

LARAMIE COUNTY SCHOOL DISTRICT NUMBER ONE

Business Services Department - Purchasing

2810 HOUSE AVENUE • CHEYENNE, WY 82001

REQUEST FOR PROPOSAL NO. 13-RFP-2010 FOR STUDENT INFORMATION SYSTEM (SIS)



Issued By:

Purchasing Department

Jodi Rudell

Senior Buyer

Phone: (307) 771-2197

FAX: (307) 771-2154

E: rudellj@laramie1.org

This RFP has been developed specifically for STUDENT INFORMATION SYSTEM (SIS). Therefore, all proposers are urged to review this package in detail before submitting their bid.

Sealed written Replies to this RFP must be received by Purchasing no later than the date, time and location indicated above for the Bid Opening. Submittal by fax is not acceptable.

To enhance your odds for positive delivery and proper handling of your reply, we ask that you duplicate the following label and affix it to the outside of your submittal envelope.

LCSD#1 Purchasing Department 2810 House Avenue, Room 118 Cheyenne, WY 82001 Proposal Number 13-RFP-2010 Due: August 9, 2012; 1:00 p.m.
--

It is **YOUR** complete responsibility to meet the submittal requirements. We recommend you verify the label data with the title page; the latter prevails.

PROPOSAL DATA

Issue Date: July 11, 2012
Close Date: August 9, 2012; 1:00 p.m.
Location: 2810 House Avenue, Room 118
Cheyenne, Wyoming 82001

PROPOSAL CONTENTS

Introduction	pages	3-4
Proposal Instructions	pages	5-7
Legal Requirements	pages	8-12
Special Provisions-General	pages	13-15
Special Provisions-Contractor/Vendor	pages	16-17
Proposal Content	pages	18-48
Special Provisions- Payments	page	49
Proposal Forms	pages	50-51

INTRODUCTION

DEFINITIONS

LCSD#1/The District/The Owner - These terms refer to Laramie County School District Number One, a duly organized public entity

You/Your/Vendor/Bidder/Offeror/Proposer/Contractor - These terms refer to all recipients of this Invitation.

Bid/Proposal - Refers to the entire process and includes the Invitation, special provisions, specifications and/or requirements.

Response - Shall be understood to mean a written offer to provide services in accordance with these general conditions, instructions and specifications stated herein with exceptions clearly stated

Invitation - Includes this document and any related attachments and/or amendment(s)/addendum/addenda.

INVITATION CLARIFICATION

Questions regarding this Invitation should be directed in writing, by fax (307) 771-2154 or by E-mail rudellj@laramie1.org, as soon as possible after you receive the Invitation. If applicable, answers citing the question(s) asked but not identifying the questioner will be distributed simultaneously to all known prospective proposers. **Note:** Written requirements in the Invitation or its amendments are binding, but any oral communications between you and us are not.

PROPOSER RESPONSIBILITY

We expect you to be thoroughly familiar with all specifications and requirements of this Invitation. Your failure or omission to examine any relevant form, article, site or document will not relieve you from any obligation regarding this Invitation. If at any time we discover deviations in your reply that are not identified, you will be subject to disqualification from consideration or cancellation of contract.

STATEMENT OF FAIR COMPETITION

It is the District's intent that this Request for Proposal permits competition. It shall be the proposer's responsibility to advise the District in writing if any language, requirements, specifications, etc., or any combinations thereof, inadvertently restricts or limits the requirements stated in this Request for Proposal to a single or proprietary source. The District must receive such notification no later than July 20, 2012. Fax transmissions will be accepted, but original must follow via mail immediately.

BID APPLICATION

Your company must have a Vendor's Bid Application on file with us. If you are a new company or need to update your existing application you may download it from www.laramie1.org. Bids received without the bid application may not be considered.

ADVICE OF AWARD

If you wish to be advised of the outcome of this bid, you may download the bid tabulation from www.RockyMountainBidSystem.com. You must be a registered vendor to access the information. Registration options are available for a free or paid service. Tabulations will no longer be mailed by the District; interested parties should be capable of retrieving them electronically from the address above.

RFP AMBIGUITY

If a proposer discovers any ambiguity, conflict, discrepancy, omission, or other error in the Request for Proposal, it shall immediately notify LCSD#1 of such error in writing and request modification or clarification of the document. LCSD#1 will make modifications by issuing a written revision and will give written notice to all parties who have received this RFP from LCSD#1. The proposer is responsible for clarifying any ambiguity, conflict, discrepancy, omission, or other error in the Request for Proposal prior to submitting the proposal or it shall be waived.

COLLUSION

The bidder certifies that this proposal is made without prior understanding, agreement or connection with any corporation, firm or person submitting a proposal for the same product and that this proposal is in all respects bona fide, fair and not the result of any act of fraud or collusion with another person or firm engaged in the same line of business or commerce. The bidder understands collusive bidding is a violation of Federal Law and that any false statement hereunder constitutes a felony and can result in fines, imprisonment, as well as civil damages.

ACCEPTANCE OF PROPOSAL CONTENT

The contents of the proposal of the successful proposer will become contractual obligations of the proposer if the Owner takes acquisition action in reliance thereon. Failure of the successful proposer to accept these obligations in a purchase agreement, purchase order, delivery order, or similar acquisition contract may result in cancellation of the award and such proposer may be removed from future solicitations. The Owner may, at its options, enter into negotiations with the successful proposer, but neither party shall have any contractual obligations to unless or until a written contract is signed by both parties and the Owner takes acquisition action in reliance upon the proposer's response. Under these conditions, the Owner reserves the right to enter into negotiations with the next ranking proposer on the same terms and conditions as set forth herein.

NON-APPROPRIATION OF FUNDS

In the event the District is not granted an appropriation of funds at any time during the contract term for the software and services subject to this Agreement to make payments for the next contract term and the funds to make such payments for the next contract term are otherwise unavailable by any lawful means whatsoever, the District shall have the right to terminate this agreement on the last day of the fiscal period for which appropriations were received without penalty or expense to this District. Written notice within 30 days of the fiscal year-end of the lack of sufficient appropriation shall be provided by the District as evidenced by the passage of a motion by the Laramie County School District Board of Trustees specifically prohibiting the District from performing its obligations under this Agreement.

ADDITIONS TO THE CONTRACT

During the term of the contract, items that may not have been included on the initial proposal may be included by mutual agreement of the successful proposer and the District. The District shall notify the successful proposer, in writing, of its intent to include new items under this contract. The successful proposer must supply, in writing, its prices on the items plus any discounts it intends to include in the purchase price.

INDEMNIFICATION

The bidder shall indemnify and save harmless the District, its officers and employees from all suits, actions, or claims of any character brought because of injuries or damage received or sustained by any person, persons, or property; on account of the operations of the said bidder; or on account of or in consequence of any neglect in safeguarding the work.

PROPOSAL INSTRUCTIONS

GENERAL INSTRUCTIONS

Proposals received after the time and date specified, whether delivered or mailed, will not be considered and will be returned unopened.

No proposals will be considered which are not submitted on the attached proposal form signed by a proper official of the company and submitted in a sealed envelope, box, etc. and marked **Proposal Number 13-RFP-2010; due: August 9, 2012; 1:00 p.m.**

The proposal must be signed by a person, or persons authorized to legally bind the provider.

Failure to respond (submission of proposal or notice in writing that you do not wish to provide a proposal on that particular transaction but would like to remain on the applicable active proposer's list) to this Request for Proposal will be understood by the District to indicate a lack of interest and may result in the removal of the proposer's name from the applicable active proposer's mailing list for the items concerned.

The District reserves the right to reject any or all proposals, to waive any informalities, irregularities or technical defects in proposals, and unless otherwise specified by the District, to accept any item or groups of items in the proposal, as may be in the best interest of the District.

Any expenses incurred by the vendor in preparation, submission and presentation of the proposal are the responsibility of the vendor and may not be charged to the District as a separate charge or as part of the services provided.

Proposal information is restricted and not publicly available until after the award of the Contract by the Board of Trustees. Any person, following the award process, may view responses to this proposal.

PREPARATION OF PROPOSALS

To facilitate bid preparation, a copy of this bid in .PDF format may be obtained and downloaded through our website at this address: www.laramie1.org where you find a link to the Rocky Mountain E-Purchasing System. Or go to www.RockyMountainBidSystem.com. It will be necessary for you to register for this system. There is no charge to register unless you desire to receive either automatic e-mail of bids/proposals when they are posted.

Proposals are to be prepared simply, providing a straightforward, concise description of the provider's capabilities to satisfy the requirements of this proposal. Emphasis should be on completeness and clarity of content. Repetition of the terms and conditions of this proposal request, without additional explanation, will not be considered sufficiently responsive.

Due to the nature of this RFP, our advisory group is very diverse and therefore we are asking for one (1) original and sixteen (16) copies of the reply must be provided so that everyone has a chance to review each proposal in its entirety. Each proposal reply shall be typed and bound separately in a professional manner, with the original clearly marked. For example, a single three-ring binder divided into sections by labeled tab index sheets will be sufficient. All attachments that are not included in the binder should be clearly labeled according to the sections and titles provided herein. The proposal should also be paginated by major section.

If erasures or other changes appear on the proposal forms, the person signing the proposal must initial each erasure or change.

The proposal number shall appear on any technical data or other information furnished by your firm with this proposal.

Receipt of amendments/addendum by proposers must be acknowledged prior to the proposal opening. Amendment/addendum received prior to proposal submittal should be acknowledged in the appropriate space on the proposal document. Amendment/addendum received after proposal submittal should be acknowledged by letter or facsimile.

In the event it becomes necessary to revise any part of this Request for Proposal, an Addendum to this RFP will be provided to each proposer who received the original RFP by the Purchasing Department of LCSD#1. Proposers shall not rely on any other interpretations, changes or corrections.

Any documents intended to supplement or deviate from the express requirements of this proposal solicitation may result in a rejection of that proposal.

Ownership of all data, material and documentation originated and prepared for the District pursuant to this RFP shall belong exclusively to the District and be subject to public inspection in accordance with the Wyoming Public Records Act. *Exception- See Proprietary/Confidential Information below.*

QUESTIONS

Prospective vendors may make inquiries concerning this RFP to obtain clarification of requirements and are strongly encouraged to do so. Questions must be submitted in writing, by facsimile or E-mail, to Jodi Rudell, Senior Buyer at 307-771-2154 or rudellj@laramie1.org **Questions may be submitted only until July 25 DATE by 3:00 p.m. (MT).** No questions will be accepted after that time.

PROPRIETARY/CONFIDENTIAL INFORMATION

Any requests for non-disclosure of trade secrets and other proprietary/confidential data shall be submitted to the Business Services Administrator by the vendor, under separate cover and prior to the proposal opening. After award, the proposals shall be open to public inspection, subject to prohibition of the disclosure of confidential data. Materials designated as proprietary/confidential by the vendor shall accompany the proposal and shall be readily separable from the proposal in order to facilitate public inspection of the non-confidential portion of the proposal.

If a vendor believes that parts of the proposal are proprietary then the vendor must so specify. The vendor must appropriately mark "Propriety" on that part of the proposal which the vendor believes to be so.

The vendor must submit in writing specific detailed reasons, including any relevant legal authority, stating why the vendor believes the material to be proprietary. Vague and general claims will not be accepted. The District will be the sole judge as to whether a claim is general and/or vague in nature.

All proposals and parts of proposals that are not marked as "Proprietary" will automatically be considered public information after the proposal has been awarded. The successful proposal may be considered public information, even though parts are marked "proprietary."

The proposal in its entirety shall not be considered proprietary/confidential.

The contents of any proposal are considered proprietary to the individual proposer and shall be kept confidential until award of the contract.

MODIFICATION OR WITHDRAWAL OF PROPOSALS

A proposal that is in the possession of the Business Services Administrator may be altered by written facsimile or email transmission bearing the signature or name of the person authorized for bidding, provided it is received prior to the time and date of opening.

A proposal that is in the possession of the Business Services Administrator may be withdrawn by the bidder by written request up to the time and date of the proposal closing. Written request must provide contact information for verification of withdrawal request. The withdrawn Proposal, sans withdrawn letter, shall be returned no less than thirty (30) days after award of proposal. Proposals may not be withdrawn after the bid opening.

OMISSIONS

In the event that the District or the provider discovers any omissions in the terms and conditions of the contract that is believed to be essential to the successful performance of the contract, each may so inform the other in writing, and the District and the provider shall thereafter promptly negotiate in good faith with respect to such matters for the purpose of making such reasonable adjustments as may be necessary to perform the objective of the contract.

PREFERENTIAL

Preference will be given pursuant to Wyoming Statutes 16-6-101 through and including 16-6-108 as amended.

When applicable a percentage preferential of five percent (5%) will be allowed. The preferential, when applied, will be accomplished by adding the five percent (5%) to the total price of the nonresident bidder. Discounts offered will be taken into consideration and deduction of the discount amount will be made before application of the preferential.

For further information regarding these Wyoming State Statutes visit:
<http://legisweb.state.wy.us/statutes/statutes.aspx> .

DISCOUNTS

Time in connection with prompt payment discounts offered will be computed from the date of delivery or from the date your bill is received on a Laramie County School District Number One voucher with itemized invoice, whichever is later.

Percentage discounts for payment of invoices in 20 days or more will be considered in the evaluation of proposals. Shorter discount periods will not be considered in the evaluation of proposals.

INTEGRATION

All Request for Proposal documents, bidder's response to each solicitation, all correspondence and addenda contain the entire understanding between the parties and any additions or modifications hereto may only be made in writing executed by both parties.

CONSIGNMENT OF CONTRACT NOT ALLOWED

Proposals will only be considered from the firms, which are directly engaged in the business of manufacturing or distributing the goods and/or performing the services described in this RFP solicitation. The successful proposer may not assign this contract to another party for performance of the terms and conditions hereof without prior written consent of the Business Services Administrator.

LEGAL REQUIREMENTS

TAX EXEMPT STATUS

Public schools are exempt from manufacturer's federal excise tax and states sales tax. Tax exemption certificates will be issued upon request.

WYOMING SALES AND USE TAX

Direct purchases of materials by the State of Wyoming or its political sub-divisions (including Laramie County School District Number One) are exempt from Wyoming Sales and Use Tax. Contractor's purchasing and consuming materials, equipment and supplies for their performance of alteration, improvement or repair of real property are subject to the Wyoming Sales and Use Tax. Purchases by contractors of equipment, materials, and supplies consumed in contracts with the State of Wyoming, its departments and institutions and the political sub-divisions thereof (including Laramie County School District Number One) are subject to Wyoming Sales and Use Tax. Vendors shall comply with Sales and Use Tax Laws per Wyoming Statutes 39-6-401 through 39-6-417; W.S. 39-6-501 through 39-6-518 and W.S. 39-6-601 through 39-6-604 as stated below:

Obtain a Sales and Use Tax License from the Department of Revenue and Taxation, State of Wyoming for the County in which the materials, goods, fixtures and furnishings and all other tangible personal property required by this project are consumed.

Report the use, installation or transfer of such property in to the project as a sale by licensed vendor and pay any and all taxes due, unless this tax was already included in the purchase price paid to the supplier.

The proposer shall require each sub-contractor to comply with the same statutes and provisions and shall so stipulate in any agreement or contract with them.

For additional information, contact the State of Wyoming Department of Revenue and Taxation, Contracts Sections, Herschler Building, Cheyenne, Wyoming.

APPLICABLE LAWS

The successful vendor shall keep fully informed on all federal and state laws, all local bylaws, regulations and all orders and decrees of bodies or tribunals having any jurisdiction or authority which in any manner affect those engaged or employed on the work or which in any way affect the ordinances, regulations, orders and decrees in force at the time of award. The successful vendor shall protect and indemnify the Owner and its representatives against any claim or liability arising from or based on the violation of any such law, bylaw, ordinance, regulation, order or decree whether by himself or by his employee(s). No extension of time or additional payment will be made for loss of time or disruption of work caused by any actions against the successful vendor for any of the above reasons.

The parties expressly agree and understand that the provider is not an employee or agent of the District in any sense, but is a sole independent contractor.

By submitting their Bid, Bidders certify they do not and will not during the performance of this contract employ illegal alien workers or otherwise violate the provisions of the Federal Immigration Reform and Control Act of 1986. Additionally, Bidders certify they comply with the United States Immigration and Nationality Act (INA) Title 8 of the U.S. Code (8 USC) which includes provisions addressing employment eligibility, employment verification, and nondiscrimination.

INSURANCE WHEN PERFORMING SERVICES ON DISTRICT PROPERTY

The proposer shall furnish the District's Purchasing Office with a Certificate of Insurance, which indicates that insurance coverage has been obtained which meets the requirements as outlined below:

- A. Worker's Compensation Insurance on all employees of the proposer based on statutory limits prescribed by and for the State of Wyoming.
- B. General Liability Insurance on a comprehensive basis in an amount not less than \$1,000,000 combined single limit per occurrence for bodily injury and property damage. Laramie County School District Number One must be shown as an additional insured with respect to this coverage.
- C. Automotive Liability Insurance covering all owned, non-owned and hired vehicles used in connection with the work, in an amount not less than \$300,000 combined single limit per occurrence for bodily injury and property damage.

All insurance policies required above shall be issued by companies authorized to do business under the laws of the State of Wyoming. The Company must be rated no less than "B+" by the latest edition of Best's Insurance Guide, which is published by A.M. Best Company, Oldwick, New Jersey. Any insurance coverage required shall include those classifications, as listed in standard liability insurance manuals, which most nearly reflect the operation of the proposer. The proposer shall be responsible for notifying the District of any modification to, or cancellation of, these policies during the contractual period: including, but not limited to, any pending or paid claims against the aggregate amount of the policy.

Insurance certificates required within fifteen (15) days after notice. Issuance of a purchase order is contingent upon the receipt of the insurance documents. If the proposer fails to submit the required insurance documents within fifteen (15) business days after verbal or written notice to submit such policies is given to the successful offeror by a District representative, the proposer shall be in default of the contractual terms and conditions and will not be awarded the contract.

RESOLUTION OF DISPUTES

Any issues or provisions of the contract in dispute between the District and the vendor, which, in the judgment of either party to the contract, may materially affect the performance of such party, shall be reduced to writing and delivered to the other party. The District and the vendor shall promptly thereafter negotiate in good faith and use every reasonable effort to resolve such dispute in a mutually satisfactory manner.

The provisions of the contract shall be constructed in accordance with the provisions of the laws of the State of Wyoming, excluding its conflict of law's provisions. Any legal proceedings against the District regarding this RFP or any resulting contract thereof shall be brought before the administrative or judicial forums in Laramie County, Wyoming.

GOVERNING LAW

The validity, construction and effect of this contract and any and all extensions and/or modifications thereof shall be governed by the laws of the State of Wyoming. Wyoming law shall govern regardless of any language in any attachment or other document that the vendor may provide.

VENUE

Any action between the parties arising from this agreement shall be maintained in the courts of Laramie County, Wyoming.

SEVERABILITY

Should any provisions of this contract be declared to be invalid by any court of competent jurisdiction, such provisions shall be severed and shall not affect the validity of the remaining provisions of this contract.

SOVEREIGN IMMUNITY

The District does not waive sovereign immunity by entering into the contract and specifically retains immunity and all defenses available to them as sovereign is pursuant to Wyoming State Law.

CONTINGENT FEES

Vendor hereby represents that vendor has not been retained by any person(s) to solicit or secure a LCSD#1 contract upon an agreement or understanding for a contingent commission, percentage, or brokerage fee, except for retention of bona fide employees or bona fide established commercial selling agencies for the purpose of securing business. Breach of the provisions of this paragraph is, in addition to, a breach of this contract, and a breach of ethical standards that may result in civil or criminal sanctions.

GRATUITIES AND KICKBACKS

It shall be a breach of ethical standards for any person to offer, give or agree to give any employee or former employee, or for any employee or former employee to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection with any decisions, approval, disapproval, recommendations, preparation of any part of a program requirement or a purchase request, influencing the content of any specification or procurement standard, rendering advice, investigation, auditing or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy or other particular matter, pertaining to any program requirement of a contract or subcontract or to any solicitation or proposal therefore. It shall be a breach of ethical standards for any payment, gratuity or offer of employment to be made by or on behalf of a sub vendor under a contract to the prime vendor or higher tier sub vendor or a person associated therewith, as an inducement for the award of a subcontract or order. Breach of the provisions of this paragraph is, in addition to a breach of this contract, a breach of ethical standards that may result in civil or criminal sanctions.

PERFORMANCE – FORCE MAJEURE

Successful proposers shall be excused from performance hereunder during the time and to the extent that proposer is prevented from obtaining, delivering, or performing in the customary manner by acts of God, fire, war, loss or shortage of transportation facilities, lockout or commandeering of raw materials, products, plants, or facilities by the government. Proposer shall provide the District substantiating evidence that non-performance is due to other than fault or negligence on his part.

CONFLICT OF INTEREST

Vendor warrants it has no interest, and shall acquire no interest that would directly or indirectly conflict in any manner or degree with the performance of this proposal. For violation or breach of this warranty, LCSD#1 shall have the right to annul this contract without liability or, at its discretion, to deduct price for consideration or otherwise recover the full amount of such commission, percentage, brokerage or contingent fee.

Each signatory avers that to his/her knowledge, no Laramie County School District Number One employee has any personal or beneficial interest whatsoever in the service or property described herein.

DISCRIMINATION

The District hereby notifies all Proposers it will affirmatively insure that, in any contract entered into pursuant to this advertisement, minority business enterprises will be afforded full opportunity to submit proposals in response to this Invitation and will not be discriminated against on the grounds of race, color, sex, national origin, or ancestry in consideration of an award. Proposer hereby agrees that should he/she be awarded this contract, Proposer will not discriminate against any person who performs work there under because of race, religion, color, sex, national origin, or ancestry.

TERMS/CONDITIONS

A condition of the vendor response shall be that the contract resulting from the award to the successful vendor will be in the form required by current Wyoming statutes, fiscal rules and procurement rules. The vendor will include all such terms and conditions required by these statutes and rules. In the event that the vendor's form (or parts of forms) are included as attachments or exhibits in the final contract, the vendor agrees that where there are such contradictions or inconsistencies, the terms of the contract shall always supersede, manage and control those of any such attachment or exhibit. Further, the terms and conditions of this RFP shall also supersede and control those of the response of the vendor, unless otherwise negotiated and put forth in writing by both parties.

TERMINATION

If at any time during the performance of this contract the District becomes aware of a critical issue to the continuing service, the District shall notify the vendor in writing. The vendor shall have five (5) business days to provide a written response that includes a plan to remedy the reported issue to our satisfaction within thirty (30) calendar days from the date of response.

If the vendor's remedy is unsatisfactory, the District shall reserve the right to terminate the contract. The vendor shall then have thirty (30) days to provide a refund to the District pro-rated by the calendar days starting at the date the issue was reported by the District that was ultimately deemed not satisfactorily by the District.

In the event the vendor does not provide a response to the District within the five (5) day period, the District shall reserve the right to terminate the contract. The vendor then has thirty (30) calendar days to provide a refund to the District pro-rated by the calendar days starting at the date the issue was reported by the District.

In the even the vendor would like to terminate the contract, they must notify the District in writing within 120 days of the scheduled contract end date. The vendor is expected to provide service through the end of the contract. The vendor also agrees to permanently purge any and all District data records at the time the agreement with the District ends and provide a written statement to the District that such purging has taken place and that District data is not stored or archived by any means by the vendor or any entity related to the vendor now or at any time during the vendors' agreement with the District.

The failure of the successful proposer to comply with the terms and conditions of this proposal will subject this contract to revocation.

CERTIFICATION AND COMPLIANCE

The undersigned agrees to furnish the commodity and/or services stipulated in the attached Invitation, at the prices and terms stated, subject to the general conditions outlined and the specific conditions identified.

A signed contract furnished to the successful proposer results in a binding contract without further action by either party.

A. Brian Harmsen
Business Services Administrator

SPECIAL PROVISIONS-GENERAL

INTENT

It is the intent of this proposal to establish the terms, conditions and prices for a **Student Information System (SIS)**, all in accordance with the attached documents.

SCOPE OF SERVICES

Laramie County School District Number One desires to purchase a “turnkey” system that is able to meet and/or exceed our requirements as set forth in this Proposal. The preferred proposal shall include purchase, implementation, support, upgrades, maintenance, training, licenses and warranty.

The District prefers to enter into an agreement with the actual proprietary owner of the software (i.e. software firm) rather than a reseller.

The District has approximately 13,500 students, 2,300 FTE employees at 39 physical locations covering 32 schools. Of those schools, two are rural “one-room” school houses with less than 16 students. We have approximately 9000 computers and 150 servers. We are a Microsoft/“PC” computer District currently using Windows XP and are in the process of upgrading to Windows 7. Our “WAN” is a Metropolitan Optical Ethernet for most of our sites with our rural and small support sites using MUX'd T-1s.

PROJECT OVERVIEW

The District is seeking a Student Information System (SIS) ‘solution’ provider to help us improve our current operations.

We current utilize a number of different systems to meet our current needs. A successful vendor will provide us a ‘solution’ where we maintain or increase functionality while reducing operational burden and costs.

We currently utilize the following the systems for the following functions:

System	Description
PowerSchool	Student Demographics, Courses, Schedules, Transcripts, Funding Counts, State Reports, Etc.
Pinnacle	Daily Attendance, Grade books, Etc.
Pinnacle	Internet Viewer – Attendance / Grade Monitoring For Parents and Students
InfoSnap	Online Sign-Up
Welligent	Special Services Management
ParentLink	Rapid Notification System
SDMS	Nurse Visit Tracking System
Destiny	Library Management System
MCS Software	Nutrition Services Management
Transfinder	Transportation Management
SAP/R3 V 4.7b	ERP System

The District will consider solutions that replace and/or increase the use of one or more of the following: PowerSchool, Pinnacle, InfoSnap, Welligent, ParentLink and SDMS. MCS Software and Transfinder are not candidates for replacement. Proposed solutions are not required to replace all of our current systems, but must be able to exchange data with the legacy systems not replaced by the proposed solution. The district reserves the right to negotiate partial solutions in the event the district determines one or more parts of a proposed solution is not a good fit for the district. For example, if a vendor proposes a solution that includes special services management functionality the district may determine

that our current system is still the best fit and accept all but the special services management portion of the proposed solution.

The district may also make multiple awards in order to secure the best possible fit for the district. For example, the district may choose vendor A to replace current systems 1 & 3 and vendor B to replace current system 2 while retaining current systems 4 & 5.

The district is capable of on-premise hosting and is open to alternatives. The district prefers a solution with a Microsoft SQL foundation, but will accept alternatives expecting vendors to provide the tools and expertise to exchange data between the vendor proposed solution and the district legacy systems. The district expects a vendor with a proven, mature, and robust solution set that includes exceptional training, support, and service management resources.

TENTATIVE RFP TIMELINE

July 11, 2012	RFP published
July 20, 2012	Statement of Fair Completion Due from Vendors
July 25, 2012	Questions Due from Vendors
August 9, 2012	Proposals Due and Evaluation Begins
September 6, 2012	Oral Presentations from Vendors
October 15, 2012	Board Meeting for approval of award
October 16, 2012	Contract Issued
October 22, 2012	Implementation Project Begins
Spring 2013	System Testing
July 30, 2013	Go live

CONTRACT PERIOD

The initial contract period shall commence immediately after approval by the Board of Trustees and be for a term of two (2) years. This contract shall include all applicable support and maintenance described in the successful vendor's proposal. Successive renewals may be negotiated with the successful vendor for periods not to exceed two (2) years and are subject to approval by the Board of Trustees.

LCSD#1 REPRESENTATIVES

The sole point of contact for this proposal shall be: Jodi Rudell, Senior Buyer, 307-771-2197, email: rudellj@laramie1.org. Any questions regarding any aspect of this proposal shall be directed in writing to the buyer specified by email, by fax 307-771-2154 or delivered in person. Every effort will be made to respond to the question(s) in a timely manner.

PRICING

All prices shall be FOB, Cheyenne.

Pricing submitted should include all costs involved to fully implement the system, including recommended staff training.

The District will not assume financial responsibility for any undisclosed costs involved with the project.

ACCEPTANCE PERIOD

The District reserves the right to conduct discussions with the proposers and to accept revisions of their proposals and negotiate price changes. During the discussions period, the District will not disclose and information derived from proposals submitted or from discussion with other bidders.

METHOD OF EVALUATION AND AWARD

All proposals submitted in response to this RFP will be reviewed for responsiveness prior to evaluation and scoring.

The evaluation will be conducted as follows:

Part One will be an evaluation of the **written proposals** where each criterion will be evaluated according to the proposal content listed herein and the completeness of proposals.

Part Two the highest-ranking proposer(s) will be selected to make an oral and/or technical presentation at the discretion of the evaluation committee. This presentation will be onsite at District property. Oral presentations are for the purpose of explaining or clarifying significant elements of the proposal. Elaborate marketing presentations could confuse the issues at hand and are not desired. Proposers will be asked to provide a brief service overview as it pertains to our RFP and to address specific questions prepared by the evaluation committee. The vendor will be asked to demonstrate to various stakeholder groups' functionality that pertains to each group. The logistics will be such that each vendor will meet separately with each stakeholder group; however the number of stakeholder groups is yet to be defined. The demonstration may take the entire day, but will not exceed the entire day. The specific **logistics of the presentation will be provided by August 22**. The District will not assume responsibility for any costs involved with the presentations.

During any part of the decision making process, the district may confer with or visit districts that have implemented vendor services.

The District reserves the right to award all modules or award groups of modules, and that will be in the best interest of the District.

At their sole discretion, the evaluation committee will make a recommendation for award to the Board of Trustees, determined to be in the best interest of the District. The Board of Trustees will make the final determination for award.

Failure to provide any information requested in this RFP may result in disqualification of proposal and shall be the responsibility of the bidding firm or individual.

The award(s) will be covered by a contract issued by the Business Services Administrator.

AVAILABILITY OF FUNDS

In the event the District is not granted an appropriation of funds at any time during the contract term for the goods, supplies, services subject to this agreement to make payments for the next contract term and the funds to make such payments for the next contract term are otherwise unavailable by any lawful means whatsoever, the district shall have the right to terminate this agreement on the last day of the fiscal period for which appropriations were received without penalty or expense to this district. Written notice within 30 days of the fiscal year-end of the lack of sufficient appropriation shall be provided by the district as evidenced by the passage of a motion by the Laramie County School District Board of Trustees specifically prohibiting the district from performing its obligations under this agreement.

The obligations of LCSD#1 pursuant to this Agreement in any fiscal year for which this agreement is in effect will constitute a current expense of LCSD#1 for that fiscal year only, and will not constitute an indebtedness of LCSD#1 beyond that fiscal year. Client's obligations under this Agreement are also subject to the limitation on the authority of the present board of trustees to bind any future Board of Trustees of Laramie County School District No. One.

SPECIAL PROJECTS-CONTRACTOR/VENDOR

COMPLIANCE

All furniture, machinery, equipment, and/or tools must comply with O.S.H.A., U.L., all Safety Regulations and other standards for educational use in public schools as required by the U.S. Government, State of Wyoming, Laramie County, and City of Cheyenne. This includes various safety accessories and it is the proposer's responsibility to meet the necessary requirements.

SAFETY

Vendor shall, prior to commencing work, thoroughly examine and become familiar with the system(s) and associated facilities to ensure the service can be completed in an orderly, safe manner. Vendor shall maintain a safe work environment at all times. Vendor shall report immediately to a District representative the existence of unsafe conditions, which will compromise the performance of the service.

CONTRACTOR IDENTIFICATION

The District requires all outside contractors, subcontractors, etc. to obtain a District photo identification badge prior to working on a project as a result of this contract. A list of all Contractor employees who will be working on or in District buildings will be requested. Prior to any badge being issued, each individual's identity will be verified. If identity cannot be verified, an ID badge will not be issued. The badges are to be returned when the project(s) are complete. All photo badges will be issued by the Community Relations Department located at 2810 House Avenue, Room 354.

PERFORMANCE

If during the term of this contract, the successful contractor fails to perform for any cause other than those listed herein, it may be due cause for forfeiture of the balance of the contract, and subsequent removal from the active bidder's list for a period to be determined by the Business Services Administrator.

Repeated instances of unsatisfactory performance shall be cause for cancellation of the contract.

Unsatisfactory performance shall be defined as no service, consistent late service or failure to comply with the minimum requirements of the Invitation.

The Director of Technology or designee shall decide all questions that may arise as to the quality and acceptability of any work performed under the contract. If, in the opinion of the administrator or his designee, performance becomes unsatisfactory, the District shall notify the contractor.

CONTRACTOR/CONTRACTOR'S EMPLOYEE/ AND OR SUBCONTRACTOR CONDUCT

The contractor shall be responsible for the supervision and direction of work performed by its employees, and/or subcontractors. Laramie County School District No. One shall not exercise any control or supervision over contractor's employees and/or subcontractors.

Contractor's employees and/or subcontractor's shall keep all District information in a secured manner that is not shared beyond the scope of the services agreement. At no time shall District data be stored or used in any manner beyond the scope of this RFP.

CONTRACTOR RESPONSIBILITIES

The Contractor, contractor's employees and/or subcontractors shall be responsible for the protection of District data during all transmission and storage of data with any connection to contractor related services.

Any damages to LCSD#1 as the result of negligence caused by the successful contractor or his personnel shall be repaired at the contractor's expense by a contractor approved by the District.

SUBSTANCE FREE ENVIRONMENT

The use of tobacco, drugs, or alcohol is prohibited in all District buildings, vehicles, and on the grounds of all District facilities.

PROPOSAL CONTENT

The District desires all Proposals to be identical in format in order to facilitate comparison. While the District's format may represent a departure of the vendor's preference, the District is requiring strict adherence to this format.

Variations from the format may immediately result in a vendor being declared non-responsive.

The vendor's response shall follow the following format:

1 Vendor Information

1.1 Vendor Qualifications & References

1. Please provide documentation demonstrating that the vendor has been in business, offering the solution set they are proposing to us, for at least three years
2. Please provide the number of comparably sized K-12 school districts currently using your proposed solution
3. Please provide the names of all K-12 school districts in Wyoming and Colorado currently using your proposed solution
4. The vendor's must provide named district and district contacts for successful deployments in at least five (5) K-12 districts, three of which must be comparable to ours, two others that can be comparable to ours or provide unique insight to the vendor service or solution functionality
 - a. The vendor should supply all of the following information for each reference:
 - i. Name of district
 - ii. Name and title of district contact
 - iii. Phone number and email of district contact
 - iv. date of initial service implementation
 - v. brief description of how the district is comparable to ours and why the vendor selected the named district as a reference

1.2 Vendor Communications

1. The district expects the vendor to provide vendor service roadmap meetings at least twice per year that covers anticipated service / functionality changes for the next two to five years. Please explain how you will meet or exceed this expectation
2. Aside from warranty, maintenance, and related service issues, the district expects to have the opportunity to provide advisory input with the solution provider on their service design and delivery. Please explain how you solicit, accept, and utilize input from districts.

1.3 Vendor Staffing / Key Personnel

1. Implementation Staffing/Key personnel
 - a. Please provide the following information for those you consider to be the key personnel for the implementation of your proposed solution
 - i. name, title/role, years of experience in this capacity, and experience with comparable projects for your company
2. On-going Staffing/Key personnel
 - a. Please provide the following information for those you consider to be the key personnel for the ongoing support of your solution

- i. name, title/role, years of experience in this capacity, and experience with comparable projects for your company, under a long term contract through at least the next three years, has compensation incentives for meeting or exceeding customer based SLAs
- 3. Total Staff Resources for Solution Support
 - a. How many FTE company resources are dedicated 100% of their time to support your proposed solution?
 - b. What is the percentage of these resources are dedicated to
 - i. Technical Support
 - ii. New Functionality Development
 - iii. Sales
 - iv. Other (please define as it may pertain to your company)
 - c. Do you currently (or plan to) outsource support or related work to third parties?
 - i. If so, what support services are handled by third parties (please list each third party) and what stays “in-house”?
 - ii. What SLAs are in place or planned to ensure data security and service reliability with third-party service providers?

2 System Deployment, Training, and Documentation

2.1 Deployment

- 1. Please explain how you envision deploying your solution in our district
 - a. The explanation should include a timeline, major project milestones, expectations of the district, and hand-off following implementation

2.2 Training

- 1. The district expects the vendor to provide a resource experienced in K12 professional development to collaboratively design the training plan for roll-out, adoption and usage of the solution according to the district selected system functionality. This plan should be for both “back-office” system administrators and “front office” end users – please explain how you will meet or exceed this expectation
- 2. Please explain how you meet or exceed each of the following expectations for the implementation of your proposed solution
 - a. Onsite comprehensive technical training of all functions, configuration options, and options as configured for “back-office” system administrators
 - b. Onsite role based (teacher, secretary, principal, school specialist (counselors, special services, etc.)) end user training for a “train the trainer” / “power user” model
 - c. On demand online training is to be available during the implementation
- 3. Please explain how you meet or exceed each of the following expectations following the implementation of your proposed solution
 - a. Comprehensive system administrator / technical training with onsite and online delivery options
 - b. Comprehensive end user training with onsite and online delivery options
 - c. Scheduled training or user-group events

2.3 Documentation

- 1. Please explain how you will meet or exceed our training / support materials expectations
 - a. Vendor provided and maintained website with up-to-date end user training / support documents
 - i. Training / support materials should include print friendly and “easy to understand” resources
 - b. For “back-office” system administrators
 - i. An “as-built” system document reflecting the systems as configured and deployed

- ii. A matrix identifying vendor & district roles / responsibilities to ensure reliable service
- iii. A set of up-to-date and comprehensive resources for system administration for each support version of the solution the vendor is supporting
- iv. Transition / upgrade paths from previous to future system versions

3 System Administration (District and School)

3.1 Configuration

3.1.1 District Configuration

1. Please explain the District level configuration options your solution provides
2. Please explain your solution's year-end processing procedure
3. Please explain your solution's automated data archiving process
4. Please explain how district staff can access historical data in context
5. Please indicate if your solution provides for each of the following

		Yes	No	Additional Info / Comment
a.	Data validation at the point of entry			
b.	Ability for third part data validation such as USPS, GIS, or Google Geocoding for Addresses			
c.	Allows the district to define custom validation rules at the point of entry for selected data elements			
d.	Provides "auto-fill" like functionality so that data entry can be more consistent			
e.	Allows for mass assignment for data such as enrollment, race, ethnicity, gender, LEP, free/reduced status, 504, GT, SPED, etc.			
f.	Use of district calendars independent of school calendars			
g.	"school templates" which can then be used to create new schools			
h.	ability to add, edit or inactivate schools without losing data			
i.	Allows for override of off-grade level exceptions by school level (e.g. student enrolled in junior high school taking a course at high school – Jr ROTC, Math, etc.)			
j.	Defining school levels (e.g. elementary, intermediate, junior high, high, alternative, charter, online)			
k.	Creating "magnet" summer schools where students from many schools come together in one of a few summer school facilities based on identified needs (such as IEP or course grade)			
l.	Assign multiple unique school identifiers for each school (local, state, and national ID numbers)			
m.	assignment of staff to one or more schools			
n.	Multiple school enrollment for students who are taking courses at multiple schools			
o.	Set-up "attendance area" school boundaries			
p.	Audits of student data from previous school years			
q.	logging features showing when, and by whom, elements of the system were modified/changed/deleted?			
r.	The ability to "look back" to a specific point in time and see what the data looked like at that time?			
s.	Is the auditing feature customizable? If yes, please elaborate			

t.	Tracking of virtual school students who do not attend our schools but are counted as part of the brick and mortar school for state funding purposes (Current state regulations do not allow us to create a “virtual only” school)			
----	--	--	--	--

3.1.2 School Configuration

1. Please explain the school configuration options your solution provides

2. Please indicate if your solution provides for each of the following

		Yes	No	Additional Info / Comment
a.	school-specific calendars, including planning calendars			
b.	configuration of building, room, locker, and other facility assignments and functionality			
c.	Use defined attendance areas to determine student enrollment			
d.	tracking attendance area waivers, rationale, and approval			
e.	Allows for unrestricted combinations of grade levels within a school, but with enrollment validation			
f.	Allows for multi-year summary records and annually update school profile information (e.g. counts by gender, grade level, transported students, lunch status, and mobility rates)			

3.2 Student Sign-Up (Registration)

1. Please explain how your solution provides an online tool for student school sign-up / enrollment / registration

2. Please indicate if your solution provides for each of the following

		Yes	No	Additional Info / Comment
a.	a secure, user friendly online tool for parents to use			
b.	District specific data fields and registration processes			
c.	Allow for variances between new / returning students			
d.	Allow for variances between levels of schools (Elementary, Junior High School, and High School)			
e.	Pre-populate online forms using current data			
f.	Provide an efficient means to fill out all the necessary forms for all the students associated with a parent – without the duplication of forms or data elements (for example, use data from first student to pre-populate subsequent family students)			
g.	Data validation at the point of entry			
h.	Saving partially completed form(s) for future completion / submitting			
i.	Identify mandatory vs. optional items			
j.	Allow for multiple District custom “forms”			
k.	Tiered security and access (district and school levels)			
l.	Tools to view, sort, export collected data and completion status			
m.	Generate enrollment related communications to families via text/email/letters/voicemail			
n.	Incorporate physical and/or electronic parent signatures			
o.	Track incomplete forms and provide follow-up to parents			
p.	Track staff verification of parent submitted information			
q.	Provide a means to scan and attach parent provided documents			
t.	Provide a report of what the parent entered online			
u.	Allow district / school staff to verify/prepare parent submitted data			
v.	Provide notification (flags or report) to school staff of parent			

	modifications to current information (e.g., highlight the changes)			
w.	allow parents to print-out what they have submitted			
x.	allow printing of online forms for “paper and pencil” completion			

3.3 Student Demographic Data

1. Please explain how your solution provides student demographic services
2. Please explain how your solution meets or exceeds the following related to student membership:
 - a. Consistently and accurately calculates membership and attendance for all students from full-time students to students enrolled in a single course enrolled at one or more schools concurrently
 - b. Allows for easy enrollment and withdrawal of students
 - c. Allows for quick and easy transfer of students within the District (with all related student data)
 - d. Maintains student records through the school year where the student turns 21
 - e. Allows the District to easily create and maintain multiple cohorts of students
3. Please explain how your solution meets or exceeds the following related to family data
 - a. Tracking family units within a school and across the district
 - i. parents/guardians tied to multiple students
 - ii. identification of siblings
 - iii. students residing in the same home
 - iv. oldest/youngest within school/district
 - b. Allows for students with 2 adult females or 2 adult males in the home
 - c. Tracking marital status and custody arrangements
 - v. display an alert for critical guardianship information visible to all users visible on all screens
 - vi. Tracking appropriate addresses and contact information based on custody situations by day of the week, week-on / week-off, etc.
4. Please explain how your solution collects and tracks educational / day care experiences of students prior to district enrollment
 - a. For example: service provider name, federal ID number, address, email, website, dates of service, service frequency and duration
5. Please explain how your solution collects and tracks educational / career experiences of students following district enrollment for at least five years with annual contact tracked
 - a. For example
 - vii. higher ed institution (including contact info) degree / certification pursued, date of enrollment, expected graduation date
 - viii. employer (including contact information) , dates of service, role, function, compensation
 - ix. record where a student transferred to (pre-graduation) with annual verification
 - x. tracking those who have “dropped-out” to keep notes and communication logs in an effort to re-engage the student

6. Please indicate if your solution provides for each of the following

		Yes	No	Additional Info / Comment
a.	Tracking data such as enrollment, gender, LEP, free/reduced status, 504, G&T, SPED, etc.			
b.	Track race and ethnicity data as defined by the new requirements			
c.	The capture, import, change, and display of student pictures			
d.	Can student pictures can be imported en masse			
e.	The automatic assignment of a unique student ID (without duplicates)			
f.	Allows for a State issued student ID (in addition to the district ID)			
g.	tracking student demographic data for previous years			
h.	tracking multiple sets of contact information for an individual student			
i.	keep a history of changes to contact information			
j.	Allows users to search for students by demographics such as parent name, phone, school, student ID, date of birth, etc.			
k.	tracks free and reduced meal data			
l.	tracks limited English proficiency data			
m.	tracks transportation data (bus routes, stops, and bus numbers)			
n.	tracks program participation data for school based and selected community based programs (athletics, gifted & talented, community volunteer / service, etc.) link relationships with these programs, for example, a sponsor of a program tied with all students in the program track entrance and exit dates for program participation			
o.	tracking of physicals, program-based permission slips, etc. so that student demographics could be pulled together with activities.			
p.	allows schools and/or the District to define and track multiple graduation plans for individual students			
q.	track career and technology education/vocational information			

3.3.1 Mobility

1. Please explain if/how your solution meets or exceeds the tracking expectations below for student movement to, from, and within the district.

		Yes	No	Additional Info / Comment
a.	Data about student moves to or from a school, or the district, should include the following: - transaction date - effective date - reason (based on district defined category and associated free form text description) - sending/receiving district / school ID numbers - grade level - school enrollment (to include district schools and non-district schools (home school, private school, charter school, virtual school, etc.) - district enrollment (coming from or going to another district)			
b.	tracking student moves while remaining in the same school: Change of course sections (same course but different time or different teacher)			

	2. Change of grade levels (especially at non-traditional times such as mid-year) 3. Change of teacher 4. Change of home or mailing address 5. Change of student or parent electronic contact information 6. Change of student or parent name 7. Change of parent employer or employment status			
--	---	--	--	--

2. Please explain how your solution tracks changes as identified in items 1a and 1b . . .
 - a. over multiple school years
 - b. for cohort groups of students
 - c. for ad-hoc groups of students
 - d. for groups of students with common demographics
 - e. for groups of students in selected courses, activities, or interventions
3. Please explain how your solution calculates mobility . . .
 - a. By student during any one school year
 - b. By student over multiple school years
 - c. By groups of students over any period of time more or less than one school year

3.3.2 Student Health

1. Please explain how your solution tracks student health information
2. Please indicate if your solution provides each of the following

		Yes	No	Additional Info / Comment
a.	Complies with all federal, state, and local privacy rules and regulations as they apply to schools and students including HIPPA and FERPA			
b.	meets Federal and State reporting requirements			
c.	tracks health, hearing, vision, scoliosis, dental, height, and weight data multiple times per year with a note section for each item / collection			
d.	tracks medication data including doctor, dose, dates, time and notes			
f.	tracks significant health conditions by condition, doctor, and dates			
g.	tracks immunization data making alerts by immunization timelines			
h.	tracks student allergies			
i.	tracks doctor notes and instructions			
j.	tracks Parent contacts			
k.	tracks absenteeism reports related to sick code in time of communicable disease outbreak			
l.	provides "overwrite" protection and tracks user entry logs (to see who made changes)			
m.	tracks staff and student visits (Number of times a student / staff came in during specific time frame with a narrative section/reporting of specific type of care given during each recorded visit)			
n.	creates customized alerts based on student health data - including managing who can see alerts and the student health data			
o.	recording, storing, and linking digital images of documents			

	related to health needs and immunizations			
p.	Allows the District to control which users can see and/or report on student health information			
q.	Allows nurses to view student, attendance, and class information			
r.	Allows nurses to enter student attendance not for school attendance office (for example to note when a student is sent home sick)			
s.	Allows health information and reporting access to substitute nurses			
t.	The ability for parent to fill out and sign medical forms electronically			

3.3.3 Home Schooling

1. Home school students who reside in the geographic area served by the school district are required to have their enrollment in home school recognized each year by the district school board. Home school students tend to follow one of four patterns: never enroll in the district, start in the district and then move to home school, start home schooling then move to the district, enroll in the district part time to participate in selected courses and activities. Please explain how your solution tracks these students and families over time.
2. Please indicate if your solution provides each of the following in its ability to track home school students and families.

		Yes	No	Additional Info / Comment
a.	Student name			
b.	District and/or State student ID			
c.	District attendance area school (based on reported home address)			
d.	Reported grade level			
e.	Date home-based school commenced			
f.	Date home-based school ended			
g.	Dates of annual board approvals of home school curriculum			

3.4 Course Management

3.4.1 Course Information

1. Please indicate if your solution provides each of the following in its ability to configure courses and produce master schedules based on student requests

		Yes	No	Additional Info / Comment
a.	Use a district defined and configured course information table from which schools can select approved courses for their schedules			
b.	The ability to link course title, subtitle, and course description			
c.	The ability to link course facility requirements (such as chemistry lab, computers, etc.)			
d.	The ability to include courses in a scope & sequence to establish pre-requisites and recommend subsequent courses based on student performance in current course			
e.	Ability to integrate or link District, State, and School Codes for Exchange of Data (SCED) Course numbers			
f.	The ability to link one or more special course designations to include honors, AP, IB, Special Ed, and State Scholarship (Hathaway) certified, ACT prep, etc.			

g.	The ability to link one or more course attributes to include credit bearing or non-credit bearing, content area (Math, Art, etc.), Summer School, Extended Day, etc.			
h.	The ability to link MAP RIT scores, KUDER interest survey results, ACT scores, WorkKeys scores, and data points to courses so the system can determine prescriptive course selections for the student			
i.	The ability to link courses to 'career pathways'			
j.	The ability to link enrollment minimums and maximums			
k.	The ability to link scheduling criteria and requirements			
l.	The ability to track courses in use, currently and historically, by . . 1. academic term 2. school and school level (ES, JHS, HS) 3. course identifier, course attribute, or other related data item			

3.4.2 Course Catalog

- Please explain how your solution can generate individual school course catalogs from the district course information table showing only the courses the school offers – including:
 - How your solution allows for a single authoritative source for course information and the related designations and attributes
 - The available formats of the course catalog information (online, PDF, MS Excel, print friendly, etc.)
 - The ability for the district to establish common course catalog information by school level (elementary school, junior high school, high school)
 - The ability for an individual school to establish course catalog information by school level as it pertains to school specific information
- Please explain how your solution provides the ability to schools to generate a printed and formatted “catalog” of courses offered at their building (including course related school specific information)

3.4.3 Course Request (Course Registration)

- Please explain how your solution allows for a web-based course registration service at each level of school (elementary school, junior high school, high school) that can be utilized in online, onsite, and “walk-in” manners
- Please explain how your solution meets or exceeds the following course registration expectations
 - Provide an easy to use, intuitive, web-based interface for school staff to configure and parents / student to use to make course requests
 - Creating student specific Individualized course prescriptive selection options based on grade level, student performance on pre-requisite courses, test scores (ACT, MAP, etc.), KUDER career pathways, honors, AP, IB sequencing, or other district defined criteria
 - Allow choice of “easier” than recommended course only with school administrator approval
 - Ability to track school administrator approval, reason for the approval, and the associated documentation (IEP, written parent request, or other document that is scanned and attached to the student record)
 - Allow for the student to select “harder” than recommended courses with designated staff approval
 - Ability to track school staff approval, reason for the approval, and the associated documentation
 - Provide course specific information for all prospective or selected courses to include special equipment, fees, concurrent enrollment, dual enrollment, articulation agreements, etc.

- d. Provide indicators of progress towards graduation requirements and Hathaway scholarship level requirements based on course options and potential selections
- e. Provide messages to student and family when course registration is open, closed, directions to complete, etc.
- f. Allow for school and district staff to manage the course registration process, timelines, and monitor completion by current enrollees and new enrollees to include transfer students working with district intake staff

3.4.4 Scheduling

1. Our district, with the exception of our alternative school, is semester based with extended learning opportunities provided after hours and during summer school sessions. Please explain how your solution allows for each of the following to be addressed within this structure:
 - a. quarter based with credit earned on a semester basis (two quarters each semester)
 - b. some schools desire to have credit earning courses provided in a quarter of time
 - c. some schools will offer “credit recovery programs” (during the school year or in summer school) for students to demonstrate standards based mastery and replace a previously earned course grade with one that now reflects the student learning
 - d. some schools may provide “coring” approaches to keep cohorts of students and teachers together
 - e. some schools may provide un-graded “classes” for the purpose of “home room”, advisement, enrichment or similar student service - attendance functionality is desired for these
 - i. enrollment in each section of this type of course may be for an entire marking period (quarter) or may be changed each week based student performance to allow students to connect with teachers in areas of need. For example a student may need some extra time with their math teacher one week and their art teacher the next. Attendance functionality is desired. Please explain how your solution would allow for this to happen with teacher input on where students need to be during this time each day
 - f. some schools may provide non-credit “exploratory” courses that are a semester, quarter, or shorter than a quarter in length. Enrollment, attendance, and grades are desired options for these
2. Please explain how your solution would allow for our current secondary school schedule.
 - a. The district secondary schools follow a common schedule that is a hybrid block with four block days (2 “A Days” and 2 “B Days”) and one day where all classes meet (“C Day”). The A & B days are days where they extended learning type of courses reside (as described in 1e). The current schedule is arranged in the following manner:
 - i. 5 day week: A B A B C
 - ii. 4 day week: A B A B
 - iii. 3 day week: A B C
 - iv. 2 day week: A B
 - v. 1 day week: C

b. Sample Secondary School Schedules

First Lunch					Second Lunch				
M	T	W	TH		M	T	W	TH	Friday
7:00 - 7:45	PLC (Teachers only)				7:00 - 7:45	PLC (Teachers only)			
7:45 - 9:05	1 (A-C)	1 (B) 5 (C)	1 (A-C)	1 (B) 5 (C)	7:45 - 9:05	1 (A-C)	1 (B) 5 (C)	1 (A-C)	1 (B) 5 (C)
9:05 - 9:10	Announcements (IN FIRST HOUR)				9:05 - 9:10	Announcements (IN FIRST HOUR)			
9:15 - 9:55	ELO Time				9:15 - 9:55	ELO Time			
10:00 - 11:20	2 (A-C)	2 (B) 6 (C)	2 (A-C)	2 (B) 6 (C)	10:00 - 11:20	2 (A-C)	2 (B) 6 (C)	2 (A-C)	2 (B) 6 (C)
11:20 - 11:55	First Lunch (FIRST FLOOR)				11:25 - 12:45	3 (A-C)	3 (B) 7 (C)	3 (A-C)	3 (B) 7 (C)
12:00 - 1:20	3 (A-C)	3 (B) 7 (C)	3 (A-C)	3 (B) 7 (C)	12:45 - 1:20	Second Lunch (SECOND FLOOR)			
1:25 - 2:45	4 (A-C)	4 (B) 8 (C)	4 (A-C)	4 (B) 8 (C)	1:25 - 2:45	4 (A-C)	4 (B) 8 (C)	4 (A-C)	4 (B) 8 (C)

Note: All passing periods are 5 minutes

MONDAY (A-Day)	TUESDAY (B-Day)	WEDNESDAY (A-Day)	THURSDAY (B-Day)	FRIDAY (C-Day)
PLC 7:15 - 7:45 am	PLC 7:15 - 7:45 am	PLC 7:15 - 7:45 am	PLC 7:15 - 7:45 am	PLC 7:15 - 7:45 am
Period 1A 7:45 - 9:13 am	Period 1B 7:45 - 9:13 am	Period 1A 7:45 - 9:13 am	Period 1B 7:45 - 9:13 am	Period 1A 7:45 - 8:29 am Period 2A 8:34 - 9:18 am Period 3A 9:23 - 10:07 am Period 4A 10:12 - 10:56 am
Period 2A 9:18 - 10:56 am	Period 2B 9:18 - 10:56 am	Period 2A 9:18 - 10:56 am	Period 2B 9:18 - 10:56 am	Period 3A 10:56-11:39 Period 3B 11:01-12:29 Period 3A 11:44-1:12 Period 4A 1:17 - 2:45 pm
Lunch 10:56-11:39	Period 3B 11:01-12:29	Lunch 10:56-11:39	Period 3A 11:01-12:29	Lunch 10:56-11:39 Period 3B 11:01-12:29 Period 1B 11:34-12:18 Period 2B 12:23 - 1:07 pm Period 3B 1:12 - 1:56 pm Period 4B 2:01 - 2:45 pm
Period 3A 11:44-1:12	Lunch 12:29-1:12	Period 3B 11:44-1:12	Lunch 12:29-1:12	Period 1B 11:34-12:18 Period 2B 12:23 - 1:07 pm Period 3B 1:12 - 1:56 pm Period 4B 2:01 - 2:45 pm
Period 4A 1:17 - 2:45 pm	Period 4B 1:17 - 2:45 pm	Period 4A 1:17 - 2:45 pm	Period 4B 1:17 - 2:45 pm	Academic Support 2:45-3:15
Academic Support 2:45-3:15	Academic Support 2:45-3:15	Academic Support 2:45-3:15	Academic Support 2:45-3:15	Academic Support 2:45-3:15

Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (C Day)
Period 1A 7:45 am - 9:03 am	Period 1B 7:45 am - 9:03 am	Period 1A 7:45 am - 9:03 am	Period 1B 7:45 am - 9:03 am	Period 1A 7:45 am - 8:26 am
Period 2A 9:07 am - 10:25 am	Period 2B 9:07 am - 10:25 am	Period 2A 9:07 am - 10:25 am	Period 2B 9:07 am - 10:25 am	Period 2A 8:30 am - 9:11 am
Tutorial/Power Hour 1 st lunch block 10:30 am - 11:00 am	Tutorial/Power Hour 1 st lunch block 10:30 am - 11:00 am	Tutorial/Power Hour 1 st lunch block 10:30 am - 11:00 am	Tutorial/Power Hour 1 st lunch block 10:30 am - 11:00 am	Period 3A 9:15 am - 9:56 am
Tutorial/Power Hour 2 nd lunch block 11:00 am - 11:30 am	Tutorial/Power Hour 2 nd lunch block 11:00 am - 11:30 am	Tutorial/Power Hour 2 nd lunch block 11:00 am - 11:30 am	Tutorial/Power Hour 2 nd lunch block 11:00 am - 11:30 am	Period 4A 10:00 am - 10:41 am
Tutorial/Power Hour 3 rd lunch block 11:30 am - 12:00 pm	Tutorial/Power Hour 3 rd lunch block 11:30 am - 12:00 pm	Tutorial/Power Hour 3 rd lunch block 11:30 am - 12:00 pm	Tutorial/Power Hour 3 rd lunch block 11:30 am - 12:00 pm	1 st Lunch - 8 th Grade 10:45 am - 11:15 am 7 th Grade in Tutorial/Power Hour 2 nd Lunch - 7 th Grade 11:15 am - 11:45 am 8 th Grade in Tutorial/Power Hour Period 1B 11:49 am - 12:30 pm Period 2B 12:34 pm - 1:15 pm Period 3B 1:19 pm - 2:00 pm Period 4B 2:04 pm - 2:45 pm
Period 3A 12:05 pm - 1:23 pm	Period 3B 12:05 pm - 1:23 pm	Period 3A 12:05 pm - 1:23 pm	Period 3B 12:05 pm - 1:23 pm	
Period 4A 1:27 pm - 2:45 pm	Period 4B 1:27 pm - 2:45 pm	Period 4A 1:27 pm - 2:45 pm	Period 4B 1:27 pm - 2:45 pm	

Monday	Tuesday	Wednesday	Thursday	Friday
7:15 - 7:40 <i>Intervention</i>	7:15 - 7:40 <i>Intervention</i>	7:15 - 7:40 <i>Intervention</i>	7:15 - 7:40 <i>Intervention</i>	7:15-7:40 <i>Intervention</i>
7:45 - 9:14 1A	7:45 - 9:14 1B	7:45 - 9:14 1A	7:45 - 9:14 1B	7:45 - 8:27 1C (1A)
9:20 - 9:24 2A	9:20 - 9:24 2B	9:20 - 9:24 2A	9:20 - 9:24 2B	8:33 - 9:15 2C (2A)
10:53 - 11:41 <i>1st Lunch for students with a 3rd period in the 300's, 400's, 500's, and 600's</i>	10:53 - 11:41 <i>1st Lunch for students with a 3rd period in the 300's, 400's, 500's, and 600's</i>	10:53 - 11:41 <i>1st Lunch for students with a 3rd period in the 300's, 400's, 500's, and 600's</i>	10:53 - 11:41 <i>1st Lunch for students with a 3rd period in the 300's, 400's, 500's, and 600's</i>	9:21 - 10:03 3C (3A)
11:41 - 1:10 3A	11:41 - 1:10 3B	11:41 - 1:10 3A	11:41 - 1:10 3B	10:09 - 10:51 4C (4A)
10:59 - 12:28 3A	10:59 - 12:28 3B	10:59 - 12:28 3A	10:59 - 12:28 3B	10:51 - 11:39 <i>1st Lunch for students with a 5th period in the 300's, 400's, 500's, and 600's</i>
12:28 - 1:16 <i>2nd Lunch for students with a 3rd hour in the 100's, 200's, and 700's</i>	12:28 - 1:16 <i>2nd Lunch for students with a 3rd hour in the 100's, 200's, and 700's</i>	12:28 - 1:16 <i>2nd Lunch for students with a 3rd hour in the 100's, 200's, and 700's</i>	12:28 - 1:16 <i>2nd Lunch for students with a 3rd hour in the 100's, 200's, and 700's</i>	11:39 - 12:21 5C (1B)
1:16 - 2:45 4A	1:16 - 2:45 4B	1:16 - 2:45 4A	1:16 - 2:45 4B	10:57 - 11:39 5C (1B)
2:45 - 3:15 PLC	2:45 - 3:15 PLC	2:45 - 3:15 PLC	2:45 - 3:15 PLC	11:39-12:27 <i>2nd Lunch 1st Lunch for students with a 5th period in the 100's, 200's, and 700's</i>
				12:27 - 1:09 6C (2B)
				1:15 - 1:57 7C (3B)
				2:03 - 2:45 8C (4B)

- Please explain how your solution accommodates scheduling models other than what we have mentioned.
- Please explain how your solution awards credits accurately for all scheduling models. For example, award 0.25 credits for quarter classes, 0.5 credit for semester classes or 1.0 credit for a yearlong class (with grades stored at semester)
- Please explain your solution's auto-scheduling features
 - For an individual student
 - For a group of students (up to an entire grade level or school)
- Please explain how your solution allows schools to perform next year scheduling tasks. For reference, our current schedule is:
 - December:
 - Update course catalog (ID number, titles, descriptions, course attributes (credit type, type of course (core, honors, etc.))
 - January & February:
 - Students complete paper course request forms
 - Students gather teachers signatures as part of pre-requisite check
 - Students meet with staff who verify the requests and enter student requests
 - March & April:
 - Build master schedules
- Please explain the master schedule builder your solution provides
- Please indicate if your solution provides each of the following as part of your master schedule

		Yes	No	Additional Info / Comment
a.	conflict matrix and seat count reports for next year scheduling			
b.	scheduling of courses in all terms of the current/next year on one screen			
c.	alerts for students that haven't been scheduled in certain classes (e.g. English, Science, etc.) after the next year schedule has been built			
d.	report or display students who didn't get a particular class or a class that is required by the student's graduation plan or grade level			
e.	display or report on students who are missing periods or were not scheduled with a full class load			
f.	No minimum number of classes to accept a student's registration (some students may enroll for only 1 period (example: JHS student taking HS Math class))			
g.	Report or display schedules in an easy to read and understand format for parents and students (for example split A, B, and C days)			
h.	keep schedules (even after they are dropped) of students who have withdrawn so they can easily be reactivated if the student were to return to school during the same year			
i.	easily move students from one course section to another			

3.5 Attendance Management

The district expects teachers to take attendance in their classes (elementary through the lunch bytes program, as indicated previously, and secondary schools via the teacher gradebook), office staff to manage the attendance codes and parent contacts, and for all (students, parents, teachers, and other school/district staff) to easily access accurate and up-to-date attendance data via an easy to use web-based portal.

1. Please explain how your solution provides teacher management of attendance
2. Please indicate if your solution provides each of the following as part of your teacher attendance management

		Yes	No	Additional Info / Comment
a.	attendance tracking by period or portion of day (AM/PM for Elementary Schools and by period for Secondary Schools)			
b.	enter attendance via an alphabetical list, a list grouped by demographics, seating chart with student pictures or third party			
c.	The seating chart is "drag and drop" customizable by the teacher to meet the layout of the room for that class			
d.	concurrent or dual enrollment courses attendance without duplication			
e.	Teachers seeing office entered attendance codes (sick, activity, etc.)			
f.	Teacher ability to insert attendance comments for each student			

3. Please explain how your solution provides office management of attendance
4. Please indicate if your solution provides each of the following as part of your office management of attendance

		Yes	No	Additional Info / Comment
a.	Track by period or portion of day			
b.	enter / view attendance via an alphabetical list, a list group by course, activity, demographic, or other such as seating chart (as			

	defined by the teacher of record)			
c.	Record and track student attendance in alternate environments (office, intervention group, etc.)			
d.	attendance code entries are "locked" so teachers cannot change them			
e.	enter notes/comments concerning attendance entries / codes			
f.	entry of "future attendance codes" such as illness or school activity individually or "en mass"			
g.	automatic code changes as defined by the district (example: an "A" code is entered and a parent doesn't call to excuse it, so it changes to a "U" that night)			
h.	auditing and reporting of attendance entry and changes			
i.	production of individualized attendance letters (communications) automatically generated by certain trigger events in accordance with district attendance policy and ad hoc reporting needs – for example: - letter "A" for 5 consecutive days of unexcused absences - letter "B" for 3 period absences per class per semester - letter "C" for 6 period absences per class per semester			
j.	auto-generated report(s) sent to specified email addresses for students meeting defined attendance thresholds – examples below: - tardy two consecutive days to the same hour of the day class - missing 3 or more consecutive periods or days 5 consecutive days of unexcused absences 3 period absences per class per semester			
k.	automated individualized phone, text, and/or email messages to parent for absent students as configured by the district/school			
l.	System should update student attendance in "real time" on parent/student portal			

5. Please explain how your solution addresses attendance calculations and configurations to include:
- Daily attendance calculations
 - ensure that attendance entries can only occur on valid days of attendance where classes occur (i.e. alternating blocks – "A Day" attendance entered only on "A Days", no weekends, days students are enrolled (for those not enrolled all year, etc.)
 - track and report attendance during summer school, extended day, or other non-traditional classes
 - tracking and reporting historical attendance numbers for district report cards and transcripts

3.6 Intervention Management

3.6.1 Behavior Management

- Please explain how your solution tracks and reports student discipline / incident data and the associated consequences
- Please indicate if your solution provides each of the following as part of your student discipline / incident management.

		Yes	No	Additional Info / Comment
a.	The entry of the incident once being tied to all involved (victim,			

	perpetrator, witness, and staff)			
b.	District defined discipline / incident codes			
c.	District defined consequence codes tied to incident codes and previous consequences			
d.	Tracking and reporting communications with each involved student and parents as appropriate			
e.	Tracking and reporting the incident details in a manner compliant with FERPA expectations			
f.	Tracking and reporting consequence details in a manner compliant with FERPA expectations			
g.	“auto-population” of default incident details based on limited entries (such as location, student demographics, etc.)			
h.	Auto-generated reminders for follow-up with involved persons based on staff entered thresholds / triggers such as • Staff reminder to check with victim one week after incident • Staff reminder to communicate with victims’ parent one week after incident • Staff reminder for follow-up consequence communications with perpetrator(s)			
i.	tracking and reporting incidents by perpetrator, victim, witness, staff, incident code, consequence, location, date, etc. during school year and longitudinally across grade levels and schools			
j.	Tracking consequence duration			
k.	Tracking start and end dates of consequence			
l.	Tracking consequence follow-up			
m.	Tracking consequence details (intervention)			
n.	Tracking effectiveness of consequence (intervention)			
o.	Tracking appeals information (referring individuals, level of appeal, date, result, associated evidences)			
p.	link to unique ID (cases number) for board action			
q.	Tracking stipulation agreement details			
r.	Tracking alternative educational opportunity			
s.	Tracking results of alternative educational opportunity			

3. Please explain how your solution updates the attendance module to reflect the consequence actions for students involved in an incident (for example, if a student is assigned In School Suspension for three days, the attendance codes change as the ISS is recorded in the incident management system)
4. Please explain how your solution retains, and gives access to incident reports historically
5. Please explain how your solution accurately identifies, tracks, and reports students classified as "at risk"
 - a. Explain the “out of the box” “at risk” factors that are tracked
 - b. Explain how the district can define its own set of “at risk” factors

3.6.2 Educational Intervention Management

1. Please explain how your solution provides the ability to access comprehensive and historical student profiles including student-level data such as assessments, enrollments, growth, demographics, roster data, programs, course marks, RTI, and ILP/IEPs
2. Please explain how your solution provides for the following associated with an RTI process
 - a. Auto-notification of potential need for intervention based on district defined student information or performance “triggers” / characteristics

- b. Recommended interventions based on student information to include but not be limited to student mobility, performance, and previous intervention experiences
- c. create a drop down menu of district defined Tier based – interventions
- d. create a drop down menu of school defined Tier based – interventions
- e. create a drop down menu of interventionists to track who is working with a student
- f. track rationale for interventions and effect of interventions
- g. Does it have the ability to create form letters to stake holders regarding data results, meeting notices, etc. with the ability to auto populate basic student/parent information?
- h. Does it have a section for parent/staff summaries of meetings?
- i. Does it have a flag/alert of scheduled meetings, automated / scheduled reminder emails to be sent as follow-up?

3.7 Report Cards

1. Please explain the report card functionality and options your solution offers
2. Please indicate if your solution provides each of the following as part of your report card functionality

		Yes	No	Additional Info / Comment
a.	District defined look, with school logo, school info and selected student information			
b.	Course teacher of record			
c.	Course grades			
d.	Standards based reports			
e.	Student behaviors			
f.	Student attendance			
g.	Teacher comments			
h.	GPA - for marking period and cumulative			
i.	NWEA MAP Scores – last school year to date listed by test window			
j.	ACT Scores – to present date listed by date taken			
k.	PAWS Scores – to present date listed by year and grade level			
l.	Progress towards student defined goals, career pathways, graduation requirements, and Hathaway Scholarship levels			

3.8 Transcripts

1. Please explain the transcript functionality and options your solution offers
2. Please indicate if your solution provides each of the following as part of your transcript functionality

		Yes	No	Additional Info / Comment
a.	District defined look and feel with graphics and information			
b.	By semester (to include summer school) 1. School name 2. Course teacher of record, grade, attendance 3. Standards based reports 4. Student attendance 5. GPA - for each marking period and cumulative			
c.	NWEA MAP Scores – to date, listed by school year and test window			
d.	ACT, PLAN, EXPLORE Scores – to date, listed by date taken			

e.	PAWS Scores – to present date listed by year and grade level			
f.	Progress towards career pathways, graduation requirements, and Hathaway Scholarship levels			
g.	Wyoming transcript endorsement			

3. Please explain how your solution exchanges data with the NRE (National Records Exchange) and NTC (National Transcript Center)

4 Curriculum / Assessment / Instruction Management

4.1 Grading

1. We are in the process of refining our grading methods. Please explain how your solution allows migration from a current set of grading methods / structures to a potential different set of grading methods / structures
2. Please indicate if/how your solution provides each of the following as part of your grade book functionality

		Yes	No	Additional Info / Comment
a.	Teachers enter grades via a list (alphabetized or by groups) or a graphical seating chart view with student pictures			
b.	There is a single “teacher of record” for each course section			
c.	Authorized cooperating staff (special services, team teachers, etc.) are able to view and submit grades to the teacher of record for entry and once the teacher of record certifies/approves the grades are automatically entered			
d.				
e.	a single “entry screen” for daily grades, district assessments, and standards assignments including those provided by the district			
f.	comment fields for assignments and course grades with spell check			
g.	ability to “copy” assignments to multiple course sections			
h.	ability to “import” (copy/paste) grades from external sources			
i.	single click viewing of student demographics in the gradebook			
j.	viewing IEP accommodations (including case manager contact info)			
k.	track parent contact / communications			
l.	tracking standards coverage by linking teacher assignment & standards			
m.	easy grade entry when students take classes outside of their primary school of attendance – such as junior high students going to the high school for math, magnet programs, etc.			
n.	Provides grade checks for honor roll, eligibility, “D & F Lists”, etc.			
o.	maintains historical grades for district transcripts			
p.	calculates both cumulative and current marking period GPAs			
q.	calculates both weighted and un-weighted GPAs			
r.	calculates and allows for the freezing of class rank at scheduled dates			
s.	provides teacher access to historical student achievement information			
t.	retains student data as the student transfers between schools			
u.	Allows teachers, school administrators, and designated district personnel to have real time access to student grade information			
v.	Records and displays retention recommendation and rationale so next year's teachers know why the student wasn't promoted			

3. Please explain how, in the same gradebook, your solution allows for multiple grading methods to include:
 - a. percentages, rubrics (without percentage conversions), letter grades, S/U, etc.
 - b. kindergarten skills (letters, numbers, and skills check boxes)
 - c. the creation of “custom grade codes” with fixed grade values and calculation impacts for district use
 - i. examples: X for excused assignment, Z for a zero (sort of like a missing assignment), etc.
4. Please explain how your solution tracks / reports / monitors
 - a. when grades are entered
 - b. gradebook utilization by teacher, grade level, course, school, etc.
 - c. use of “extra credit” assignments
 - d. assignments where the total points earned are greater than the defined value
 - e. how many grades are entered, date and time of entry, type of grading system in place, weighting, categories, etc?
 - f. summer school and/or extended learning sessions grades
 - g. current groups and individual grade reports for students

4.2 District Assessments / Standards

1. The district desires a system where course assessments, district assessments, and standard assessments are tied to students in addition to the course so that they can be viewed by course and by students across courses or years. For example, we want to see how all 11th graders did on the district math assessments they took the previous year and we don’t want to look course by course, but rather by grade level and district assessment. Please explain how your solution provides this service.
2. Please indicate if your solution provides each of the following as part of your assessments/standards functionality.

		Yes	No	Additional Info / Comment
a.	Can these assignments be “placed” into each teacher’s gradebook based on course or level teaching and not be altered by the teacher?			
b.	Can the designated district assessments be “locked” so that the teacher cannot change which standard(s) it is tied to, the assessment description or assignment value?			
c.	Can assessments be tied to multiple standards?			
d.	Can the designated district assessments reside in the teacher’s gradebook, available for teacher use without any modifications to the assignment other than the grade earned.			

3. In Our district, we have a series of “district assessments” that our students complete over multiple courses. These district assessments are tied to curriculum standards. In each curricular area the district calculates a “graduation proficiency” which is determined by applying a content specific algorithm to district assessments in that particular content area. The calculation of each content area’s graduation proficiency is completed once a pre-defined set of assessments have been completed. Please explain how your proposed solution would allow for this to happen
4. Please indicate if your solution includes each of the following as part of your assessments/standards functionality

		Yes	No	Additional Info / Comment
--	--	-----	----	---------------------------

a.	district defined assessments tied to appropriate standards			
b.	create and track the use of multiple forms of each district assessment 1. A student is allowed to take each form only once, no matter in how many years or courses he attempts the assessment 2. The teacher is able to see what forms of the assessment the student has taken			
c.	Teachers entering the “grade” for the district assessment			
d.	The system automatically calculates and stores graduation proficiencies once the threshold for calculation has been met for each content area			
e.	The system allows for selected teachers to view student performance on all of the content area district assessments and enter the appropriate graduation proficiency			
f.	The system detects and reports potentially invalid standards scores			
g.	Easy reporting of 1. Student performance on standards 2. Student performance on district assessments 3. Student graduation proficiencies 4. When expected district assessment scores are missing (based on course enrollment and time of year) 5. when district assessment scores are entered (to see when assessment are being taken by students)			
h.	Easily include content area proficiencies on the student’s transcripts			

5. In our district, each student is assigned a State defined “diploma endorsement” based on the content area graduation proficiencies earned by the student. Please explain how your solution will allow for:
 - a. The automatic calculation and storage of each student’s diploma endorsement
 - b. The inclusion of that endorsement on the student transcripts
6. Please explain your solution’s ability to enter district assessment when a student completes it
 - a. With our current system district assessments are tied to a fall or spring course (year-long courses, such as Algebra 1, are actually a fall course and a spring course). Because of this a student may be ready or need to take an assessment during the “wrong” semester and entering the student’s score is then not an easy task
7. Please explain if your solution is able to determine a composite (or cumulative) rubric score based on a number of rubric scores.
 - a. In what ways can this be accomplished other than an arithmetic mean or average?
 - b. How does the system independently “weight” different standards tied to an assessment available?
 - c. How is the system able to define unique decision making algorithms for each rubric score reflecting standards proficiencies based on district defined parameters?
8. Please explain the ways on which your solution calculates “summative” standards based scores (not averaging)
 - d. Can it utilize learning curve models?
 - i. If so what types, statistical, researched based (i.e. Marzano’s Power Law), district defined, etc.
 - e. Can it create and display predictive models?
 - ii. If so, please describe

9. Please explain if your solution allows for assessment scores to follow the student when they transfer between district schools

4.3 Curriculum Management

1. The District is planning for a separate RFP for a Curriculum Management System. Please explain at a high level if / how your proposed solution includes or can be integrated with a Curriculum Management System.
 - a. If your proposal includes a curriculum management system and we do not use it, please indicate if there is a price discount for the district.
 - b. Please include pricing options for a potential integration with the yet to be selected system
 - c. Curriculum Management functionality is not a requirement of this RFP.

4.4 “Benchmark Assessment” Management

1. The district desires information on what, if any, services your solutions may provide in this area. If your proposal has services in this area, please describe them at a high level and include pricing separately from the main proposal.
 - a. “Benchmark Assessment” functionality is not a requirement of this RFP.

4.5 Special Education Management

1. Please explain how your solution provides functionality to support extended day and extended school year services
2. Please explain how your solution enters/tracks/provides access/reports on 504 data, behavior plans, Individualized Education Programs, etc.
3. Please explain how your solution manages centralized notes that all can see
4. Please explain how your solution notifies/provides access and reassigns special education case managers and/or providers when staff or students move
5. Please explain how your solution gives general education staff access to relevant student special education information (e.g., goals, accommodations, supplementary aids and services, etc.)
6. Please explain how your solution gives special education staff access to relevant student general education information (e.g., grades, district assessment scores, discipline logs, attendance, etc.)
7. Please explain how your solution generates a list of students with disabilities coming up from elementary to junior high and from junior high to high school. This includes grade level and disability type
8. Please explain how your solution allows for the Individualized Education Plan and all other district special education forms to be filled out online with data being stored in a centralized database
 - a. Please explain how your solution can pre-populate demographic data on forms
 - b. Please explain how your solution uses pop-up lists or lookup tables to facilitate data entry for selected fields (e.g., service provider name and position, educational environment, bank of IEP objectives and measurable goals, etc.)

- c. Please explain how your solution allows spell-checking on special education forms
- 9. Please explain how your solution stores student electronic special education records for time periods designated by district, state, and federal records retention schedules and allows easy retrieval of archived student special education forms
- 10. Please explain how your solution facilitates compliance with state and federal special education requirements
- 11. Please explain how your solution generates printed and electronic summary and student-level reports for administrators, service providers, case managers, and state or federal agencies
- 12. Please explain how your solution provides the ability to longitudinally track student performance/outcomes
- 13. Please explain how your solution provides a process for monitoring progress toward IEP annual goals and generates progress reports to parents at district-specified intervals
- 14. Please explain how your solution provides access to longitudinal data on current students
- 15. Please explain how your solution provides data by school, disability, least restrictive environment, accommodations, and other disaggregated subgroups
- 16. Please explain how your solution analyzes district data (such as achievement, attendance, and disciplinary information) in relationship to progress toward annual IEP goals
- 17. Please explain how your solution will match existing forms unless otherwise agreed to by the district
 - a. Please explain how your solution uses Wyoming Department of Education (WDE) model forms, and if there is charge for updating the forms when the WDE makes changes to their forms
 - b. Please explain how your solution can include existing district-specific forms (e.g., behavior plans, individual assessment reports, etc.)
- 18. Please explain how your solution may allow information in selected fields to be entered for students who are not currently listed as active on the district student information system due to out of district placements.
 - a. Please include how your solution identifies these students by program
- 19. Please explain how your solution will allow users to save their own goals/objectives to a personal goal bank
- 20. Please explain how your solution documents contacts with parents. (e.g., phone and personal contacts, notices, letters, etc.)
- 21. Please explain how your solution “locks” and archives forms after they are finalized and how the forms are identified as locked
- 22. Please explain how your solution allows administrative staff to unlock forms when necessary, and how it tracks changes made by the user
- 23. Please explain how your solution previews forms before printing them

24. Please explain how your solution has the capability of ensuring that text entries fit within the space available on the printed form or that text boxes expand or the excess text is carried to an auxiliary location
25. Please explain how your solution captures special education form signatures electronically
26. Please explain how your solution is able to easily view and print lists of students who have missing or noncompliant forms. Hyperlinks to records of students on the list may be available
27. Please explain how your solution allows users to easily view and print lists of students whose IEPs and comprehensive reassessments are past due or will be due within a user-specified timeframe
28. Please explain how your solution automatically calculates due dates for the next IEP annual review and comprehensive reassessment and allows manual entry of due dates by central administrative staff
29. Please explain how your solution provides a way of posting notices to selected staff (e.g., lists of upcoming or overdue IEP dates, staff development announcements, etc.)
30. Please explain how your solution allows amendments to IEPs and comprehensive assessments to be entered without resetting the annual and triennial review due dates respectively
31. Please explain how your solution can restrict entries in selected fields to district-defined acceptable values
32. Please explain how your solution checks the fields within individual forms for compliance with district-specified completion criteria. Noncompliant forms cannot be finalized and locked without administrative override
 - a. Required fields shall be completed before a form can be finalized, including conditionally required fields (e.g., if one field says a student is eligible, a disability category selection is required)
 - b. Noncompliant or incomplete forms will be saved but shall be identified as such in the navigation screens
 - c. Only valid checkbox choice combinations can be made (e.g., "Yes" and "No" cannot both be checked)
 - d. Optional and required fields may be differentiated (such as by color coding) on the data entry screens
 - e. Form fields may automatically become enterable or non-enterable, based on prior selections
33. Please explain how your solution will check the documents within a set for compliance with district-specified completion criteria
 - a. Navigation screens may indicate which forms are required or optional based on the district's internalized business process (e.g., type of meeting, age of student, etc.)
 - b. The list of required forms may automatically update based on field entries (e.g., if Emotional Disability is entered on the initial assessment summary, a current ED eligibility form should be present)
 - c. IEPs with missing or noncompliant forms cannot be finalized and locked without administrative override
34. Please explain how your solution logs the names of staff who have viewed and/or made changes to a student's record
35. Please explain how your solution provides preformatted ("canned") district-level reports with the same content as existing district administrative reports. All standard reports should include the ability to filter via queries. The vendor shall provide samples of canned reports created by their solution
 - a. The following are existing compliance reports: lists of upcoming and overdue IEP annual reviews and multidisciplinary triennial assessments; case management totals and student lists; and service provider totals and student lists
36. Please explain how your solution can track over time and generate reports for factors such as the following:
 - a. The percentage of students with disabilities who are expelled or long-term suspended (more than 10 days in a school year constituting a change in placement) who had proper procedures followed (e.g., manifestation determination hearings, functional behavioral assessments conducted, etc.)

- b. The percentage of students with disabilities whose IEP and multidisciplinary assessment meetings take place within the limits established by federal and state requirements
 - c. The percentage of special and general education students who are classified as having dropped out vs. completed school or who have been suspended or expelled
 - d. The percentage of students with disabilities who received services in the various state-specified educational environments (e.g., regular class environment, separate class, separate school, etc.)
 - e. The percentage of students with disabilities who are placed in the same school they would attend if not disabled
 - f. Changes in attendance rates for the district students with disabilities as a whole and for different disaggregations (e.g., disability category, placement environment, teacher, L.E.P. status, etc.)
 - g. Changes for the district students with disabilities as a whole (and for different disaggregations) in the percentages of students with disabilities who meet a majority of their IEP goals
 - h. Changes for the district students with disabilities as a whole (and for different disaggregations) in the percentages of students with disabilities who have disciplinary events such as suspensions / expulsions
37. Please explain how your solution will transfer all relevant data from district-specified fields in the district's existing special education database into your solution. This will be a onetime transfer
38. Please explain if your solution has other key special education features not listed above. If yes, please list them

5 Reporting & Analysis Services

5.1 Reporting

1. Please share an overview of the reporting capabilities of your solution.
2. How does your solution allow the district or schools to set automatic reporting schedules based on recurring dates or events? (e.g. produce a "D/F" list every Monday morning or produce student absence report if number of absences goes above a prescribed threshold)
3. Please explain how your solution allows administrators and principals to track and relate, among other items, trends in attendance, test scores, course grades, district assessments, special education information, and student demographics
4. Please explain how your solution creates a single, centralized, web-based source of information for district administrators and school leadership
5. Please describe the default reports your solutions provides including report / dashboard options such as format, filtering, aggregating, dis-aggregating, "drilling-up" or "drilling-down" by data elements
6. Please explain how your solution tracks progress towards defined goals such as AYP
7. Please explain how your solution reports multiple measures of student performance including standardized tests (ACT, NWEA's MAP) and District assessments
8. Please explain how your solution allows system administrators to:
 - a. Manage pre-formatted reports
 - b. Define AYP targets

- c. Configure KPIs and track progress for district, school, course, and teacher
 - d. Manage report and data element metadata
 - e. display a menu of “preferred” reports by school level
9. Please explain how your solution provides the following related to dashboards:
- a. configurable interactive dashboard views of Key Performance Indicators (KPIs)
 - b. KPI graphics that are “drillable” to view data at a more granular level
 - c. District customized KPI dashboards for use in the district and schools
 - d. Monitoring progress towards goals
10. Please explain the options and functionality your solution provides for custom reporting - explain how your solution provides the following:
- a. the ability to define a student set based on multiple additive parameters, including attendance, discipline, assessment outcomes, enrollment, demographics, programs, special education information, etc.
 - b. the ability for a user to view a student and select multiple data sets for viewing at one time. (Can see current state assessment, MAP, etc.)
 - c. the ability to drill down from aggregate report data into student data sets and student profiles
 - d. the ability to generate reports in tabular and graphical format
 - e. the ability to view class-level information, including number of students and performance results
 - f. the ability to save any report, query or report template created to “private” and “shared” report banks
 - g. secure data viewing and access contextually to a users’ school
 - h. the ability to compare a variety of student outcome measures on a single report by teacher, course, grade level, or school - including standardized tests, benchmark tests and course marks
11. Please explain how your solution provides the ability to allow users to schedule reports to be run at a later time.
12. Please explain how your solution provides access to multiple grade books for use in collaborative teams
13. Please explain how your solution can easily display detailed data on a student’s progress . . .
- a. toward graduation requirements / graduation plan
 - b. toward content area proficiencies and show the course options to reach their proficiency goals
 - c. towards the courses / credits / grades / proficiencies needed by a student to earn the different levels of the Wyoming Hathaway Scholarship
14. Please explain how your solution can identify courses that are eligible for college credit through concurrent enrollment, dual enrollment, and articulation agreements – details of each of these three should be available
15. Please explain how your solution can identify and track students enrolled in honors, Advanced Placement, International Baccalaureate Program Courses, and those who successfully complete the IB Program
16. Please explain how your solution allows:
- a. the district to create new reports and modify existing reports within the system
 - b. for real time reports on individual student(s), classroom group(s), and subgroups performance on standards over multiple years
 - c. users to disaggregate student and group performance on district standards assessments based on demographic categories of gender, ethnicity, socio-economic, limited English proficiency, Individualized Educational Programs, and participation rates in the classroom, school and district level
 - d. for the addition of non-course data, such as, SAT, ACT, MAP or PAWS scores to be entered for viewing in grade books, historical reports, transcripts, and other reports

- e. teachers, school administrators and designated district personnel to have real time access to student performance on course and district assignments
- f. a regular reporting system to parents and students via e-mail and a secure online account issued to the parent and/or student
- g. teachers and administrators to have access to historical district assessments and standards

5.1.1 Analysis / Predictive Analysis

1. Please explain how your solution provides a state test and/or standardized test result predictive service
2. Please explain how your solution allows for the import of predictive scores from third-party assessment platforms for benchmark reporting
3. Please explain how your solution enables users to perform both simple and complex data analysis and produce actionable reports to inform decision making at the district, school, and classroom level
4. Please explain how your solution enables students and families to project course grades needed to earn district defined and user defined cumulative GPA goals for grades 9–12
5. Please explain how your solution provides the following related to data analysis:
 - a. the ability to analyze data over time (perform longitudinal analysis)
 - b. the ability to perform cohort analysis
 - c. the ability to perform analyses based on state AYP targets
 - d. the ability to analyze and compare results from different grade levels and schools
 - e. the ability to customize at the district level test reporting formats for district-specific analysis
 - f. the ability to perform multi-year analysis for each test, for all the years of data loaded into the system
 - g. Perform analysis at the district-, triad-, school-, grade-, course-, teacher- and student-level

5.2 State & Federal Compliance Reporting

1. The district desires to have a vendor with at least three years of experience in providing the data reports needed for the Wyoming Department of Education. Please list the specific reports that you support and have supported over the last three years – include the method(s) in which they are supported
2. Please explain how your solution supports Wyoming-specific Special Education reporting including the fall and end of year child count reports
3. Please provide a summary on your health reporting capabilities and explain how your solution meets Wyoming State and federal reporting requirements for student health data
4. Please explain the details of how your solution has addressed the changes in State / Federal reporting requirements over the past three years
5. Please explain how your company plans to address future State / Federal reporting requirement changes
6. If your solution has any other key State reporting features, please explain them here

6 Operational Services

6.1 Student Asset Management

1. Please explain if/how your solution provides services to manage assets assigned to students
 - a. These assets may include multiple lockers, books, technology devices, course tools, or other equipment each with asset information such as an ID number, location, condition, etc.
2. Please describe how your solution allows for scanning and linking signed documents pertaining to student assets

6.2 Fees Management

1. Please explain if/how your solution manages student fees and fines tied to courses, activities, parking, equipment, or other items
2. Please explain if/how your solution allows for the online payment of fees/fines
3. Please explain how your solution manages for real-time transfer of data so that after a staff member has entered a fee stakeholders can see the fee and related information – including fee/fine balance
4. Please explain if/how your solution shares fee/fine information with the District financial system

6.3 Cafeteria System Integration

1. Each morning our students use the classroom interactive whiteboard to make their lunch choice for the day. The lunch selections are sent to our nutrition services program as each student makes their selection to plan meals for the day. Based on this we are able to determine students absent and present and would like to use this data to record attendance in the SIS so the teacher would have the attendance in their class right as the students complete their lunch selection Please explain how your solution would allow for this to be completed as a possible “check” or replacement to the manual attendance entry by the teacher

6.4 Transportation Information

1. School Bus Service
 - a. The district has selected Transfinder to manage our transportation services. Please explain if and how you have successfully integrated services with Transfinder
 - b. In the event you have not successfully integrated services with Transfinder, please indicate any related experience you have had that might be applied to our circumstance
2. Field Trips and Student Activities
 - a. Please explain how your solution allows for district and school staff to manage field trips and activities – including printing pre-populated forms for parent signature
3. Student Parking
 - a. Please explain how your solution provides the ability to enter and track student parking information including sticker number, fee management, assigned area/space, date assigned, duration of parking approval, vehicle make and model, license plate number, student driver license number, and insurance information
 - b. Please explain how your solution provides the ability to track district/school defined transportation permission information, i.e., rules for age, driving / riding / parking restrictions

6.5 Staff Information Management

1. Please explain how your solution maintains staff demographic and contact data
2. Please explain how your solution allows for import of staff demographic data from other systems (such as SAP)
3. Please explain how your solution can store and track staff via at least three unique identifier numbers
 - a. District ID, State reporting ID, and teacher certification ID
 - i. If so, does your solution have a way to connect educator IDs with student IDs?
4. Please explain how your solution tracks staff certifications and endorsements to ensure appropriate teaching assignments and reporting
 - a. Please explain if/how your solution tracks and alerts when teaching certification / endorsements expire
5. Please explain if/how your solution tracks staff attendance
 - a. Indicate days teacher absent
 - b. Record track substitute assigned during each day

6.5.1 Professional Development Management

The district desires information on what, if any, services your solutions may provide in this area. If your proposal has services in this area, please describe them at a high level and include pricing separately from the main proposal. This functionality is not a requirement of this RFP.

6.5.2 Staff performance management / Staff evaluation (tied to student achievement)

The district desires information on what, if any, services your solutions may provide in this area. If your proposal has services in this area, please describe them at a high level and include pricing separately from the main proposal. This functionality is not a requirement of this RFP.

7 Communications

7.1 Portals, Mobile Device Access & Communications

1. Please explain how your solution provides an secure online access for staff, parents, and students
2. Please explain what services / information are available via the online portal for staff, parents, and students
 - a. For example, grades, attendance, behavior, collaborative work spaces, LMS features, messaging, fee payment, school registration, course registration, "what if" analysis for GPA and graduation, etc.
3. Please explain if/how your system provides access via mobile devices
 - a. Please list all supported mobile platforms / OS
4. Please explain if/how your solution provides parents with a single user ID and password to view the services and information relevant to their children while providing each student a unique user ID and password to access their own information
5. The district currently requires parents to provide photo identification and sign an affidavit that they have legal authority to view the student's information prior to getting access to our current parent portal. Please explain 'best practices' to issue access credentials to parents for your solution
6. Please explain if/how your solution supports multiple languages for communications with parents and students
7. Please explain if/how your solution tracks communications between parents, students, and school/district staff
8. Please explain if/how your solution provides secure two-way communications connections to other services such as Facebook, Twitter, Blogger, etc.
 - a. For example, does your solution allows parents and students to communicate with district / school staff with parents / students using their Facebook account and district staff using your solution?
9. Please explain how your solution allows district / school staff to create distribution lists for communications such as e-mails to be sent via MS Outlook, Microsoft Word, or other third parties

10. Please explain if and how your solution provides a tool for surveying parents, students, and staff
 - a. What are the methods of survey completion (online, phone, etc.)?
 - b. How can a survey be sent to sub-groups of parents, students, or staff?

7.2 Messenger

1. Please explain how your solution alerts parents of scheduled events (e.g. bad grade, not attending, special award ceremony, school activity, etc.)
 - a. (voice message, text message, email, website posting, blogs, RSS feeds, Facebook, and Twitter)
 - b. Please explain how some or all of the alerts can be configured by the district, school, and parent
 - i. Examples:
 1. District – may want an alert when lunch balance reaches a certain threshold or to send out a reminder for “registration” or “finals week”
 2. School – may want to send alerts at end of day for any unexcused tardy or absence or a weekly message to the parents of all students with one or more “D” or “F”
 3. Parent – may want to configure alerts when a course grade drops below an “85%”, if any assignment is past due, or any school athletic event

7.3 Emergency notification

1. Please explain how your solution provides a rapid notification system for emergency and weather alerts with functionality to include but not be limited to voice message, text message, email, website posting, blogs, RSS feeds, Facebook, and Twitter
2. Please indicate if/how your solution address each of the following:

		Yes	No	Additional Info / Comment
a.	Ability to send messages for entire district, groups of schools, single school, or other grouping of students			
b.	Ability for parents and students to customize when and how messages are received (such as day time and evening preferences)			
c.	Ability to override parent and student settings for extreme emergency messages			
d.	Ability to manage external contacts for messaging			
e.	Ability for district level and school level message administration (For example a school secretary can send messages to all their school, but not another school)			

7.4 Form letters

1. Please explain how your solution provides for district “form letters” to be auto populated with student data and then printed or emailed
 - a. By a teacher for an individual student or class of students
 - b. By school office staff for an individual student, a class, a group of classes, a grade level, or a school

7.5 Scheduled and Triggered Communications

1. Please explain how your solution provides for communications / notifications to be scheduled or auto-generated based on district defined conditions
 - a. Please explain how your solution allows users/schools/the District to create custom triggers around business rules such as IEP, discipline / incident infractions, etc.

- b. Please explain how your solution allows for custom notification fields and thresholds (e.g. bus numbers, lunch balances, etc.)

8 Technical Support, Security, & Integration

8.1 Technical Overview

1. Please explain how your solution guarantees secure data storage, access, and communications that meets or exceeds all state and federal regulations for K-12 education
2. Please explain how your solution supports role-based permissions access to data for administrative users, teachers, students, and parents
 - a. Explain how your system integrates AD information for single login / access credentials
 - b. Explain how your systems integrates AD information for role-based permissions access
3. Please explain your solutions availability service level agreement – include reporting metrics
4. Please explain the hosting options for your solution – explain the benefits and risks of each option (costs to be in the pricing section)

8.2 Technical Support

1. Please share how you meet or exceed the following expectations for implementation and post implementation
 - a. Named account manager(s) for functional support, technical support, and product enhancement, with a 24x7 service desk “back up”
 - b. Clearly documented escalation path for each area of service with email and direct phone contact numbers
 - i. This path should range from a “first level” response provider (such as a named technician) to an administrator with decision making authority
 - c. Methods of communication: 24X7 phone access, email, chat, etc.
 - d. Vendor provided ITIL based service management system where . . .
 - i. support requests are logged and issued tracking numbers
 - ii. status updates are documented and shared with the district
 - iii. support requests are closed only after district acceptance in writing (via email)
 - iv. the district has full visibility into all of the district support request and related details
 - e. Excellent communication when service degradation occurs from inception to resolution
 - f. Provide 24x7 customer service for parents and students – provide details of services such as phone, e-mail, chat, self-help documentation, and associated hours of service for each if less than 24x7

8.3 Change Management

1. Please explain the change management process utilized for your solution – please provide enough detail to address the items listed below:
 - a. Explain regularly-scheduled maintenance and/or update windows
 - b. How much notice is provided to the District when new releases are coming out?
 - c. How do you communicate when changes are coming?
 - d. What details are provided when changes are announced?
 - e. Who is responsible to test & deploy changes - the District, vendor, or a third party?
 - f. Please explain how you notify end users of maintenance – prior to and during maintenance

8.4 Access Management / Interoperability / Integration

1. Please explain how your solution meets or exceeds the functionality listed below:
 - a. District controlled access management for all users

- i. role-based access control
 - ii. menu-level access control
 - iii. page-level access control
 - iv. data-level access control
 - v. field-level access control
 - b. district controlled functionality access management
2. Please explain how you provide a security mechanism that protects one school's data from other schools
 3. Please explain how your solution imports/exports/synchronizes data with integrated systems when an event is triggered in the main application? (e.g. when a student is added, the student record is automatically populated in the library system)
 4. Please explain how your solution grants access to change district & school level data views, reports, and services
 5. Please explain how your application layer is integrated with the database, does it have a Data Access Layer that can integrate with any commercial relational database?
 6. Does your solution utilize SIF? If so, please provide details
 7. Does your solution automatically backup data? Please explain your backup process.
 8. Does your solution import external data (i.e. ASCII, DBF, SQL, and XML) and integrate it into the system?
 9. Does your solution import images (e.g. school, district logos)?
 10. Does your solution electronically transmit system data to file, fax, EDI, etc.?
 11. Does your solution electronically send & receive student data in standard data exchange format?
 12. Does your solution comply with the Americans with Disabilities Act (ADA), Section 508?
 13. Does your solution require exclusive printer management or can it print to any printer?
 14. Does your solution provide the capability to print screens?
 15. Does your solution provide auto-complete functionality on text-entry fields to narrow down choices and encourage consistency?
 16. Does your solution user interface use AJAX or similar technology to manage dynamic content?
 17. Our district has "standardized" on Microsoft Office. Please explain how your solution allows for the use of MS Office based files (Word, Excel, PowerPoint), images, and PDFs for import and export of data
 18. Please explain your experience integrating with our current district service providers in areas where your solution does not provide service

System	Description
PowerSchool	Student Demographics, Courses, Schedules, Transcripts, Funding Counts, Etc.
Pinnacle	Daily Attendance, Grade books, Etc.
Pinnacle	Internet Viewer – Attendance / Grade Monitoring For Parents and Students
InfoSnap	Online Sign-Up
Welligent	Special Services Management
ParentLink	Rapid Notification System
SDMS	Nurse Visit Tracking System
Destiny	Library Management System
MCS Software	Nutrition Services Management
Transfinder	Transportation Management
SAP/R3 V 4.7b	ERP System

19. Please explain how your solution integrates with Microsoft Office SharePoint Server to deliver content and or allow access to your solution functionality
 - a. Please explain how your solution can be made available as "web parts" via MS SharePoint
20. Please explain how your solution supports ETL for our data warehouse on a scheduled basis with frequency and content to be defined by the district to include:

- a. Direct access to your solutions' database(s)
 - b. Ability to create custom views or stored procedures within your solution
21. Please name any Wyoming Department of Education applications for which your solution can accommodate data (e.g. Student/Staff Locator Framework for assignment of state ID's).
22. Please explain if your solution can produce CSV files or other standard data files

8.5 Database

1. Does your solution use a relational database?
 - a. If Yes, what database product(s) and versions are being used for this purpose?
2. Do you provide a built-in regular database backup and recovery process for your solution?
3. How frequently do you recommend your solution database transaction log be backed up?
4. Is your solution's encryption controlled at the database level, application level, both, or other?
5. Are there any special requirements for your solution's database server? (e.g. any performance tuning software, backup/restore software etc.)
6. How do you maintain data integrity in your solution?
7. Does your solution application, not the database, impose data integrity rules?
8. Please explain how your solution maintains "metadata" or a "data dictionary" and do you share the data dictionary with the districts?

8.6 Disaster Recovery and Business Continuity

1. Please describe your solutions DR (Disaster Recovery)/BC (Business Continuity) plan for districts
2. Please describe your DR (Disaster Recovery)/BC (Business Continuity) for yourself
3. If you had to use the DR/BC, how long did it take to get all the systems back to normal and business as usual?
4. If you have not used the DR/BC please explain how you have tested it.
5. Do you have the software (source code and all necessary components) in escrow?

8.7 Security

1. Please explain the security measures your solution provides for the district at each level of the solution
2. How does your solution safeguard personal data?
3. How does your solution safeguard confidential business data?
4. How is your solution FERPA compliant?
5. How is your solution healthcare module HIPAA compliant?
6. How does your solution provide an audit history of user access in order to enforce accountability
7. For ASP hosting, how does your solution provide
 - a. 24 x 7 x 365 onsite security staff, surveillance systems, and biometric identification for access to equipment
 - b. SAS 70 Certified facilities

8.8 Performance

1. How do you measure the performance of your solution?
2. Have you done any benchmark testing for your solution or has any third party conducted the necessary benchmark testing? If yes, please elaborate.
3. What is the maximum user volume (concurrent sessions) that your solution can handle with less than 3-second response time without degradation of performance?
4. How does your solution handle volume during predictable peak reporting and data entry periods (end of quarter reporting, walk-in scheduling)?

5. Please explain the Service Level Agreement (SLA) for the district with your proposal
6. Please explain your Operational Level Agreements with your supporting vendors

9 PRICING

1. In this section of the proposal the contractor will provide a complete cost schedule. This schedule will contain prices with descriptions for the initial project and any ongoing maintenance/support costs. It is the desire of the District to have a fixed price for the initial project. If there are ongoing maintenance costs, the vendor should provide a schedule for those costs and the recurrence basis (e.g. annually). In the event the vendor's ongoing costs are anticipated to exceed the previous years' amount, the vendor must justify their cost in writing to the District at least 180 calendar days prior to the due date. If the vendor does not provide this then the district will pay the previous years' cost.
 - a. The vendor should clearly indicate which functional areas their proposal covers.
 - b. If the event a vendor wishes to provide the district "solution options" the vendor should clearly identify these options and all of the associated costs (initial and ongoing)
 - c. For the areas where the district asked about non-required functionality and pricing, the vendor should provide those options, with all of the associated costs (initial and ongoing)
2. The vendor should include their pricing approach should the district opt for a partial or multi-vendor award.
3. The vendor is responsible for any undisclosed costs / prices

SPECIAL PROVISIONS-PAYMENTS

PAYMENT TERMS/CONDITIONS

The service provider shall submit invoices that include a detailed breakdown of all charges. Invoices shall be based upon completion of tasks or deliverables and shall include progress reports.

All such invoices will be paid promptly by LCSD#1 unless any items thereon are questioned, in which event payment will be withheld pending verification of the amount claimed and the validity of the claim. The service provider shall provide complete cooperation during any such investigation.

All invoices shall be forwarded to Laramie County School District Number One, 2810 House Avenue, Cheyenne, WY 82001. Any deviation will cause significant delay in payment.

**LARAMIE COUNTY SCHOOL DISTRICT NUMBER ONE
PROPOSAL FORMS**

1. Undersigned proposes to provide **Student Information System (SIS)** to Laramie County School District Number One in compliance with the Request for Proposal, Special Provisions, and Minimum Specifications.
2. By submission of this proposal, the proposer certifies that:
 - A. Prices in this Invitation have been arrived at independently, without consultation, communication or agreement with any other person, firm or corporation for the purpose of restricting competition.
 - B. Prices have been verified by the supplier and the conditions of this proposal have been reviewed and accepted by all appropriate parties constituting this offer.
 - C. Prices in this Invitation have not knowingly been disclosed, by the proposer, to any other proposer, and will not be prior to award.
 - D. No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
 - E. The individual signing this proposal certifies that he/she is a legal agent of the supplier and is further authorized to represent the offering and is legally responsible for the decision as to the prices and supporting documentation provided.

Company Name	
Name of Assigned Representative/Agent	
Company's Principal Place of Business	
City, State, Zip Code	
Phone Number (800 preferred)	
Fax Number	
Email Address for Assigned Representative	
Email Address to Receive Purchase Orders	
Time period bid prices will be held firm after bid opening for evaluation	
Taxpayer Identification Number	
Employer Identification Number	
Social Security Number (If applicable)	
Incorporated: ☐ Yes ☐ No	If Yes, specify State of Incorporation:
Discounts allowed for prompt payment	20 Calendar Days _____% 30 Calendar Days _____%
Guaranteed delivery days after receipt of order	
Company website (if applicable)	
Company Bid Identification or Quotation Number (If Applicable)	
Bid prices are established for the contract period?	☐ Yes ☐ No

The vendor shall check to certify and/or acknowledge the following:

_____ Check to acknowledge, if applicable, receipt of addendum and/or amendment.

I, the undersigned, official of the institution named below, certify that I have examined all of the materials contained in this request for proposal.

I also, as an authorized agent of this firm, certify by submission of this form, that neither I nor any of the firm's principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal or State of Wyoming department or Agency.

Company Name

Name of Authorized Rep. – Typed or Printed

Street Address/P.O. Box

Signature of Authorized Representative

City/State/Zip

Date

.
.
.