for students to encounter grade-level text to increase academic vocabulary, support complex tasks, and foster rich discourse.		
<u>Vendor Response:</u>			
8.2.E13	Shorter texts, poems, longer texts, and full length books contain excerpts worthy of rereading and close examination are included in the range of texts available for classroom selection and student self-selected reading.		
<u>Vendor Response:</u>			
8.2.E14	Questions and tasks cultivate students' abilities to ask and answer questions based on the text.		
<u>Vendor Response:</u>			

Middle (6-8)

	Indicator	YES	NO
8.2.M1	Texts, tasks, assessments, and supporting materials <ul style="list-style-type: none"> • are appropriately complex for each respective grade level • include questions and tasks which require students to cite textual evidence • offer developmentally appropriate connections to local and global issues • Provide opportunities for students to read deeply to build knowledge about core content, current issues, and engaging topics 		

<u>Vendor Response:</u>			
8.2.M2	Texts and instructional materials demonstrate clear vertical alignment with a range of texts for each appropriate grade band, student centered instructional strategies, and tasks which address the integration of skills and standards necessary for Career and College Ready Literacy outcomes		
<u>Vendor Response:</u>			
8.2.M3	Texts offer a wide range of stimulus and mentor texts to support aligned instruction of all reading, writing, listening, speaking, and language standards in the NCSCOS		
<u>Vendor Response:</u>			
8.2.M4	Shorter texts, poems, longer texts, and full length books contain excerpts worthy of rereading and close examination are included in the range of texts available for classroom selection and student self-selected reading		
<u>Vendor Response:</u>			
8.2.M5	Informational texts, literary nonfiction, and primary sources are included to offer connections to contemporary issues, provide meaningful context for analysis, and explore concepts across disciplines		
<u>Vendor Response:</u>			
8.2.M6	The range and variety of texts offers connections across multiple texts with transversal concepts and engaging issues to support concept based planning in classrooms and across grade/course PLCs.		
<u>Vendor Response:</u>			
8.2.M7	Materials focus on forming evidence-based arguments as well as informative writing, which is responsive to the needs of the audience and the particulars of the text in question		
<u>Vendor Response:</u>			

8.2.M8	Materials provide instructional guidance for writing workshop to include- <ul style="list-style-type: none"> • Mini-lessons • sentence writing & combining • paragraph writing • the writing process • interactive writing • shared writing • individual writing • language and conventions instruction 		
<u>Vendor Response:</u>			
8.2.M9	Students are given extensive practice with short, focused research/inquiry tasks		
<u>Vendor Response:</u>			
8.2.M10	Supporting curriculum materials must provide evidence based teaching and learning supports for ELL and EC learners to access grade level appropriate texts and tasks		
<u>Vendor Response:</u>			
8.2.M11	Materials use multimedia and technology to deepen attention to evidence and texts and engage students as 21st century learners.		
<u>Vendor Response:</u>			
8.2.M12	Supporting curriculum materials must provide evidence based teaching and learning for gifted, advanced, on level, and struggling learners		
<u>Vendor Response:</u>			
8.2.M13	Text selections include extensive opportunities for students to encounter grade-level text to increase academic vocabulary, support complex tasks, and foster rich discourse		
<u>Vendor Response:</u>			

	Indicator	YES	NO
8.2.H1	<p>Texts, tasks, assessments, and supporting materials</p> <ul style="list-style-type: none"> • are appropriately complex for each respective grade band and includes AP, IB, and Dual credit considerations • include questions and tasks which require students to cite textual evidence • offer developmentally appropriate connections to local and global issues • Provide opportunities for students to read actively to build knowledge about core content, current issues, and engaging topics 		
<u>Vendor Response:</u>			
8.2.H2	Texts and instructional materials demonstrate clear vertical alignment with a range of texts for each appropriate grade band, student centered instructional strategies, and tasks which address the integration of skills and standards necessary for Career and College Ready Literacy outcomes		
<u>Vendor Response:</u>			
8.2.H3	Texts offer a wide range of stimulus and mentor texts to support aligned instruction of all reading, writing, listening, speaking, and language standards in the NCSCOS		
<u>Vendor Response:</u>			
8.2.H4	Shorter texts, poems, longer texts, and full length books which contain excerpts worthy of rereading and close examination are included in the range of texts available for classroom selection and student self-selected reading		
<u>Vendor Response:</u>			
8.2.H5	Informational texts, literary nonfiction, and primary sources are included to offer connections to contemporary issues, provide meaningful context for analysis, and explore concepts across disciplines		
<u>Vendor Response:</u>			
8.2.H6	The range and variety of texts offers connections across multiple texts with transversal concepts and engaging issues to support concept based planning in classrooms and across grade/course PLCs.		

<u>Vendor Response:</u>			
8.2.H7	Materials focus on forming evidence based arguments as well as informative writing which is responsive to the needs of the audience and the particulars of the text in question		
<u>Vendor Response:</u>			
8.2.H8	Materials provide instructional guidance for writing workshop to include- <ul style="list-style-type: none"> • Mini-lessons • sentence combining • Paragraph writing • the writing process • interactive writing • shared writing • individual writing • language and conventions instruction 		
<u>Vendor Response:</u>			
8.2.H9	Students are given extensive practice with short, focused research/inquiry tasks		
<u>Vendor Response:</u>			
8.2.H10	Supporting curriculum materials must provide evidence based teaching and learning supports for ELL and EC learners to access grade level appropriate texts and tasks (ELL supports should align to WIDA standards and guidelines. EC supports should align to NC Extended Standards and guidelines.)		
<u>Vendor Response:</u>			
8.2.H11	Materials use multimedia and technology to deepen attention to evidence and texts and engage students as 21st century learners.		
<u>Vendor Response:</u>			
8.2.H12	Supporting curriculum materials must provide evidence based teaching and learning for gifted, advanced, on level, and struggling learners		
<u>Vendor Response:</u>			

8.2.H13	Text selections include extensive opportunities for students to encounter grade-level text to increase academic vocabulary, support complex tasks, and foster academic discourse		
<u>Vendor Response:</u>			

8.3 ENGLISH LANGUAGE ARTS INDICATORS OF QUALITY

Elementary (K-5)

	Indicator	YES	NO
8.3.E1	Instructional plans and resources include a variety of specific fluency-building techniques supported by research to establish and implement reading routines and plentiful practice to support consolidation of reading skills to achieve accuracy. (monitored partner reading, choral reading, repeated readings, short timed practice to challenge the reader, student centered progress monitoring, etc.)		
<u>Vendor Response:</u>			
8.3.E2	Teacher support for fluency instruction should explicitly recognize that reading rates vary with the type of text being read and the purpose for reading.		
<u>Vendor Response:</u>			
8.3.E3	Provide opportunities for wider ranging and more intensive vocabulary instruction for students with weaker vocabularies than their peers.		
<u>Vendor Response:</u>			
8.3.E4	Materials should use games, jokes, puns, and other forms of word play to enhance instruction and develop a sense of wonder about words.		
<u>Vendor Response:</u>			
8.3.E5	Materials should make it possible for students to learn high-frequency meanings on their own, providing such things as student friendly definitions for high-frequency words whose meanings cannot be inferred from the context.		

<u>Vendor Response:</u>			
8.3.E6	Fiction and nonfiction texts acknowledge and affirm diverse identities from the cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none"> • authentic history • recognition of unique experiences and perspectives from all groups 		
<u>Vendor Response:</u>			
8.3.E7	Literary and informational texts are paired with instructional materials to guide teachers to use 50% literary texts and 50% informational texts (including science, social studies, and the arts).		
<u>Vendor Response:</u>			
8.3.E8	Instructional strategies with informational texts provide student access to higher level texts through read aloud and media sources to increase acquisition of content, concepts, and vocabulary.		
<u>Vendor Response:</u>			
8.3.E9	Offers clearly outlined instructional strategies to scaffold and differentiate student access to appropriately complex texts and support student success on tasks and assessments		
<u>Vendor Response:</u>			
8.3.E10	Text dependent questions are provided for texts and sections of texts which are worthy of close reading examination.		
<u>Vendor Response:</u>			
8.3.E11	Materials should develop sequences of individually crafted questions that draw students and teachers into an exploration of the text or texts at hand.		
<u>Vendor Response:</u>			

8.3.E12	Student tasks are clearly connected to concepts, current issues, and topics which engage students in inquiry, academic discourse, the writing process, and self-selected reading.		
<u>Vendor Response:</u>			
8.3.E13	Writing opportunities for students are prominent and varied.		
<u>Vendor Response:</u>			
8.3.E14	Tasks and assessments contain aligned rubrics, scoring guidelines, exemplar responses, and answer keys that provide sufficient guidance for interpreting student progress toward and performance on the NCSCOS		
<u>Vendor Response:</u>			
8.3.E15	Scaffolding supports empower students to experience complex texts to build knowledge, insight, and self-efficacy.		
<u>Vendor Response:</u>			
8.3.E16	Provides explicit guidance for planning and classroom instruction to serve whole class, small group, and individual instruction.		
<u>Vendor Response:</u>			

Middle (6-8)

	Indicator	YES	NO
8.3.M1	Fiction and nonfiction texts acknowledge and affirm diverse identities from the cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none"> • authentic history • recognition of unique experiences and perspectives from all groups 		
<u>Vendor Response:</u>			
8.3.M2	Offers clearly outlined instructional strategies to scaffold and differentiate student access to appropriately complex texts and support student success on tasks and assessments		

<u>Vendor Response:</u>			
8.3.M3	Text dependent questions are provided for texts and sections of texts which are worthy of close reading examination		
<u>Vendor Response:</u>			
8.3.M4	Student tasks are clearly connected to concepts, current issues, and topics which engage students in inquiry, academic discourse, the writing process, and self-selected reading		
<u>Vendor Response:</u>			
8.3.M5	Tasks and assessments contain aligned rubrics, scoring guidelines, exemplar responses, and answer keys that provide sufficient guidance for interpreting student progress toward and performance on the NCSCOS		
<u>Vendor Response:</u>			
8.3.M6	Scaffolding supports empower students to experience complex texts to acquire vocabulary in context and build knowledge, insight, and self-efficacy		
<u>Vendor Response:</u>			
8.3.M7	Provides explicit guidance for planning and classroom instruction to serve whole class, small group, and individual instruction		
<u>Vendor Response:</u>			
8.3.M8	Texts and tasks are not cluttered or diminished by surrounding materials to ensure the instructional focus is on students working with the text		
<u>Vendor Response:</u>			
8.3.M9	Materials help teachers plan routine academic discourse and extended academic discussions.		
<u>Vendor Response:</u>			

8.3.M10	Questions and tasks support and require thorough comprehension of texts to foster evaluation and interpretation		
<u>Vendor Response:</u>			
8.3.M11	Vocabulary materials and focus on academic vocabulary that appears in or is necessary/useful to read, discuss, and analyze the included texts and text collections		
<u>Vendor Response:</u>			
8.3.M12	Vocabulary instructional resources feature vocabulary acquisition through morphological awareness,		
<u>Vendor Response:</u>			
8.3.M13	Within the collection of text selections provided, there are multiple possibilities for related and extended reading, writing, thinking, speaking, and listening on both teacher and student selected engaging concepts & topics across genres		
<u>Vendor Response:</u>			
8.3.M14	Instructional supports are evidence based and proven and are explicitly linked to a sound research base		
<u>Vendor Response:</u>			
8.3.M15	Materials support teaching the most significant grammar and language conventions throughout the course within meaningful reading instruction		
<u>Vendor Response:</u>			
8.3.M16	Professional learning, research connections, and professional readings are included which support building teacher capacity for high quality instruction of <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening 		

	<ul style="list-style-type: none"> • Language & conventions development • Digital literacy skills 		
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Vendor Response:

High (9-12)

	Indicator	YES	NO
8.3.H1	Fiction and nonfiction texts acknowledge and affirm diverse identities from the cultures, ethnicities, and religions represented in Durham Public Schools with <ul style="list-style-type: none"> • authentic history • recognition of unique experiences and perspectives from all groups 		

Vendor Response:

8.3.H2	Offers clearly outlined instructional strategies to scaffold and differentiate student access to texts and support student success on tasks and assessments		
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Vendor Response:

8.3.H3	Text dependent questions are provided for texts and sections of texts which are worthy of close reading examination		
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Vendor Response:

8.3.H4	Student tasks are clearly connected to concepts, current issues, and topics which engage students in inquiry, academic discourse, the writing process, and self-selected reading		
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Vendor Response:

8.3.H5	Tasks and assessments contain aligned rubrics, scoring guidelines, exemplar responses, and answer keys that provide sufficient guidance for interpreting student progress toward and performance on the NCSCOS		
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Vendor Response:

8.3.H6	Scaffolding supports empower students to experience complex texts to acquire vocabulary in context and build knowledge, insight, and self-efficacy.		
<u>Vendor Response:</u>			
8.3.H7	Provides explicit guidance for planning and classroom instruction to serve whole class, small group, and individual instruction		
<u>Vendor Response:</u>			
8.3.H8	Texts and tasks are not cluttered or diminished by surrounding materials to ensure the instructional focus is on students working with the text		
<u>Vendor Response:</u>			
8.3.H9	Materials help teachers plan routine academic discourse and extended academic discussions.		
<u>Vendor Response:</u>			
8.3.H10	Questions and tasks support and require thorough comprehension of texts to foster evaluation and interpretation		
<u>Vendor Response:</u>			
8.3.H11	Vocabulary materials and instructional resources focus on academic vocabulary that appears in or is necessary/useful to read, discuss, and analyze the included texts and text collections		
<u>Vendor Response:</u>			
8.3.H12	Within the collection of text selections provided, there are multiple possibilities for related and extended reading, writing, thinking, speaking, and listening on both teacher and student selected engaging concepts & topics across genres		
<u>Vendor Response:</u>			

8.3.H13	Instructional supports are evidence based and proven and are explicitly linked to a sound research base		
<u>Vendor Response:</u>			
8.3.H14	Materials support teaching the most significant grammar and language conventions throughout the course within meaningful reading instruction		
<u>Vendor Response:</u>			
8.3.H15	Professional learning, research connections, and professional readings are included which support building teacher capacity for high quality instruction of <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Language & conventions development • Digital literacy skills 		
<u>Vendor Response:</u>			

8.4 ADDITIONAL CRITERIA

Elementary (K-5)

	Indicator	YES	NO
8.4.E1	Teachers are provided support and professional development to deepen the understanding of the NCSCOS standards and the rigor demanded within these standards.		
<u>Vendor Response:</u>			
8.4.E2	Teachers are provided information about likely student solutions, questions to support students as they work on tasks and debriefing discussions, and suggestions about ways to structure summary discussions.		
<u>Vendor Response:</u>			
8.4.E3	Cross-curricular connections are made within the resource.		
<u>Vendor Response:</u>			

8.4.E4	Research is included that demonstrates the effectiveness of the resource.		
<u>Vendor Response:</u>			
8.4.E5	Supports student driven learning (i.e. Voice and choice in their learning, encourages students to know how they learn best, partners in the learning with the teacher, student sets personal goals).		
<u>Vendor Response:</u>			
8.4.E6	Resource provides flexible use of tools in how students access, engage, and express their learning. (e.g. audio, digital texts, etc.)		
<u>Vendor Response:</u>			
8.4.E7	Resource engages students and teachers in collaboration, critical thinking, creativity and communication around the standards.		
<u>Vendor Response:</u>			
8.4.E8	Resource includes connection to families and community agencies supporting the students outside the school day.		
<u>Vendor Response:</u>			

Middle (6-8)

	Indicator	YES	NO
8.4.M1	Teachers are provided support and professional development to deepen the understanding of the NCSCOS standards and the rigor demanded within these standards .		
<u>Vendor Response:</u>			
8.4.M2	Teachers are provided support and professional development to support highly effective blended learning opportunities for all students		

<u>Vendor Response:</u>			
8.4.M3	Best practices webinars offered weekly between March and June 2019 to feature key components of the curriculum materials and resources and to allow teachers early exploration of the adopted curriculum		
<u>Vendor Response:</u>			
8.4.M4	Teachers are provided information about likely student solutions, questions to support students as they work on tasks and debriefing discussions, and suggestions about ways to structure summary discussions.		
<u>Vendor Response:</u>			
8.4.M5	Cross-curricular connections are made within the resource.		
<u>Vendor Response:</u>			
8.4.M6	Research is included that demonstrates the effectiveness of the resource.		
<u>Vendor Response:</u>			
8.4.M7	Supports student driven learning (i.e. Voice and choice in their learning, encourages students to know how they learn best, partners in the learning with the teacher, student sets personal goals).		
<u>Vendor Response:</u>			
8.4.M8	Resource provides flexible use of tools in how students access, engage, and express their learning.		
<u>Vendor Response:</u>			
8.4.M9	Resource engages students and teachers in collaboration, critical thinking, creativity and communication around the standards.		
<u>Vendor Response:</u>			

8.4.M10	Resource includes connection to families and community agencies supporting the students outside the school day.		
<u>Vendor Response:</u>			

High (9-12)

	Indicator	YES	NO
8.4.H1	Teachers are provided support and professional development to deepen the understanding of the NCSCOS standards and the rigor demanded within these standards .		
<u>Vendor Response:</u>			
8.4.H2	Teachers are provided support and professional development to support highly effective blended learning opportunities for all students		
<u>Vendor Response:</u>			
8.4.H3	Best practices webinars offered weekly between March and June 2019 to feature key components of the curriculum materials and resources and to allow teachers early exploration of the adopted curriculum		
<u>Vendor Response:</u>			
8.4.H4	Teachers are provided information about likely student solutions, questions to support students as they work on tasks and debriefing discussions, and suggestions about ways to structure summary discussions.		
<u>Vendor Response:</u>			
8.4.H5	Cross-curricular connections are made within the resource.		
<u>Vendor Response:</u>			
8.4.H6	Research is included that demonstrates the effectiveness of the resource.		

<u>Vendor Response:</u>			
8.4.H7	Supports student driven learning (i.e. Voice and choice in their learning, encourages students to know how they learn best, partners in the learning with the teacher, student sets personal goals).		
<u>Vendor Response:</u>			
8.4.H8	Resource provides flexible use of tools in how students access, engage, and express their learning.		
<u>Vendor Response:</u>			
8.4.H9	Resource engages students and teachers in collaboration, critical thinking, creativity and communication around the standards.		
<u>Vendor Response:</u>			
8.4.H10	Resource includes connections to families and community agencies supporting the students outside the school day.		
<u>Vendor Response:</u>			

8.5 TECHNOLOGY PLATFORM & HIGH-LEVEL ARCHITECTURAL DESIGN

	Indicator		
8.5.1	Describe how the proposed product handles authentication and authorization, including single sign-on capabilities.		
<u>Vendor Response:</u>			
8.5.2	Describe how the proposed product handles account creation, additions and deletions for both student and staff users.		
<u>Vendor Response:</u>			
8.5.3	Describe how administrative functions are separated into different roles such as district, school,		

	teacher, etc.
<u>Vendor Response:</u>	
8.5.4	Describe how the proposed product ensures the security of DPS's data and provide supporting documentation as needed.
<u>Vendor Response:</u>	
8.5.5	Describe on-site or hosted environments needed for the proposed product.
<u>Vendor Response:</u>	
8.5.6	Describe in detail all system and network requirements.
<u>Vendor Response:</u>	
8.5.7	Describe the product(s) support model for both technical and functional district support needs.
<u>Vendor Response:</u>	
8.5.8	Describe your approach to converting and migrating data into and out of the proposed solution.
<u>Vendor Response:</u>	
8.5.9	Describe the reporting features for district and school-based administrators, teachers, and students. (Sample reports may be attached).
<u>Vendor Response:</u>	
8.5.10	Describe the reporting feature on an individual student level including how the student is compared to like peers. (Sample reports may be attached).
<u>Vendor Response:</u>	

ATTACHMENT E: VENDOR PLAN FOR IMPLEMENTATION

1.	Describe your implementation methodology and approach to resources. (Include options to train district implementation staff to the end user, including learning videos, handouts, and other implementation resources that may be made available online.)
<u>Vendor Response:</u>	
2.	Describe a teacher development plan that meets the diverse strengths and needs of our teachers
<u>Vendor Response:</u>	
3.	If a multi-year contract is proposed, describe your implementation plan that will both further the development of returning teachers and support teachers new to the district in the years following the first year of the contract.
<u>Vendor Response:</u>	

ATTACHMENT F: CERTIFICATION OF FINANCIAL CONDITION

Name of Vendor: _____

The undersigned hereby certifies that: [check all applicable boxes]

- The Vendor is in sound financial condition and, if applicable, has received an unqualified audit opinion for the latest audit of its financial statements.

Date of latest audit: _____

- The Vendor has no outstanding liabilities, including tax and judgment liens, to the Internal Revenue Service or any other government entity.
- The Vendor is current in all amounts due for payments of federal and state taxes and required employment- related contributions and withholdings.
- The Vendor is not the subject of any current litigation or findings of noncompliance under federal or state law.
- The Vendor has not been the subject of any past or current litigation, findings in any past litigation, or findings of noncompliance under federal or state law that may impact in any way its ability to fulfill the requirements of this Contract.
- He or she is authorized to make the foregoing statements on behalf of the Vendor.

Note: This is a continuing certification and Vendor shall notify the Contract Lead within 15 days of any material change to any of the representations made herein.

If any one or more of the foregoing boxes is NOT checked, Vendor shall explain the reason in the space below:

Signature _____ Date _____

Printed Name _____ Title _____

[This Certification must be signed by an individual authorized to speak for the Vendor]

ATTACHMENT G: HISTORICALLY UNDERUTILIZED BUSINESSES

According to the N.C. General Statutes, North Carolina school systems must report purchases made from Historically Underutilized Business (HUB). Please check applicable categories below:

HUB Category:

Minority Owned; Woman Owned; Disabled Owned; Black; Hispanic; Asian American;

American Indian; Disadvantaged; Female; Disabled Business; Other

None of the Above

HISTORICALLY UNDERUTILIZED BUSINESSES: Pursuant to General Statute 143-48 and Executive Order #150, DPS invites and encourages participation in this procurement process by businesses owned by minorities, women, disabled, disabled business enterprises and non-profit work centers for the blind and severely disabled.

According to IRS regulations, the school system is required to file a 1099-Misc form with the firm if:

We made payment to someone who is not our employee.

We made payment for services rendered in the course of our business.

We made payment to someone other than a corporation (i.e. an individual or a partnership).

We made payment to you for at least \$600.00 during the year.

Please submit copy of Taxpayer Identification Number and Certification – IRS Tax Form W-9

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ATTACHMENT H: REFERENCES

Vendors shall provide at least three references, for similar size and scope projects, for which comparable services and supplies have been provided.

Reference #1:

Name of Organization		Contact Person Name	
Annual Contract Value		Contact Person Title	
Contract Start Date		Contact Person Telephone Number	
Contract End Date		Contact Person Email Address	

Reference #2:

Name of Organization		Contact Person Name	
Annual Contract Value		Contact Person Title	
Contract Start Date		Contact Person Telephone Number	
Contract End Date		Contact Person Email Address	

Reference #3:

Name of Organization		Contact Person Name	
Annual Contract Value		Contact Person Title	
Contract Start Date		Contact Person Telephone Number	
Contract End Date		Contact Person Email Address	

NON-APPROPRIATION/CANCELLATION

Lessee's operations are funded under appropriations or budgetary approvals made by Durham Public Schools, on a fiscal year basis. For the fiscal year, Lessee has received all necessary approvals for the lease of the equipment subject to this Lease and for the payment of the rentals required under this Lease. While similar approvals are expected for each of the future fiscal years during the term of this Lease, such approvals cannot be assured. If, for any such fiscal year, necessary approvals are not received for the continuation of this Lease, then the Lessee shall have the right, exercisable by written notice delivered twenty (20) days prior to the expiration of the then current fiscal year, to terminate this Lease as of the last day of such current fiscal year, subject to the requirements that (a) all obligations of the Lessee under the Lease for the then current fiscal year shall be satisfied in full, (b) the Lessee shall package and return the equipment as directed by Lessor, with all costs of packaging, freight and insurance borne by Lessee and (c) if, within two (2) years after the effective date of termination, necessary approvals are received for the purchase or lease of equipment performing functions similar to those performed by the equipment subject to this lease, then the lessor, at its election, may (I) reinstate this Lease for a term equal to the unexpired term of this Lease as of the date of cancellation by providing like equipment or (II) have a right of refusal to be the seller or lessor in the Lessee's acquisition of like kind equipment. If Lessee purports to cancel this Lease under this Section, then Lessor, as a condition to acceptance of such cancellation, may require the written opinion of Lessee's counsel detailing specifically the circumstances giving rise to the right of cancellation and such counsel's affirmative opinion as to the existence of that right.

Durham Public Schools

By: _____

