

Seattle Public Schools
Contracting Services
2445 Third Avenue South
Seattle, WA 98134
Telephone: (206) 252-0566
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Request For Proposal No. RFP01116

for

**Consulting Services for Program Evaluation,
Teacher Incentive Fund**

Submittal Deadline:

Date: February 14, 2011

Time: 10:00 a.m.

Instructions

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REQUEST FOR PROPOSAL NO. RFP01116

PROPOSAL CERTIFICATION FORM

TO: Susan Llewellyn, Contracting Services Manager

The undersigned provider hereby certifies as follows:

1. That he/she has read the Seattle School District's Request for Proposal No. RFP01116 and the following Addenda and to the best of his/her knowledge has complied with the mandatory requirements stated herein:

Addenda Number	Issue Date
_____	_____
_____	_____
_____	_____

2. That he/she has had the opportunity to ask questions regarding the Request for Proposal, and that if such questions have been asked, they have been answered by the District.
3. That the proposer's response is valid for 90 days.

Dated at _____, this _____ of _____ 2011.

_____ (Signature)	_____ (Title)
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_____ (Print Name)	_____ (Email Address)
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_____ (Company Name)	_____ (Telephone Number)
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_____ (Address)	_____ (Fax Number)
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(City)

(State)

(Zip)

I. Introduction

Seattle Public Schools (the District) is requesting proposals from firms interested in providing consulting services for local evaluation of its new teacher evaluation system and the Teacher Incentive Fund grant from the U.S. Department of Education. The District is seeking assistance from an experienced and knowledgeable firm for this project.

This Request for Proposal describes the selection process and the documentation required for submitting proposals for this project. Any firm failing to submit their proposal in accordance with the procedures set forth in the Request for Proposal may be considered nonresponsive.

The selection of the firms for these services will proceed in the following manner:

- Proposals shall be received by Seattle Public Schools no later than **10:00 a.m. on February 14, 2011.**
- An evaluation by the Selection Committee will follow, and a short-list of qualified firms will be determined.
- In order to select the best proposal, interviews may be conducted with the short-listed firms in accordance with a schedule to be determined by the Selection Committee.
- The District reserves the right to seek clarifications about the proposals.
- The District may award a contract based solely on the written proposals. However, the District may elect to engage in interviews and/or negotiations with a selected short list of Vendors, in order to improve the proposals and obtain the best contract for the District.
- The District reserves the right to request post-proposal modifications, including best and final offers and considerations.
- The final selection will be based upon the criteria set forth below. The District reserves the right to negotiate with the successful firm on pricing and scheduling.

Interested firms are encouraged to attend a pre-proposal conference at which the particulars of the project, the selection process, schedule, and elements of the contract will be discussed.

The District will select the successful firm based on the best interests of the District, all factors considered. The District reserves the right to reject any or all proposals, waive informalities, and make the award in its best interest.

PRE-PROPOSAL CONFERENCE

Date: January 27, 2011
Time: 11:00 a.m.
Where: John Stanford Center
Address: 2445 Third Avenue South
Seattle, Washington

All information shall be submitted at the dates and dates indicated herein to:

<u>U.S. Mail:</u>	Susan Llewellyn Contracting Services Manager Contracting Services Seattle Public Schools MS 22-337 PO Box 34165 Seattle, WA 98124-1165 Telephone No. (206) 252-0566	<u>Federal Express:</u> <u>United Parcel:</u> <u>In-person delivery:</u>	Susan Llewellyn Contracting Services Manager Contracting Services Seattle Public Schools MS 22-337 2445 Third Avenue South Seattle, WA 98134 Fax No. (206) 252-0505
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Proposals must be submitted in a sealed package or box with the Request For Proposal Number RFP01116, deadline date and time included on the bottom left-hand corner of the response, along with the firm's name and address.

LAST DAY FOR QUESTIONS: February 1, 2011 at 2:00 p.m.

All questions must be submitted in writing by either fax or U. S. Mail and addressed to the above. The District will consider no telephone inquiries regarding the Request for Proposal, and will consider no in-person inquiries except at the pre-proposal conference and at the interview for those firms making the short-list.

In the event that a firm attempts to contact any official, employee, or District representative in any manner contrary to the above requirements, said firm may be disqualified for further consideration.

This prohibition does not apply to:

- Telephone calls to the District to request copies of this proposal, to confirm attendance, or request directions relative to an interview notification received from the District.
- Delivery of written questions about the proposal.
- Discussion at the pre-proposal conference and interview.
- Delivery of the firm's proposal.

II. Background

The Teacher Incentive Fund (TIF) grant from the U.S. Department of Education is part of a larger \$21 million project that will position the Seattle Public Schools (SPS) as a strong regional model of how performance-based compensation systems can support teacher and principal professional growth and, in the process, improve student learning outcomes. Over five years, this project will directly impact more than 800 teachers and 54 principals and assistant principals; and most importantly, more than 16,000 students who will be led by motivated, highly effective teachers and principals across high need schools. After the project period, SPS will sustain the momentum enabled by this TIF grant to

reach all schools in its K-12 system, the largest in the state, and set an example for school systems throughout the rest of the Washington.

Having already launched improvements to hiring, evaluation, and mentoring, SPS will move forward on five comprehensive and strategic fronts that form the core work elements of TIF: **(1) Recruit; (2) Mentor; (3) Support; (4) Evaluate & Assess; and (5) Recognize/Reward and Retain.**

The ultimate outcome of TIF will be a dramatic improvement in student achievement. Specifically, SPS expects that over the next five years the district will see a reduction in the percentage of schools in the lowest two segments on our quantitative performance framework from 40% to 25%. This shift from will result from continued focus on strengthening curriculum, content-focused instructional support, and high quality service programs, and improved talent that is supported, mentored, and recognized for high performance with career growth opportunities.

As these new expectations and opportunities roll out, the District requires consulting services in program evaluation to independently monitor progress and inform continuous improvement. The local evaluation will support and engage in the planning, monitoring, and analysis of intermediate and long-term outcomes of Seattle Public Schools' performance-based evaluation and compensation system.

Please see the website at: <http://www2.ed.gov/programs/teacherincentive/apps/a100135.pdf> to read SPS' full TIF application.

III. Project Information

Seattle Public Schools seeks to contract with an experienced professional evaluator to develop a full 4-year evaluation plan by June 2011 (the end of year 1 of the TIF grant), monitor select project outcomes in years 2-5 and conduct an outcomes evaluation in year 5 (2014-15).

Specifically, the following initial questions have been identified and should inform the evaluation plan:

Overall Impact of SPS' Performance-based Compensation System on Student Academic Achievement
<ol style="list-style-type: none">1. What district-wide trends describe student achievement on standardized state test scores in reading and mathematics before and after implementation of the principal and teacher performance-based evaluation and compensation system?<ol style="list-style-type: none">a. How does this compare to student achievement trends at the state level?b. To what degree might changes in district-wide trends be associated with the performance-based compensation system?2. What beliefs and attitudes do principals and teachers hold about performance-based compensation plans in general and the district's plan in particular, and to what extent do these beliefs and attitudes change over time?3. To what extent do principals and teachers believe the district's performance-based compensation plan has the ability to increase student achievement?
Principal and Teacher Attitudes and Behaviors and Instructional Practice
<ol style="list-style-type: none">1. To what extent do principals and teachers report improvements in instructional practice, career satisfaction, and aligned professional development opportunities in years 2 - 5?2. Do attitudes and behaviors of principals and teachers differ across educator characteristics and over time?

Recruitment and Retention of High Quality Talent

1. To what degree does the composition the applicant pool differ before, during, and after implementation of the performance-based compensation system?
2. To what degree does the composition of Seattle Public School's principal and teacher workforce differ before, during and after implementation of the performance-based compensation system?
 - a. To what degree might the performance-based compensation system account for any differences present?
3. To what degree do consistent high performing teachers report a change in motivation to pursue career ladder opportunities offered through the performance-based compensation system?
4. To what degree do newly hired teachers report that career ladder opportunities influenced their decision to accept a position within Seattle Public Schools?

Evaluation Planning (Year 1) - The evaluator will join or consult with relevant planning teams in order to develop a deep understanding of the performance-based compensation model and any changes to the initial design that may occur during the scheduled planning year. During this time, the evaluator will provide relevant planning teams with guidance on the development of protocols and instruments to obtain consistently reliable and accurate outcome data throughout implementation in years 2 – 5. The evaluator will also be required to consult with the district's Research, Evaluation, and Assessment (REA) and Strategic Planning (SP) department during year one to understand, in detail, the district's performance management system, including the school segmentation model and related student growth measures. These efforts will support the development of the final evaluation plan, which will be submitted by the evaluator no later than June 30, 2011. Baseline data will be obtained in year 1 through data analysis and document review, including descriptive statistics related to principal and teacher recruitment, turnover, evaluation, support, and participation in professional development activities.

Phased-implementation of the performance-based compensation system, beginning in Year 1 with new teachers, teachers in the district's lowest performing (Level 1) schools, and teachers who opt-in to the system will create challenges in terms of constructing a reliable comparison group (through *propensity score matching* or other methodology) for *quasi-experimental* testing of the aggregate effects of the system on student academic achievement. Nonetheless, longitudinal statistical analysis of student achievement growth using a properly-specified growth model (e.g., Colorado Growth Model) or Value Added Model (VAM) – i.e., one that controls for each student's prior achievement as well as contextual factors such as the demographic composition of a student's classroom or school – can be leveraged in an observational study to draw inferences about the possible aggregate effects of the performance-based compensation system. Moreover, examining district-wide trends in student achievement on standardized tests in reading and math relative to the similar schools (as determined by demographic variables such as eligibility for F/RL) within the state of Washington (as well as to the state as a whole) can also be utilized to assess whether the performance-based compensation system is correlated with positive achievement growth..

Project Outcomes Monitoring (Year 2– 5) – Outcome monitoring will be conducted through both quantitative and qualitative methods in years 2 - 5 in order to continually measure and report outcome indicators as well as to inform the outcomes evaluation at the conclusion of year 5. Relevant data sources may include, but are not limited to student standardized state assessment data, de-identified staff application, evaluation and exit interview documents, and observed or self-reported principal and teachers attitudes, beliefs and behaviors related to career satisfaction, professional development, and instructional practice. Principal and teacher attitudinal data will likely be collected through closed-ended annual surveys, or equivalent tool(s). New items will be introduced as necessary in years three through five in order to adequately collect outcome change over time. Data collected

through the instrument(s) will be analyzed and reported using descriptive statistics, including frequency distributions and means for all attitudinal items. Longitudinal analysis will be conducted where possible to compare responses year over year. A limited number of principal and teachers interviews will also be conducted each year. Interview protocols will include open-ended questions related to attitudinal survey instrument items. Data collected during interviews will be reported in a case study design as part of annual progress reporting. Finally, to help ensure the project plans are implemented with fidelity, project management planning status reports, which are required as part of the district's project management structure, will be reviewed annually. See section 4.4 for early outcome measures.

Outcomes Evaluation (Year 5) - Data collected and reported in years 2-5 will directly inform an outcomes evaluation to be completed at the conclusion of year 5. The evaluator will work closely with the district's Research, Evaluation, and Assessment and Strategic Planning departments in year 1 to develop the specific technical design to be used in the outcomes evaluation completed during year 5.

Reporting

The selected vendor will be required to submit annual progress reports on performance measures to inform project implementation and continuous improvement at the end of years 1 – 4. The selected vendor will submit an outcomes evaluation at conclusion of year five (after the fourth year of implementation). The final report will also include recommendations for sustaining operations within the evaluated areas.

Proposed Outcome Measures

The following candidate performance measures have been identified. The evaluator will review and finalize all measures as part of evaluation planning conducted in year 1.

Outcome 1: Increased student academic achievement through the addition of student growth to teacher and principal evaluations

Measure 1: By the end of year 1, the student growth models will be finalized, including a specific roll out plan, timeline, and associated responsibilities as demonstrated by project documents.

Measure 2: By the beginning of year 2, growth measures will be included in teacher and principal evaluation tools as demonstrated by evaluation tool content.

Measure 3: By end of year of year 2, 80% of teachers will be evaluated using the evaluation tool as measured by the number of completed evaluations and the total teacher population; by the end of year five, 100% of teachers will be evaluated using the evaluation tool as measured by the number of completed evaluations and the total teacher population.

Measure 4: By the end of year 2, 100% of principals will be evaluated using the evaluation tool as measured by the number of completed evaluations and the total principal population.

Measure 5: By the end of year 5, aggregate student academic achievement and growth will increase, as demonstrated by measures including but not limited to a reduction in the percentage of schools in the lowest two segments on the school performance framework from 40% to 25% in those segments and measured by district segmentation data.

Outcome 2: Increased effectiveness of professional development through alignment of professional development to assessed needs and evaluation categories

Measure 1: By the end of year 1, new teacher professional development offerings will match professional development opportunities contained within new evaluation tool as measured by tool content and analysis of the professional development plan.

Measure 2: In each year 2 - 5, professional development and support opportunities will be reviewed and updated based on performance evaluation outcomes using de-identified principal and teacher evaluation data and professional development activity evaluation forms.

Measure 3: In each year 2 - 5, at least 85% of teachers will report positive improvements in specific instructional practices related to professional development received, as measured by professional

development evaluation activity forms and annual outcome monitoring instruments.

Measure 4: By the end of year 5, 100% of principals and teachers will have professional growth goals aligned with their performance evaluation outcomes and professional developed offerings as measured by analysis of de-identified evaluation data and professional development plans.

Outcome 3: Increased career growth through a recognition/reward system

Measure 1: By the end of year 5, there will be a demand for teacher career ladder opportunities, as demonstrated by at least three applicants per opening based on human resources application data.

Measure 2: By the end of year 5, 80% of new teachers will advance beyond the “basic” performance level in fewer than 3 years as measured by the number.

Measure 3: By the end of year 5, 85% of new principals will advance beyond the “basic” performance level in fewer than 3 years as measured by annual principal evaluation data.

Measure 4: In years 4 and 5, five assistant principals will move into principal positions.

Objective 4: Increased recruitment and retention

Measure 1: By the end of year 3, new teacher retention rates will increase by 10% over year 2 baseline; by the end of year 5, new teacher retention rates will increase by 25% over year 2 baseline as measured by human resource data.

Measure 2: By the end of year 5, there will be a high demand for open teacher positions in high need schools as demonstrated by at least three high performing candidates per opening as measured by de-identified human resource applicant data and open position counts.

Measure 3: By the end of year 5, there will be a high demand for open principal positions as demonstrated by at least three high performing candidates per opening as measured by de-identified human resource applicant data and open position counts.

Measure 4: By the end of year 5, 75% of principals and teachers will indicate an increase in career satisfaction over year 2 baseline as measured by annual outcomes monitoring instruments.

The successful vendor will:

- Submit a plan that addresses the timeline, scope of work and detailed measures above
- Develop and implement a comprehensive evaluation plan for Years 2-5 of the TIF grant by June 30, 2011 that results in a clear understanding of the outcomes SPS is working toward and how individuals and teams will measure progress regularly
- Have experience evaluating performance-based teacher evaluation and compensation systems in school districts of similar size to, or larger than, SPS
- Demonstrate strong capacity to analyze and evaluate multiple value-added student data methodologies; demonstrated capacity to independently generate additional value added measures to supplement the district’s own value added/growth measures is considered a plus
- Demonstrate additional contextual knowledge and technical skill in the area of teacher evaluation and compensation systems
- Demonstrate contextual knowledge and technical skill in evaluation
- Take into account the needs of SPS to communicate the results of the evaluation to all important key stakeholders including, but not limited to, staff, schools, and the general public; and to use the findings for program improvement purposes
- Submit evaluation and accompanying materials of exceptional quality, adhering to rigorous research and program evaluation standards (e.g., AEA, AERA)
- Submit research design and reported findings capable of withstanding the scrutiny of educational administrators, teachers, providers, parents, and the research community
- Have a strong track record of written and oral communication with varying audiences on complex, technical issues in an easy-to-understand manner

- Have experience working on large-scale, high-impact projects in the public sector, preferably federal grants, and have strong working knowledge of evaluation needs specific to such projects
- Have strong project coordination skills for a variety of evaluation projects, such as working with key contacts and stakeholders, handling multiple tasks simultaneously, strong organizational skills and an attention to detail with follow through
- Demonstrate knowledge of federal reporting requirements and experience assisting clients with federal reporting forms, preferably with TIF reporting requirements
- Provide strategic consulting to help SPS anticipate high-risk and critical milestones and outcomes and address them appropriately

The successful vendor will be expected to adhere to project milestones and project costs. The project is expected to run approximately five years with completion anticipated in August-September 2015. Some on-site work will be necessary at key points in the project lifecycle, while some of the consultation can be done remotely. The successful vendor will provide a plan for how to achieve the project within the desired timeline.

Following are deliverables that SPS expects from the successful vendor:

1. Present SPS with a comprehensive evaluation plan and research design for Years 2-5 of the TIF grant by June 30, 2011 that results in a clear understanding of the outcomes SPS is working toward and how individuals and teams will measure progress regularly.
2. Carefully execute the comprehensive evaluation plan on-time and within budget.
3. Present SPS with evaluation reports describing whether SPS is meeting the outcomes of the comprehensive evaluation plan, and recommending any action steps necessary to be in track, in June 2012, June 2013 and June 2014.
4. Present SPS with a final evaluation report in June-September 2015.
5. Provide regular status reports every month over the term of the contract.
6. Develop and provide reports as requested by senior SPS leadership and/or the TIF Project Director, in addition to those described above.
7. Participate in monthly meetings with the TIF Project Director over the term of the contract.
8. Comply with all federal reporting requirements and assist SPS project staff with reporting as needed.

IV. Selection Process

A. Schedule

SCHEDULE	
Date	Selection Process
January 18, 2011	Advertisement for Request for Proposal Published (First Notice)
January 25, 2011	Advertisement for Request for Proposal Published (Second Notice)
January 27, 2011	Pre-Proposal Conference at 11:00 a.m.
February 1, 2011	Last day for vendor questions at 2:00 p.m.
February 14, 2011	Request for Proposal due at 10:00 a.m.
February 14, 2011 – February 18, 2011	Initial Screening, with short list of vendors selected as finalists (anticipated)
February 24-25 2011 (approx.)	District interviews selected short list of vendors (anticipated)
March 16, 2011	Vendor selection; School Board vote (anticipated)
April 1, 2011	Work Begins (anticipated)

B. Method of Selection

1. An initial screening of the proposals will be conducted based on the criteria set forth below. Proposals that do not meet the criteria will not be considered further.
2. The District reserves the right to select a single vendor for award of a contract based solely on the written proposals, and not to enter into any further discussions, interviews, or negotiations.
3. The District reserves the option to meet with one or more Vendors and conduct negotiations based on the proposals in order to select the best proposal(s), all factors considered. As part of such negotiations, the District may require key personnel to be assigned to the contract to be present, and to discuss the firm’s approach to management of the project based on their understanding of the contract for policy process and procedure definitions.

Selection Factors

A committee will evaluate each proposal. The proposals will be evaluated against the following criteria:

Qualifications: – 80%

- Vendor’s approach, where shown in the submittal. (20 points)
- References with similar or larger organizations, preferably school districts (10 points)

- A proven track record in evaluating performance-based teacher evaluation and compensation systems in school districts of similar size to, or larger than, SPS (20 points)
- Qualifications and experience of vendor’s personnel, including proposed contract representative and any technical consultants; number and names of consultants that are currently employed to support the District must be listed. (20 points)
- Willingness to accept the District’s terms and conditions as noted in the Standard Form of Contract. (10 points)

Price of services – 20% (please see Section V. B. 8., Pricing)

C. Notifications

The District will provide timely notifications of the following actions to firms responding to the Request for Proposal upon selection of recommended firm.

D. Seattle Schools Rights to Reject

The District reserves the right to reject any and all proposals and readvertise the project at any time prior to final approval of the recommended firm and the negotiated agreement. All costs incurred in the preparation of the Request for Proposal process shall be borne by the proposing firm. **Proposals submitted in response to this Request for Proposal shall become the property of the District and be considered public documents under applicable Washington State laws.**

E. Other Requirements

Any proposal received after the time specified will not be considered. Modification of proposals after the deadline for submission will not be allowed, except through the optional negotiation process described above. Any firm failing to submit information in accordance with the procedures set forth herein may be considered nonresponsive at the District’s discretion.

V. **Submittal Requirements**

A. The submittal requirements shall be as follows:

The proposing firm, joint venture or other form of association (“firm”) shall submit four (4) copies of its Proposal for the project. Each copy shall be provided in a white 3-ring, loose leaf, one-and-one half-inch (1 1/2”) binder with the firm name and the Request For Proposal name and number on both cover and spine. The proposal portion of the submittal shall be limited to a maximum of twenty-five (25) pages (8-1/2” x 11”) single sided, not smaller than 12 point type.

1. The cover letter (including the Statement of Qualifications), table of contents, and tabs do not count toward the page limits.
2. Project cut sheets, including photos, are included in the page limits. Submittals exceeding the page limits may be considered non-responsive.

3. **Please Note:** In preparing the firm's cover letter (including the Statement of Qualifications), the proposing firm shall clearly identify the designated person of record responsible for the referenced project. If the proposing firm is representing an individual's experience while employed at another firm, the firm of record for the project and the individual's role shall be clearly identified.

B. Proposal Contents

Table of contents (maximum 1 page).

1. Separate section with a tab: Executive Summary.

Provide a summary highlighting the individual qualifications and special expertise of the firm's staff to provide the services requested in the Request for Proposal.
2. Separate section with a tab: Company Profile.
 - a. Identification of firm, including address, telephone number, email address and date firm(s) were established.
 - b. Areas of specialization of the firm.
 - c. Provide total size and breakdown of firm personnel by category. Please provide an organization chart.
3. Separate section with a tab: Experience.
 - a. Describe relevant experience. Provide examples of the work of the firm's key individuals, expressed both in number of projects and in contract dollars.
 - b. For references, provide the client name, address, email address, and client's project representative and telephone number for the firm's three most recent projects that most closely relate to the services being proposed.
4. Separate section with a tab: Team Organization.

Explain your proposed team organization, roles and responsibilities, and personnel qualifications in the following manner:
 - a. **Organization:** Provide an organization chart for the team, indicating principal or owner, key staff, and individual technicians who would be assigned to this work. Give a brief description of the roles of the personnel on the team listing their location.
 - b. **Experience:** In narrative form, briefly discuss each key team member's relevant professional experience and education.

5. Separate section with a tab: Capabilities.
 - a. Capability: Briefly describe your team's general understanding of the project. Include any special issues that affect the project, as they relate to reliability and delivery.
 - b. Address the team's experience in successfully evaluating performance-based teacher evaluation and compensation systems on time and within project budgets.

6. Separate section with a tab: Availability and Capacity.

Briefly discuss the availability of all key personnel, and identify their proposed location during provision of the requested services. Additionally, discuss the capacity of the proposed team, as a whole, to accomplish the work.

7. Separate section with a tab: Approach.

Briefly discuss the approach your firm would use in undertaking this work. Include Project milestones, your communication plan, and how you would provide the deliverables expected by the District.

8. Separate Section with a tab: Pricing. The District anticipates awarding this contract on a **time and materials** basis, and expects this project to take from 3,000 to 4,500 hours over the five-year term of the contract, with estimated hours as follows:

Year 1 – approximately 1800 hours
Years 2 – 4 – approximately 900 hours
Year 5 – approximately 1100 hours

Please note that these hours are estimates only.

Using the estimates provided above for Years 1 – 5, please provide cost information showing the total amount for the project, the names and hourly rates of the people proposed for this project, and the specific tasks that would be included in time and materials.

9. Separate Section with a tab: Terms and Conditions.

Include any comments or proposed changes to the standard form of contract.
10. Separate Section with a tab: Signed Proposal Certification Form (shown on page 3 of this RFP).

VI. Contract and Contracting Provisions

A. Standard Form of Contract

The District's standard form of contract is included as in the Attachments as the Sample Agreement and the General Conditions for Services Contract. The proposal should include any comments or requested changes. **Please note: the District reserves the right to reject any firm that is not willing to accept the District's terms and conditions as noted in the General Conditions for Services Contract.**

B. Protest Procedures

1. Any actual or prospective Vendor who is aggrieved in connection with the solicitation or award of this contract may protest to the District in accordance with the procedures set forth herein. Protests based on the terms in this Request for Proposal, which are apparent prior to the date established for submitting the proposal must be received seven (7) days prior to the submittal deadline. Protests based on other events must be received within three (3) working days after the aggrieved person knows, or should have known, of the facts and circumstances upon which the protest is based; provided, however, that in no event shall a protest be considered if all proposals are rejected or if the protest is received after the award for this contract.
2. In order to be considered, a protest shall be in writing and shall include: the name and address of the aggrieved person; the contract title under which the protest is submitted; a detailed description of the specific grounds for protest and any supporting documentation; and the specific ruling or relief requested. The written protest shall be addressed and delivered to:

Bob Westgard, Materials Manager
Seattle School District No.1
2445 3rd Avenue South
P.O. Box 34165
Seattle, WA 98124

And shall be labeled: "Protest"

3. Upon receipt of a written protest, the District shall promptly consider the protest. The District may give notice of the protest and its basis to other persons, including Vendors involved in or affected by the protest; such other persons may be given an opportunity to submit their views and relevant information. If the protest is not resolved by mutual agreement of the aggrieved person and the District, the District will promptly issue a decision in writing stating the reasons for the action taken. A copy of the decision shall be mailed by certified mail, return receipt requested, or

otherwise promptly furnished to the aggrieved person and any other interested parties. The District's decision may be appealed to the Superintendent by written notice together with all supportive evidence, received at the address set forth in paragraph 2, not more than two (2) working days after receipt of the decision. The Superintendent's decision shall be final and conclusive.

4. Strict compliance with the protest procedures set forth herein is essential in furtherance of the public interest. Any aggrieved party that fails to comply strictly with these protest procedures is deemed, by such failure, to have waived and relinquished forever any right or claim with respect to alleged irregularities in connection with the solicitation or award. No person or party may pursue any action in court challenging the solicitation or award of this contract without first exhausting the administrative procedures specified herein and receiving the District's final decision.
5. Any Vendor submitting a proposal shall be deemed to have accepted these procedures.

C. Contract Execution

Proposer shall deliver the executed Services Contract and other required documents within seven days after receipt of the Agreement between the District and the successful proposer. If the successful proposer, upon acceptance of its proposal by the District within the period specified for acceptance, fails to execute all Contract Documents within the time specified, the District may reject the proposal.

End of Request for Proposal

Attachments:
Sample Agreement
General Conditions for Services Contract