

REQUEST FOR PROPOSALS

ITEM DESCRIPTION: Providence School Department's Comprehensive Screening, Assessment, Intervention and Monitoring System - Multi-Tiered System of Supports (MTSS)

DATE AND TIME TO BE OPENED: Thursday, March 30, 2023 at 1:00PM

PRE-BID CONFERENCE (IF APPLICABLE): None

SUBJECT MATTER EXPERT (NAME): Molly Hannon

SUBJECT MATTER EXPERT (EMAIL): Molly.Hannon@ppsd.org

QUESTION DEADLINE: Monday, March 6, 2023 at 4:30PM

Instructions

1. Bidders must submit sealed proposals in an envelope clearly labeled with the Item Description shown above on the outside of the envelope. The proposal envelope and any information relative to the proposal must be addressed to:

**Purchasing Department, Suite 206
ATTN: Molly Hannon
797 Westminster Street
Providence, RI 02903**

2. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.
3. Proposal responses must be in ink or typewritten.
4. Bidders are advised that all materials submitted to Providence Public Schools for consideration in response to this Request for Proposals shall be considered to be public records as defined in [R.I. General Law Section 38-2 et seq.](#), without exception, and may be released for public inspection. All proposals submitted become the property of Providence Public Schools.
5. Bid proposals that are not present in the Providence Public Schools Purchasing Department at the time of opening for whatever cause will be deemed to be late and will not be considered. Postmarks shall not be considered proof of timely submission.
6. Questions regarding this request for proposals must be submitted to the Subject Matter Expert via email by the question deadline listed above. Questions will be answered via addendum to be posted publicly on the Providence Schools website. Bidders are responsible for checking the website for all addenda distributed in response to questions and requests for additional information.

**Notice to Vendors
General Terms**

1. Providence Public Schools reserves the right to award the contract on the basis of the lowest responsible evaluated bid proposal.
2. In determining the lowest responsive evaluated bid proposal, cash discounts based on preferable payment terms will not be considered.
3. No proposal will be accepted if it is made in collusion with any other bidder.
4. Providence Public Schools reserves the right to award to a single vendor, to split the award between multiple vendors and to reject any and all proposals. Unless otherwise specified, Providence Public Schools reserves the right to make the award by item or items or by total as may be in its best interest.
5. As Providence Public Schools is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
6. In case of error in the extension of prices quoted, the unit price will govern. In the event there is a discrepancy between the price written in words and written in figures, the prices written in words shall govern.
7. Awards shall be subject to the General Terms set forth herein, which terms shall be deemed accepted by the Bidder upon submission of the bid proposal, subject to the provisions of this paragraph, and shall be further deemed to be incorporated into the contract upon issuance of the award. Any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein must be listed and fully explained on a separate sheet attached to the Bidder's detailed conditions and specifications and referred to separately in the Bids. Such proposed exceptions, modifications, or deviations shall be an additional variable for consideration by the Providence Public School District in addition to vendor qualifications, price, quantity, and/or scope of services. In all cases not indicated by Bidders as an exception, modification, or deviation, it is understood that the terms, conditions and specifications of the Providence Public School District shall apply. No exception, modification, or deviation shall be deemed accepted, approved, or otherwise incorporated into the contract unless expressly set forth in the award notice.
8. Proposals must meet the attached specifications. Bids may be submitted on an "equal in quality" basis. Providence Public Schools reserves the right to decide equality and determine whether bids are responsive. Bidders must indicate brand or make offered and submit detailed specifications if other than brand requested.
9. A bidder who is an out of-state corporation shall qualify or register to transact business in this State, in accordance with R.I. General Law [Section 7-1.2-1401](#) et seq. as amended)
10. Delivery dates must be shown in the bid. If no delivery dates are specified, it will be assumed that an immediate delivery from stock will be made.

11. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
12. For contracts involving construction, alteration and/or repair work, the provisions of State Labor Law concerning payment of prevailing wage rates apply (See R.I. General Law [Section 37-13-1](#) et seq. as amended).
13. All proposals will be disclosed at the opening date and time listed above. After a reasonable lapse of time, tabulation of proposals may be viewed on the Providence Public School's website (<https://www.providenceschools.org/Page/4634>).
14. Awards will be made within ninety (90) days of the proposal opening. All proposal prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
15. No goods should be delivered and no work should be started without a Purchase Order from Providence Public Schools.
16. Prior to commencing performance under the contract, the successful bidder (the "Contractor") shall attest to compliance with provisions of R.I. General Law [Section 28-29-1](#), et seq. If exempt from compliance, the Contractor shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
17. Prior to commencing performance under the contract, Contractor shall, submit a certificate of insurance, in a form and in an amount satisfactory to Providence Public Schools.
18. The Contractor will not be permitted to: assign or underlet the contract; or assign either legally or equitably any monies or any claim thereto without the previous written consent of the Director of Purchasing.
19. The Contractor shall not be paid in advance.
20. The contract shall be in effect from the date of award through **June 30, 2024** or for such other duration as may be agreed to in writing and signed by the parties, unless terminated by either party at any time, with or without cause.
21. In the event of termination by District or the Contractor prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the Contractor shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.
22. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications.
23. The Contractor must conduct a criminal background check, at the Contractor's expense, of all employees employed under the contract who interact with students, except District employees.

The Contractor shall provide a copy of the background check report(s) to the District, upon request.

24. The Contractor is not an employee of District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Contractor.
25. The Contractor understands products produced as a result of the contract are the sole property of the District and may not be used by the Contractor without the express written permission of the District.
26. The Contractor agrees to hold District and the City of Providence harmless from any and all damages incurred by District or the City by reason of the Contractor's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.
27. The contract may not be modified or amended in any way except by mutual agreement in writing and signed by each party. Notwithstanding the foregoing, and subject to the provision concerning exceptions, modifications, or deviations set forth in Paragraph 7 hereinabove, the General Terms shall not be modified or amended in any way by subsequent agreement. In the event of a conflict between the General Terms and any subsequent modification or amendment to the contract, the General Terms shall control.
28. The Contractor expressly submits itself to and agrees that all actions arising out of or related to the contract or the relationship between the parties shall occur solely in the venue and jurisdiction of the State of Rhode Island.
29. District agrees and acknowledges that Company and its licensors own all intellectual property rights in and to the Products including, without limitation, all trademarks, trade names, service marks and copyrights in the Products and all underlying software programs and related documentation. District agrees and acknowledges that District and any school shall not acquire any right, title or interest in or to any Company's intellectual property (IP), including, without limitation, software, trademarks, copyrights and other intellectual property of Company and no other rights are granted by Company to the District or any school in Company's IP by implication, estoppel or otherwise. District further acknowledges and agrees that Company shall continue, during the term hereof, to expand and modify its Products, in its sole discretion.
30. Data and Release (Representations and Warranties):
 - a. In connection with Company's provision of the Products to District and to allow for the proper functioning and purpose of the Products, the District agrees to and shall release certain data to the Company and agrees to permit the Company to collect certain data from District's users of the Products (collectively, "**Data**"). Certain of this Data may be subject to the Family Educational Rights and Privacy Act ("**FERPA**") (20 U.S.C. § 1232g; 34 CFR Part 99), in which case it will be known as FERPA Data ("**FERPA**").

Data”). Certain portions of the Data may be considered Personally Identifiable Information (“**Personally Identifiable Information**”). De-Identified Data (“**De-Identified Data**”) is data generated from usage of Company Products from which all Personally Identifiable Information has been removed or obscured so that it does not identify an individual student and there is no reasonable basis to believe the remaining information can be used to identify a student. For the purposes of this agreement De-Identified Data will not be considered Personally Identifiable Information and, thus, shall not be deemed FERPA Data, as defined above, or COPPA Data, as defined below. Personally Identifiable Information may be collected from students under the age of 13 during the normal course of such students’ use of the Products and thus may be subject to the Children’s Online Privacy Protection Act, in which case it will be known as COPPA Data (“**COPPA Data**”), but with respect to both COPPA Data and FERPA Data, such Data may only be used for the purpose of facilitating and enhancing the use and functionality of the Products and in connection with Company’s providing the Products to District and its users. Company will access, use, restrict, safeguard and dispose of all FERPA Data and COPPA Data related to this Agreement in accordance with FERPA and COPPA, respectively. Notwithstanding such release or collection, the FERPA Data, COPPA Data, and Personally Identifiable Information remain the property of the District.

- b. Company in providing Products to the Customer may use external service providers as required to facilitate a variety of operations, known as Third Party Service Providers. Outsourced operations may include, but are not limited to: web hosting, assisting with providing customer support, database reporting, analytics, and assisting with marketing or billing. As a result of this relationship, Third Party Service Providers may have access to Personally Identifiable Information. Company Partners are obligated to take appropriate commercially reasonable steps to maintain the confidentiality of all District information they receive in connection with Company Product and are subject to other legal restrictions that prohibit the use of District information for any purpose other than that described below for specific Company purpose. Any data exchanged with Third Party Service Providers will be deleted or transferred, per District request, when no longer needed, or at contract expiration. Company Partners should be submitted when bidding.
- c. Company assures that data is secured and protected in a manner consistent with industry standards at a minimum and has attached documentation reflecting Company’s existing data privacy and security guidelines and/or policies. The guidelines and/or policies will apply to both Personally Identified Information and De-Identified Data. Company’s use of Personally Identifiable Information shall be for the exclusive use of the District and/or third parties identified and approved by the District. Company may use De-Identified Data for the following purposes: to improve the Product, to demonstrate the effectiveness of the Product, and for research or other purposes related to developing and improving the Product. Company’s use of such De-Identified Data may survive termination of this Agreement.

- d. "Personally Identifiable Information" or "**PII**" means information provided to Company in connection with Company's obligations to provide the Products under the Agreement that (i) could reasonably identify the individual to whom such information pertains, such as name, address and/or telephone number or (ii) can be used to authenticate that individual, such as passwords, unique identification numbers or answers to security questions or (iii) is protected under Applicable Laws. For the avoidance of doubt, PII does not include aggregate, anonymized data derived from an identified or identifiable individual

- e. District represents and warrants that:
 - i. any such FERPA Data released to Company has been released pursuant to, among other things, a limited exception under FERPA acting for the District as a "**School Official**" with a legitimate educational interest for the purposes of providing the Products; and
 - ii. District has complied fully with FERPA and, among other things, has specified at least annually in a FERPA notification to parents/guardians that it uses outside contractors/consultants as "School Officials" to provide certain institutional services and functions such as those set forth in this Agreement.

- f. Company shall function as a school official of the District and agrees to the following conditions, as required by 20 U.S.C. Section 1232g and 34 C.F.R. Section 99.31:
 - i. Company is performing a service or function for which the District would otherwise use employees;
 - ii. Company is under the direct control of the District with respect to the use and maintenance of education records;
 - iii. Company is subject to the requirements of 34 C.F.R. Section 99.33(a) governing the use and re-disclosure of personally identifiable information from education records; and
 - iv. Company represents that it has the knowledge, skill and resources necessary to provide and maintain a web-based educational product or platform that is sufficiently secure and encrypted to protect confidential information.

- g. Company and District each represent and warrant that any COPPA Data and FERPA Data released and/or shared by Company and/or District for the purposes of this Agreement shall be covered by that party's respective agreement with the other party regarding FERPA Data and COPPA Data and no further agreement shall be needed by the other party for such release or sharing.

- h. Company and District agree that all such FERPA Data is provided on an "as is" basis and neither party shall be liable for any express or implied warranties, including but not limited to implied warranties of merchantability, non-infringement, and fitness for a particular purpose. Further, absent gross negligence or willful misconduct, neither party shall be liable to the other for any damages in whatever form or under any theory of liability for the "as is" data, even if advised of such.

31. **Data Transfer Protocol.** The District will assign a team representing technical and academic expertise (“District team”) to work with Company to establish the automated data transfer. The project timeline, services provided by Company, and tasks required of the District Team will be finalized in a Statement of Work provided by Company and agreed upon by the District. Company will need to provide a detailed data definition and layout document that the District team will use to map their data system(s) to Company’s data feed specification. At that point, Company will work with the District team to establish scheduled, automatic data transfers between the District student data system(s) and a secure file transfer protocol (“SFTP”) site hosted by Company. Company will provide their data validation rules to the District team. Every time new data is published to the SFTP, Company will validate the data, load the successful records into the Company data system, and send an email to the District team notifying them of potential errors.

32. **Ownership and Protection of Confidential Information**

- a. By virtue of this Agreement and providing District with the Products, the parties may have access to information of the other party that is deemed confidential (“**Confidential Information**”). Confidential Information includes information, ideas, materials or other subject matter of such party, whether disclosed orally, in writing or otherwise, that is provided under circumstances reasonably indicating that it is confidential or proprietary. Confidential Information includes, without limitation, all business plans, technical information or data, product ideas, methodologies, calculation algorithms and analytical routines; and all personnel, customer, contracts and financial information or materials disclosed or otherwise provided by such party (“**Disclosing Party**”) to the other party (“**Receiving Party**”). For the purposes of this agreement De-Identified Data will not be considered Confidential Information. Confidential Information does not include that which (a) is already in the Receiving Party’s possession at the time of disclosure to the Receiving Party, (b) is or becomes part of public knowledge other than as a result of any action or inaction of the Receiving Party in violation of this Agreement, (c) is obtained by the Receiving Party from an unrelated third party without a duty of confidentiality, or (d) is independently developed by the Receiving Party.

Confidential Information means any and all information of either party disclosed or otherwise made available to or learned by the parties under this Agreement, which is designated as “confidential” or “proprietary” or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, school data and, all school student records and personnel records of both parties.

Company, the District, and each school partner will maintain the confidentiality of any and all Personally Identifiable Information exchanged as part of the Agreement. Confidentiality requirements will survive the termination or expiration of this Agreement. To ensure the continued confidentiality and security of student data, Company and school security plans will be followed

- b. Ownership. Confidential Information of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its

licensors, as applicable. Neither party shall possess nor assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party or any part thereof, will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of Company, its employees or agents.

- c. Method of Transfer. Company will employ industry best practices, both technically and procedurally, to protect the Data from unauthorized physical and electronic access during transfer.
- d. Restrictions on Use. The Receiving Party shall not use Confidential Information of the Disclosing Party for any purpose other than in furtherance of this Agreement, with the understanding that the Company also retains aggregate, de-identified, anonymized information for improvement, research and development purposes. The Receiving Party shall not disclose Confidential Information of the Disclosing Party to any third parties except as otherwise permitted hereunder. The Receiving Party may disclose Confidential Information of the Disclosing Party only to those employees, subcontractors or agents who have a need to know such Confidential Information and who are bound to retain the confidentiality thereof under provisions (including, without limitation, provisions relating to nonuse and nondisclosure) no less restrictive than those required by the Receiving Party for its own Confidential Information. The Receiving Party shall maintain Confidential Information of the Disclosing Party with at least the same degree of care it uses to protect its own proprietary information of a similar nature or sensitivity, but with no less than reasonable care under the circumstances. Each party shall advise the other party in writing of any misappropriation or misuse of Confidential Information of the other party of which the notifying party becomes aware.
- e. Exclusions. Notwithstanding the foregoing, this Agreement shall not prevent a party receiving a judicial order or other legal obligation from disclosing Confidential Information of the other party, provided that the other party is promptly notified and cooperates to allow intervention to contest or minimize the scope of the disclosure (including application for a protective order). Otherwise, neither Company nor any of its personnel may release confidential data or results if such data or results include individual person, District- or state-identifiable data or results, either directly or inferentially, unless agreed by the parties in writing on a case by case basis. Notwithstanding the foregoing, nothing in this Agreement shall limit Company's ability to use De-Identified Data for product development and research purposes as permitted under FERPA.
- f. Destruction of Confidential Information. At no cost to the party that owns the Confidential Information, the other party shall upon (a) written request by the owner at any time, and (b) upon termination or expiration of this Agreement, securely eliminate or return promptly in the format and on the media in use as of the date of the written request, all or any requested portion of Confidential Information that may be in the other party's possession or control.

- g. Breaches and Misuse. A Security Incident is a suspected, attempted, or imminent threat of unauthorized access, use, disclosure, breach, modification, disruption or destruction to or of District Data. In the event of a Security Incident, Company shall investigate the Security Incident, identify the impact of the Security Incident and take commercially reasonable actions to mitigate the effects of any such Security Incident. If the Security Incident results in a Security Breach, a documented, unsecured disclosure, access, alteration or use of the data, not permitted in this Agreement, which poses a significant risk of financial, reputational or other harm to the affected End User or the District, Company shall, (i) timely provide any notifications to individuals affected by the Security Breach that Company is required to provide, and, (ii) notify District of the Security Breach, subject to applicable confidentiality obligations and to the extent allowed and/or required by Applicable Laws. Except to the extent prohibited by Applicable Laws, Company shall, upon District's written request, provide District with a description of the Security Breach and the type of data that was the subject of the Security Breach.

The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.

33. In the event of termination by District or Company prior to completion of the contract, only the segment of fees attributable to non-licensing shall be subject to proration. Compliance with FERPA and COPPA is subject to survival of any provisions in accordance with their specific terms. Company obligations to comply with FERPA requirements will survive the expiration or termination of this contract.

BID FORM 1: BIDDER INFORMATION

Agrees to Bid on: Providence School Department's Comprehensive Screening, Assessment, Intervention and Monitoring System - Multi-Tiered System of Supports (MTSS)

DATE AND TIME TO BE OPENED: Thursday, March 30, 2023 at 1:00PM

Name of Bidder (Firm or Individual): _____

Business Address: _____

Contact Name: _____

Contact Email Address: _____

Contact Phone Number: _____

Delivery Date: _____

Signature of Representation

Title



Providence Public School District

Request for Proposals

Providence School Department's Comprehensive Screening, Assessment, Intervention
and Monitoring System - Multi-Tiered System of Supports (MTSS)

With Option Years

Funding Source (Contingent on Funding & Subject to Change): ESSER III

I. Background

The Providence Public School Department is soliciting proposals from qualified organizations capable of providing a platform that provides critical systems and infrastructure to operationalize implementation and sustainability of an Integrated Multi-Tiered System of Supports (MTSS). This includes user-friendly access to universal and targeted screening and assessment, fidelity measures, personalized intervention planning, monitoring and documentation, leadership, grade-level and student support team planning and decision-making for school-wide and individual social, emotional, and behavioral instruction, supports, tracking, and response and recognition systems. Overall, this platform will be utilized to guide district and school-based teams through efficient and effective data-based decision making and inform appropriate supports aligned to identified strengths and needs of Providence Public Schools students, schools and systems. Each element outlined above should effectively support MTSS in literacy, mathematics, as well as attendance, social, emotional, and behavioral wellness. Additional details of this request are described herein.

Providence Public School Department (PPSD) has a Multi-Tiered System of Supports (MTSS) policy that calls for universal academic, linguistic, behavioral and social-emotional screening for all students. PPSD believes that MTSS ensures that all PPSD students receive equitable access to opportunities that promote their academic achievement, social-emotional growth, and positive development of their physical, mental, and behavioral health and wellness. MTSS is a framework that uses collaborative, shared leadership, family, school, and community partnerships, and a data-informed problem-solving process to ensure continuous school improvement through a continuum of evidence-based instruction and intervention to meet the needs of every student. MTSS is grounded in high-quality, standards-based instruction that integrates academic, social-emotional, and behavioral learning. This platform will additionally need to support district-wide implementation of this MTSS policy through monitoring fidelity and informing district and school-based progress, areas of strength and need, and appropriate support, response and recognition.

The Providence Public School Department (PPSD) is a large urban school district in Providence, Rhode Island that supports approximately 22,000 students and 2,000 educators across 37 schools, including 21 elementary schools, seven middle schools, nine high schools, and one public district charter school. Our student demographics are 68% Latinx, 15% Black, 6.5% white, 5.5% multi-racial, 4% Asian, and 1% Native American. The consulting organization must have demonstrated success working with districts of this size or larger. They also must have a demonstrated commitment to equity and culturally-sustaining practices.

II. Required Qualifications

The consulting organization must provide and support technical implementation of the following:

COMPREHENSIVE SCREENING AND ASSESSMENT DATA MANAGEMENT SYSTEM

The selected platform must utilize or support integration with universal screeners and assessments that have a strong evidence-base suggesting validity and reliability over time. Screeners must be available in **at least** English and Spanish. They must also provide accessibility support and accommodations for multilingual learners and students with diverse learning styles and abilities who complete the assessment.

UNIVERSAL SCREENING & ASSESSMENT:

- **Social, Emotional, and Behavioral Health & Wellness**
 - Web-based screener of student performance relative to:
 - CASEL Social-Emotional Learning (SEL) competencies including self-awareness, self-management, responsible decision making, social awareness, and relationship skills
 - Social-Emotional & Behavioral (SEB) Health and Mental Health and Wellness domains such as anxiety, depression, affect, as well as overall executive functioning.
 - Screener must be normed with a substantial number of teachers, parents, and students that is representative of the general U.S. population in terms of ethnicity/race, gender, and age. It must also have a proven track record of supporting large school districts as well as historically or systematically marginalized populations.
 - Provide ability to administer, manage, and visualize results of targeted assessments and progress monitoring of social-emotional learning standards, and social, emotional, behavioral skills
- **Literacy**
 - Computer Adaptive Screener of student academic performance relative to Common Core State Standards (CCSS) literacy skills.
 - Reliability and validity supported by strong evidence base for grades K-12
 - There should be a robust item bank (5,000 or more items) with clearly stated item reuse rules.
 - Has enough forms and/or items in an item bank to be administered reliably at least three times per year.
 - Features the ability to target specific skills and/or knowledge to allow for weekly progress monitoring and allow for goal setting in 6 to 9 week increments.
 - Have the ability to assess numerous skills and strategies within specific reading domains and/or assess one specific skill for mastery.
- **Mathematics**
 - Computer Adaptive Screener of student academic performance relative to Common Core State Standards (CCSS) mathematics skills.
 - Reliability and validity supported by strong evidence base for grades K-12
 - There should be a robust item bank (5,000 or more items) with clearly stated item reuse rules.

- Has enough forms and/or items in an item bank to be administered reliably at least three times per year.
- Features the ability to target specific skills and/or knowledge to allow for weekly progress monitoring and allow for goal setting in 6 to 9 week increments.
- Have the ability to assess numerous skills and strategies within specific mathematics domains and/or assess one specific skill for mastery.

INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS:

● Integrated MTSS System Health

- Fidelity tool(s) to assess the overall functioning of essential MTSS components in schools including: teaming, data-based problem-solving and decision-making, a layered continuum of supports, evidence-based practices, as family, school, and community partnership. This should include comprehensive indicators pertinent to Tier 1 foundations as well as more intensive Tier 2 and Tier 3 interventions.
 - Must allow for automating data from multiple sources, streamline documentation, and support various stakeholders across all domains to prepare efficiently for problem-solving team meetings and work together during meetings to support the whole child across academics, social-emotional learning and behavior, and engagement.

● SW-PBIS

- Fidelity tool(s) to assess the overall implementation and functioning of essential features of school-wide and classroom-wide positive behavioral supports, practices, instruction and interventions in schools including: teaming, school-wide behavioral expectations, teaching of behavioral expectations and social-emotional skills, problem behaviors and responsive system of support, recognition systems, and data collection and analysis to drive decision-making and continuous improvement.
- Student, staff and school recognition systems including: tracking, monitoring, and acknowledgment of demonstration of positive behavioral expectations and social, emotional, and behavioral skills.
 - The selected platform must provide an easy system that continuously recognizes students for meeting behavior expectations from anywhere in the school with the option of immediately acknowledging positive student behavior from a mobile device. As well as allow school leadership teams to track patterns and continuously strengthen positive learning environments and school climate and culture.
 - Features to also include: Integrated store and event management system that facilitates PBIS purchases and event check-ins through web based application, smartphone app, tablet, etc.
- Student behavior management, response and restorative system including: documentation, tracking, monitoring, and responsive and restorative problem-solving and intervention for behaviors that impede learning and healthy learning environments.
 - The selected platform must provide an easy system that continuously documents, monitors, and responds quickly when students are having difficulty meeting behavioral expectations from anywhere in the school with

the option of immediately documenting student behavior from a mobile device. As well as allow school leadership and student support teams to track patterns and continuously strengthen positive learning environments and school climate and culture.

- Support implementation, fidelity and sustainability of evidence-based social, emotional and behavioral interventions including:
 - Check-In-Check Out, Check and Connect, Mentoring, etc.
 - SEL counseling groups and individualized counseling interventions, behavioral intervention plans, etc.

TEAMING & PROBLEM-SOLVING PROCESS

- Drives student, school, and district success by allowing teachers, support staff, administrators, students and families to problem-solve effectively across teams and supports, and work better together to support holistic needs of students.
- Allows for enhancement of Teaming processes and operating procedures through easily accessible whole-child data visualization and management, alignment to appropriate interventions, targeted intervention planning and real-time monitoring of progress to aid in the problem-solving process and identify and respond to student needs quickly.

TIERED INTERVENTION SYSTEM

- Provides alignment to a continuum of whole child and personalized instruction, interventions, and supports that integrate Attendance and Engagement, Academic Skills, Social, Emotional and Behavioral Skills, Language Acquisition, etc.
- Allows for efficient planning, management and accessibility and ease of communicating and monitoring interventions, intervention providers, duration and intensity, fidelity of intervention, progress monitoring & rate of growth, team meeting minutes, notifications, observations and additional assessment to inform decision-making.

DATA CAPTURE, REPORTING, & VISUALIZATION

The consulting organization's platform must be able to reliably communicate with PPSD's Student Information System (i.e. Skyward) to convey accurate data that is synchronized on a daily basis, at minimum. It is strongly preferred that the platform supports assessment system integration to house assessment data from various vendors in one streamlined location.

Furthermore, it must be able to provide intuitive, user friendly access to aggregated data, disaggregated data, trend reports, and data visualizations pertinent to each of the following:

- Universal Screeners
- Fidelity Inventory(s)
- Student Attendance
- Office Discipline Referrals (ODRs)
- School-wide behavior patterns
- Individualized Intervention tracking, progress monitoring, and rate of growth

Additionally, reports provided by the consulting organization should include the following:

- Reporting will provide student-level, classroom-level, school-level, and district-level information relative to student progress toward mastery.

- There should be standard-, competency-, or domain-derived scores available.
- With norm-referenced measures, norms must have been updated within the past 5 years.
- There should be measures of growth (preferably student growth percentiles)
- Sufficient information should be provided for group level and differentiated instructional planning.
- Snapshot report(s) should be provided that displays targeted and actionable data for teachers, so they do not have to analyze or organize data themselves.
- There must be alignment of student performance and trajectories on the assessment aligned with proficiency on the state assessment (RICAS and SAT/PSAT).
 - Longitudinal reporting by cohort or cross-section should be available. Stakeholders should be able to view student performance for as many years as the student has taken the assessment.
 - A menu of standard reports, as well as customizable reports, should be provided.
 - Student data should be exportable in multiple formats (including csv, xlsx).
 - There must be a technical manual submitted with the bid.
 - The District should be able to "hide" certain derived scores on the assessment platform and in reports (e.g., District does not use grade equivalents as a score).

PROGRESS MONITORING & DOCUMENTATION

The selected platform must also streamline paperless documentation of student behavior and related interventions. This includes but is not limited to:

- Documentation of major incidents via Office Discipline Referral (ODR)
- Documentation of minor incidents separate and apart from ODR systems that empowers informed selection of evidence-based intervention(s) to meet student need(s).
- Documentation of selected response to major and minor incidents
- Progress monitoring of identified interventions
- Request for assistance form(s) that allow school leaders to effectively support educators in their classroom practice.

FAMILY, STUDENT & COMMUNITY ENGAGEMENT

The platform should help in streamlining family and student communication and documentation and allow for ease in communicating screening, assessment, incident reports, meetings, and intervention planning and progress with families and students. Additionally, supports collaboration and problem-solving across all stakeholders to respond to needs and provide support quickly.

The consulting organization must provide integrated access and support for parents and families to access information about their child and their child's progress.

- Parent guides and reports should be readily available in multiple languages
- Parent reports should be available for teachers to communicate student progress.
- Students and parents should have access to reports and their information outside of school time.
- Students should have access to their screener results through the platform with sufficient explanation to help the student understand what they mean and what types of support are available.

TECHNOLOGY

The consulting organization must provide a web-based solution that can connect with our student information system (i.e., Skyward) and can be used on all emerging technologies (i.e. Chromebooks,,tablets, mobile devices, etc.). The solution should be able to accept downloaded student data to create initial rosters from the District's student information system. After the initial upload, the solution should allow for synchronous, secure nightly uploads of student-teacher-course information. The solution:

- Must provide secure login credentials.
- Must be able to provide audit trails.
- Must be accessible by the Google Chrome internet browser.
- Should not require any type of client software installation on District's end-user workstations.
- Must be a completely hosted service with no additional hardware needed by the District.
- The consulting organization must support data integration via Clever or One Roster as applicable with our SIS (i.e. Skyward).

TRAINING SERVICES & PROFESSIONAL DEVELOPMENT

The consulting organization must have instructional materials and appropriate training services ready for delivery upon award of this RFP and:

- Demonstrate capacity to provide professional development and ongoing support, and addressing in a timely manner any technical/technology systems issues.
- Provide on-site train-the-trainer sessions.
- Provide a technical manual

BIDDER ORGANIZATIONAL AND CUSTOMER SERVICE CAPACITY

The consulting organization must have a history of providing the aforementioned services to school districts of similar or larger size. The consulting organization must also have qualified individuals that can support the implementation of the aforementioned services in Providence Public Schools.

- Have personnel available to offer call-in support before, during and after school hours, Eastern Standard Time.
- Maintain expedient turnaround in responding to technical/technology issues

III. Work Scope

The consulting organization retained through this RFP will be required to perform the following scope of work:

Provide an Assessment

The consulting organization will provide one or more assessments that can be administered, preferably, at least three times per year to students ranging in grade from kindergarten through grade 12. The assessments should measure student strengths and deficits relative to appropriate standards (CCSS, WIDA, CASEL). The Providence School Department requires valid and reliable screening assessments for the following estimated number of students:

Grade Level	Estimated Number of Students
Kindergarten	1,700
1	1,800
2	1,700
3	1,900
4	2,000
5	1,800
6	1,800
7	1,800
8	1,900
9	2,300
10	2,100
11	1,900
12	1,900
Total	24,600

PPSD has 21 elementary schools, 7 middle schools, and 10 high schools.. See list below for school names and grade spans.

Elementary Schools	Grade Levels
Robert Bailey	K-5
Anthony Carnevale	PK-5
William D'Abate	K-5
Alan Shawn Feinstein @ Broad Street	K-5
Lillian Feinstein @ Sackett Street	K-5
Mary E. Fogarty	K-5
Vartan Gregorian	K-5

Robert F. Kennedy	K-5
Dr. Martin Luther King Jr	PK-5
Harry Kizirian	PK-5
Carl Lauro	K-5
Leviton Dual Language (aka Lima Annex)	K-5
Alfred Lima	K-5
Asa Messer	PK-4
Pleasant View	PK-5
Reservoir Avenue	K-5
Frank D. Spaziano	K-5
Veazie Street	K-5
Webster Avenue	K-5
George J. West	K-5
Young & Woods	PK-5
Middle Schools	Grade Levels
Nathan Bishop	6-8
Del Sesto	6-8
Nathanael Greene	6-8
Esek Hopkins	6-8
Gilbert Stuart	6-8
West Broadway	5-8
Roger Williams	6-8
High Schools	Grade Levels
360 High School	9-12

Dr. Jorge Alvarez High School	9-12
Providence Career & Technical Academy	9-12
Central High School	9-12
Classical High School	9-12
E-Cubed Academy	9-12
Hope High School	9-12
Mount Pleasant High School	9-12
Juanita Sanchez Educational Complex	9-12
A-Venture	9-12
Newcomer Academy	9-12

Protect Privacy of Student Information

The online administration must use a secure site that protects the privacy of student information. Assurances and specifications for such protections must be provided including which consulting organization staff (at least by role) have access to confidential student information and how it is used. Sharing or release of PPSD student data to any third party is prohibited without the express written consent of PPSD.

Provide Training and Professional Development

The consulting organization will provide professional development for 100 people, including certified mathematics and reading coaches, mathematics and English teacher leaders, District Specialists (including special education and English Language Learner offices) to appropriately administer the assessment(s) and understand the reports and results.

The consulting organization will also make available instructional materials to support the adoption and implementation of the mathematics and reading assessment. A technical manual must be provided to the District Office of Data and Accountability.

Provide Standard and Custom Reports and Visualization options

The consulting organization will provide a menu of standard reports. When standard reports do not meet the needs of the District, the consulting organization will work to develop custom reports.

The consulting organization will provide a robust platform for assessing student performance in mathematics and reading; that performs basic analytics; visualizes results for teachers, students and parents; and offers specific suggested interventions or activities for students based on their performance.

Provide Technical Support

The consulting organization will provide multiple modes of support including live online support on its platform as well as a system consultant assigned to the district to manage district needs related to the product or platform.

IV. Period of Performance

The initial term resulting from this solicitation will begin upon award and terminate June 30, 2024. There will be two one-year options for renewal upon mutual agreement between PPSD and the awarded vendor(s) and on the availability of funds.

Year 1: Upon Award to June 30, 2024

Option Year 1: July 1, 2024 to June 30, 2025

Option Year 2: July 1, 2025 to June 30, 2026

V. Proposal Requirements

To achieve a uniform review process and obtain the maximum degree of comparability, it is required that proposals be organized in the manner specified.

The Proposal shall be submitted with tabs as set forth below:

Title Page

Bid Form 1 (page 10 of this document)

Tab 1 – Table of Contents

Clearly identify the materials by sections and page numbers.

Tab 2 – Profile of the Proposer

- A detailed description of the organization including creative approach and philosophy, staff qualifications, organizational capacity to support this work, experience completing related work, and client references.
- A detailed description of the professional development to be provided, using a Train the Trainer model with cost included in the proposed budget.
- Proven track record and/or research related to the effectiveness of product, submitted in this RFP, in large, urban school districts. Specific references should be included.

Tab 3 - A detailed project plan for providing service

A detailed description of the academic, social, emotional and behavior assessment and all its associated components including the grade span configuration to be served and how the product supports special populations.

Tab 4 - Technology Requirements

A detailed description of the web-platform and any other technical specifications necessary to administer the assessment or use the results, including a technical manual for the assessment.

Tab 5 - Pricing

A proposed budget with any and all pricing information, including any alternative pricing proposals that may be acceptable for individual components and/or supplemental products/services that meet all or some of the criteria listed in this RFP for itemized costs in 2023-2024 and for each of the potential renewal years (SY24-25 and SY25-26). Also include a total cost to reflect if all three years are ultimately funded. District may request pricing to be submitted electronically at a future date.

A proposed budget for year 2023-2024 that includes itemized and total costs:

- Per pupil cost,
- Cost per grade level (and span),
- Various iterations of cost associated with numerous testing throughout the year. (i.e. single administration cost vs. multiple administration cost),
- Costs for any individual components of the suite of assessments which can be purchased as a stand-alone feature or product,
- Cost for training in year 1 and cost if training not provided,
- Any volume discounts,
- Itemized costs (across all variations) for year 1, year 2, year 3 and total costs if funded for all three years.

District may request pricing to be submitted electronically at a future date.

Tab 6 – Addenda

Insert all addenda under this section.

Tab 7 - Proposed exceptions, modifications, or deviations to Standard Terms

In accordance with #7 of the Notice to Vendor Section, any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein listed and fully explained on a separate sheet.

VI. Limitations

This Request for Proposals (RFP) does not commit the Providence School Department to award any contract or pay for the preparation of any proposal submitted in response to this RFP. The Providence School Department may withdraw or amend this RFP in its entirety or in part, at any time if it is in the best interests of the organization to do so. This award is contingent upon the receipt of funding.

VII. Questions

Questions concerning this solicitation should be emailed to Molly Hannon at Molly.Hannon@ppsd.org. Questions are due by Monday, March 6, 2023. Questions will be answered via addendum.

VIII. Evaluation of Proposals

Each vendor proposal will be reviewed and scored against the criteria in the table below. A review committee with at least three members will evaluate the proposals. Each member of the committee will conduct a thorough, independent evaluation of each proposal. The committee will then meet for a discussion after which members will have the option to revise their scores. The technical score will be determined by averaging each member's score in each category.

The maximum number of points scored is 100. The threshold to advance to cost proposal review is 75 points. Proposals scoring below 75 points will be deemed technically unacceptable and will not be considered in the cost proposal review.

The award will then be made to the lowest cost, technically acceptable proposal(s).

Vendor Name	
Technical Proposal Category	Score
<i>Executive Summary (0 - 5 points)</i>	
<i>Previous Experience and Background (0 -5 points)</i>	
<i>Capability, Capacity, Staffing and Qualifications of the Vendor (0 -5 points)</i>	
<i>Work Plan/Approach Proposed (0-5 points)</i>	
<i>The platform must utilize or support integration with universal screeners that have a strong evidence-base suggesting validity and reliability over time. Screeners must be available in at least English and Spanish. They must also provide accessibility support and accommodations for multilingual learners and students with diverse learning abilities who complete the assessment. (0-5 points)</i>	
<i> Screener must be normed with a substantial number of teachers, parents, and students that is representative of the general U.S. population in terms of ethnicity/race, gender, and age. It must also have a proven track record of supporting large school districts as well as historically or systematically marginalized populations. (0-5 points)</i>	

<p><i>Fidelity tool(s) to assess the overall functioning of essential MTSS components in schools including: teaming, data-based problem-solving and decision-making, a layered continuum of supports, evidence-based practices, as family, school, and community partnership. As well as the overall implementation and functioning of essential features of school-wide and classroom-wide positive behavioral supports, practices, instruction and interventions in schools including: teaming, school-wide behavioral expectations, teaching of behavioral expectations and social-emotional skills, problem behaviors and responsive system of support, recognition systems, and data collection and analysis to drive decision-making and continuous improvement.</i></p> <p><i>(0-10 points)</i></p>	
<p><i>Includes the following for both Literacy, Mathematics, and Social-Emotional Learning Skills:</i></p> <ul style="list-style-type: none"> <i>• Computer Adaptive Screener of student academic performance relative to Common Core State Standards (CCSS) literacy skills and social-emotional performance relative to CASEL standards.</i> <i>• Reliability and validity supported by strong evidence base for grades K-12</i> <i>• A robust item bank (5,000 or more items) with clearly stated item reuse rules.</i> <i>• Has enough forms and/or items in an item bank to be administered reliably at least three times per year.</i> <i>• Features the ability to target specific skills and/or knowledge to allow for weekly progress monitoring and allow for goal setting in 6 to 9 week increments.</i> <i>• Has the ability to assess numerous skills and strategies within specific reading, math, and social-emotional domains and/or assess one specific skill for mastery.</i> <p><i>(0-10 point)</i></p>	
<p><i>The consulting organization's platform must be able to reliably communicate with PPSP's Student Information System (i.e. Skyward) to convey accurate data that is synchronized on a daily basis, at minimum. (0-5 points)</i></p>	
<p><i>The selected platform must also streamline paperless documentation of student's social, emotional and behavioral performance and related responses and interventions.</i></p> <p><i>(0-5 points)</i></p>	
<p><i>Provide an easy system that continuously recognizes students for meeting behavior expectations from anywhere in the school.</i></p> <p><i>(0-5 points)</i></p>	
<p><i>Provide integrated access and support for parents and families to access information about their child and their child's progress. (0-5 points)</i></p>	
<p><i>Provide a web-based solution that can connect with our student information system (i.e., Skyward) and can be used on all emerging technologies (i.e. Chromebooks,, tablets, mobile devices, etc.). The solution should be able to accept downloaded student data to create initial rosters from the District's student information system.</i></p> <p><i>(0-10 points)</i></p>	
<p><i>The consulting organization must have instructional materials and appropriate training services ready for delivery upon award of this RFP. (0-5 points)</i></p>	
<p><i>The consulting organization must have a history of providing the aforementioned services to school districts of similar or larger size. The consulting organization must</i></p>	

<i>also have qualified individuals that can support the implementation of the aforementioned services in Providence Public Schools. (0-5 points)</i>	
<p style="text-align: center;"><i>Work Scope:</i></p> <ul style="list-style-type: none"> • <i>provide one or more assessments that can be administered, preferably, at least three times per year to students ranging in grade from kindergarten through grade 12. The assessments should measure student strengths and deficits relative to appropriate standards (CCSS, WIDA, CASEL).</i> • <i>protect privacy of students</i> • <i>provide training and professional development</i> • <i>provide standard and custom reports and visualization options</i> • <i>provide technical support</i> <p><i>(0-10 points)</i></p>	
Total Score	

Providence Public Schools may choose to seek clarifications from vendors with regard to their proposals. All responses will be provided in writing, and incomplete and/or unclear responses may result in a proposal being deemed technically unacceptable. Providence Public Schools reserves the right to make a selection without requesting clarification. Additionally, Providence Public Schools may not necessarily seek clarifications from all vendors submitting proposals.