

***Request for Proposal
(RFP)***

Susquehanna Community School District

Bronson Stone, Superintendent

October 20, 2021

*Seeking an Educational Entity/Consultant(s) to provide
Social and Emotional Learning (SEL) Professional Development Services
for Faculty and Staff during the 2022-2023 and 2023-2024 School Years*

SUSQUEHANNA COMMUNITY SCHOOL DISTRICT
3192 Turnpike Street
Susquehanna, PA 18847

SCSD Request for Proposal (RFP) for Educational Entity/Consultant(s) to provide Social and Emotional Learning (SEL) Professional Development Services for Faculty and Staff during the 2022-2023 and 2023-2024 School Years

Date: 10/20/2021

Susquehanna Community School District is soliciting responses from firms/individuals qualified to provide professional development services to faculty and staff for the 2022/2023 and 2023/2024 school years.

Proposers should submit one electronic copy (PDF) to Bronson Stone, Superintendent of Schools at bstone@scschools.org

Each Proposer must answer all questions and provide all requested information, where applicable. If the answer to any questions is "none" or if the question is not applicable, please state in writing. The procurement of the services contract will be based on the RFP and the Proposer's response. All RFPS will be reviewed and evaluated accordingly. Select firms/individuals may be interviewed. Susquehanna Community School District reserves the right to reject any proposals for any reason.

RFP responses must be received by 3:30 PM on February 11, 2022.

Thank you for your interest.

Sincerely,

Bronson Stone,
Superintendent of Schools

Request for Proposals-Social Emotional Learning (SEL) Professional Development

SUSQUEHANNA COMMUNITY SCHOOL DISTRICT (SCSD)

Funding Source

SCSD will use ARP ESSER Set Aside Funding to secure an educational entity/consultant(s) to provide Social and Emotional Learning (SEL) Professional Development Services for Faculty and Staff during the 2022-2023 and 2023-2024 School Years.

Job Description/Scope of Work

- A. The Susquehanna Community School District is seeking an educational entity/consultant(s) to provide Social and Emotional Learning (SEL) Professional Development Services for Faculty and Staff during the 2022-2023 and 2023-2024 School Years.
- B. The educational entity/consultant(s) will provide a series of professional development services including, but not limited to: large-group training, small-group training, technical assistance and coaching, etc. pertaining to Social and Emotional Learning (SEL).
- C. The planned professional development activities must ensure that faculty and staff are equipped with training/support on the following topics:
 - a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - b. Identifying signs of possible mental health issues and providing culturally relevant support;
 - c. Motivating students that have been disengaged;
 - d. Mentoring students who have attendance issues before it becomes a pattern;
 - e. Self-care and mindfulness strategies for teachers;
 - f. Engaging and communicating effectively with parents;
 - g. Working with community agencies to address non-academic needs.
- D. The Susquehanna Community School District surveyed students to ascertain needs pertaining to mental health, school climate and social and emotional health. The findings from the survey indicated a need to focus on the following areas:
 - a. Conflict resolution;
 - b. Support for mental health needs;
 - c. Bullying prevention;
 - d. Resiliency

- E. The Susquehanna Community School District surveyed faculty to ascertain needs pertaining to mental health, school climate and social and emotional health. The findings from the survey indicated a need to focus on the following areas:
- a. Self-care and reducing work-related stress;
 - b. Identifying and managing stress and anxiety in themselves and their students;
 - c. Knowledge of social emotional learning and trauma informed approaches;
 - d. Identifying mental health issues in students;
 - e. Engaging and motivating students; and
 - f. Development of mentoring programs.
- F. The topics (ARP ESSER 7% Set Aside Grant requirements) to be addressed in this professional development proposal include, but are not limited to:
- a. Self-Care for teachers and students
 - b. Mindfulness and Mindful Movement (Yoga)
 - c. Social and Emotional Learning
 - d. Restorative Practices training including Restorative Circles / Morning Meeting
 - e. Student Engagement- Instructional Strategies to Engage Students
 - f. Bullying Prevention
 - g. Attendance Support
- G. During Year 1, the focus of the work will be on strengthening adult Social and Emotional Learning competence. Throughout Year 2, the focus will be on teaching adults how to program to meet the Social and Emotional Learning needs of students.
- H. Professional Development Sessions and Dates
The professional development sessions will be held at the Susquehanna Community School District on the agreed upon dates. In the event of weather-related emergencies, the professional development date(s) will be rescheduled to a time that is convenient for both parties. Professional development sessions will be conducted face-to-face.

2022-23 School Year Dates

(Target Audience: K-12 Faculty and Staff)

- a. August 24, 2022 (full day)
- b. September 9, 2022 (3 hrs)
- c. October 19, 2022 (3 hrs)
- d. November 16, 2022 (3 hrs)
- e. December 14, 2022 (3 hrs)

2023-24 School Year Dates

(Target Audience: K-12 Faculty and Staff)

- a. August 23, 2023 (full day)
- b. September 13, 2023 - (3 hrs)
- c. October 18, 2023 - (3 hrs)
- d. November 15, 2023 - (3 hrs)
- e. December 13, 2023 - (3 hrs)

Professional Development Session Titles and Dates

2022-23 School Year

(Target Audience: K-12 Faculty and Staff)

- a. August 24, 2022 - Introduction to Social and Emotional Learning with a Focus on Building Adult SEL Competence (full day)
- b. September 9, 2022 - Self-Care for Teachers: Recognizing your Self-Care Needs (Part 1) (3 hrs)
- c. October 19, 2022 - Student Engagement: Instructional Strategies: Focus on Attendance (Part 1) (3 hrs)
- d. November 16, 2022 - Self-Care for Teachers: Mindfulness and Mindful Movement: Incorporating Mindfulness and Mindful Movement into your everyday Life (Part 2) (3 hrs)
- e. December 14, 2022 - Student Engagement: Instructional Strategies: Focus on Instruction (Part 2) (3 hrs)

2023-24 School Year

(Target Audience: K-12 Faculty and Staff)

- a. August 23, 2023 - Understanding student needs while building a “Restorative” classroom environment (full day)
- b. September 13, 2023 - Bullying Prevention classroom strategies
- c. October 18, 2023 - Developing restorative circles and morning meetings
- d. November 15, 2023 - Understanding the 5 Core SEL Competencies and how to incorporate the learning within your classroom: Focus on Self-Awareness and Self-Management (Part 1) (3 hrs)
- e. December 13, 2023 - Understanding the 5 Core SEL Competencies and how to incorporate the learning within your classroom: Focus on Relationship Skills, Social Awareness and Responsible Decision-Making (Part 2) (3 hrs)

I. Detailed Description of Professional Development Sessions

2022-23 School Year

(Target Audience: K-12 Faculty and Staff)

Date	Title of Professional Development Session	Description
August 24, 2022	Introduction to Social and Emotional Learning with a Focus on Building Adult SEL Competence	Faculty and staff will participate in a full-day session of professional development. This session will provide an in-depth overview of social and emotional learning. Trainers will answer the questions of What is SEL?, Why might we consider adopting SEL practices in our schools?, and What strategies will we use to explicitly teach SEL skills to students?
September 9, 2022	Self-Care for Teachers: Recognizing your Self-Care Needs (Part 1)	This interactive and engaging session will offer faculty and staff an opportunity to examine the importance of self-care. They will be exposed to tools they may employ to assist in identifying

		common stressors while building an individualized self-care plan. They will be exposed to a multitude of strategies they may employ when in stressful situations both in life and while teaching.
October 19, 2022	Student Engagement: Instructional Strategies: Focus on Attendance (Part 1)	This session will provide faculty and staff a multitude of instructional strategies they may use while teaching which are designed to engage students. These proven strategies will provide a framework to create a healthy school environment where students want to attend school more regularly. This session will focus on teacher-student relationship-building.
November 16, 2022	Self-Care for Teachers: Mindfulness and Mindful Movement: Incorporating Mindfulness and Mindful Movement into your everyday Life (Part 2)	This session will provide faculty and staff an opportunity to engage in Mindfulness and Mindful movement as they continue their self-care journey. Self-care strategies will be demonstrated while participants engage in the interactive session. Meditation and yoga practices will be the focus of this session.
December 14, 2022	Student Engagement: Instructional Strategies: Focus on Instruction (Part 2)	This session will provide faculty and staff an opportunity to examine instructional strategies designed to be used before, during and after instruction. The strategies to be examined will promote student engagement. Student collaboration, explicit instruction, differentiated instruction and formative assessment will be the focus of this session.

2023-24 School Year

(Target Audience: K-12 Faculty and Staff)

Date	Title of Professional Development Session	Description
August 23, 2023	Understanding student needs while building a “Restorative” classroom environment	This professional development session will assist faculty and staff in understanding student behavior. They will be provided with an understanding of how to address student behavior when it’s happening and how to use

		the appropriate actions to de-escalate situations when necessary. They will be provided an overview of how to build a “Restorative” classroom environment.
September 13, 2023	Bullying Prevention classroom strategies	This session will examine bullying in schools. Faculty and staff will learn how to identify bullying behavior, how to intervene in bullying situations and how to establish common classroom expectations for behavior.
October 18, 2023	Developing restorative circles and morning meetings	This session will provide faculty and staff an overview of how to incorporate restorative circles and morning meetings into their everyday classroom practices.
November 15, 2023	Understanding the 5 Core SEL Competencies and how to incorporate the learning within your classroom: Focus on Self-Awareness and Self-Management (Part 1)	This session will provide faculty and staff a general understanding of the 5 Core SEL competencies and how to incorporate the learning into their classrooms. Faculty and staff will be provided resources and strategies to be infused in their everyday teaching practices which will assist students in understanding the tenets of self-awareness and self-management.
December 13, 2023	Understanding the 5 Core SEL Competencies and how to incorporate the learning within your classroom: Focus on Relationship Skills, Social Awareness and Responsible Decision-Making (Part 2)	This session will provide faculty and staff a general understanding of the 5 Core SEL competencies and how to incorporate the learning into their classrooms. Faculty and staff will be provided resources and strategies to be infused in their everyday teaching practices which will assist students in understanding the tenets of relationship skills, social awareness and responsible decision-making.

ARP ESSER 7% Set Aside Grant Professional Development Topics:

- A. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
- B. Identifying signs of possible mental health issues and providing culturally relevant support;
- C. Motivating students that have been disengaged;
- D. Mentoring students who have attendance issues before it becomes a pattern;
- E. Self-care and mindfulness strategies for teachers;
- F. Engaging and communicating effectively with parents;
- G. Working with community agencies to address non-academic needs.

2022-23 School Year

(Target Audience: K-12 Faculty and Staff)

Date	Title of Professional Development Session	Description
August 24, 2022	Introduction to Social and Emotional Learning with a Focus on Building Adult SEL Competence (a., b., e.)	Faculty and staff will participate in a full-day session of professional development. This session will provide an in-depth overview of social and emotional learning. Trainers will answer the questions of What is SEL?, Why might we consider adopting SEL practices in our schools?, and What strategies will we use to explicitly teach SEL skills to students?
September 9, 2022	Self-Care for Teachers: Recognizing your Self-Care Needs (Part 1) (b., e.)	This interactive and engaging session will offer faculty and staff an opportunity to examine the importance of self-care. They will be exposed to tools they may employ to assist in identifying common stressors while building an individualized self-care plan. They will be exposed to a multitude of strategies they may employ when in stressful situations both in life and while teaching.
October 19, 2022	Student Engagement: Instructional Strategies: Focus on Attendance (Part 1) (a., b., c., d., f., g.)	This session will provide faculty and staff a multitude of instructional strategies they may use while teaching which are designed to engage students. These proven strategies will provide a framework to create a healthy school environment where students want to attend school more regularly. This session will focus on teacher-student relationship-building.
November 16, 2022	Self-Care for Teachers: Mindfulness and Mindful Movement: Incorporating Mindfulness and Mindful Movement into your everyday Life (Part 2) (a., b., c., d., e.)	This session will provide faculty and staff an opportunity to engage in Mindfulness and Mindful movement as they continue their self-care journey. Self-care strategies will be demonstrated while participants engage in the interactive session. Meditation and yoga practices will be the focus of this session.
December 14, 2022	Student Engagement: Instructional Strategies: Focus on Instruction (Part 2) (a., c., d., f.)	This session will provide faculty and staff an opportunity to examine instructional strategies designed to be used before, during and after instruction. The strategies to be examined will promote student engagement. Student

		collaboration, explicit instruction, differentiated instruction and formative assessment will be the focus of this session.
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2023-24 School Year

(Target Audience: K-12 Faculty and Staff)

Date	Title of Professional Development Session	Description
August 23, 2023	Understanding student needs while building a “Restorative” classroom environment (a., b., c., d.)	This professional development session will assist faculty and staff in understanding student behavior. They will be provided with an understanding of how to address student behavior when it’s happening and how to use the appropriate actions to de-escalate situations when necessary. They will be provided an overview of how to build a “Restorative” classroom environment.
September 13, 2023	Bullying Prevention classroom strategies (a., b., c., d., f.)	This session will examine bullying in schools. Faculty and staff will learn how to identify bullying behavior, how to intervene in bullying situations and how to establish common classroom expectations for behavior.
October 18, 2023	Developing restorative circles and morning meetings (a., b., c., d.)	This session will provide faculty and staff an overview of how to incorporate restorative circles and morning meetings into their everyday classroom practices.
November 15, 2023	Understanding the 5 Core SEL Competencies and how to incorporate the learning within your classroom: Focus on Self-Awareness and Self-Management (Part 1) (a., b., c., d., e.)	This session will provide faculty and staff a general understanding of the 5 Core SEL competencies and how to incorporate the learning into their classrooms. Faculty and staff will be provided resources and strategies to be infused in their everyday teaching practices which will assist students in understanding the tenets of self-awareness and self-management.
December 13, 2023	Understanding the 5 Core SEL Competencies and how to incorporate the learning within your classroom: Focus on Relationship Skills, Social Awareness and Responsible Decision-Making (Part 2)	This session will provide faculty and staff a general understanding of the 5 Core SEL competencies and how to incorporate the learning into their classrooms. Faculty and staff will be provided resources and strategies to be infused in their everyday teaching practices which will assist students in understanding the tenets of relationship

	(a., b., c., d., e.)	skills, social awareness and responsible decision-making.
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Evaluation of Programming

Pre and post faculty surveys will be administered to determine teacher competency and comfortability with implementation of the training topics. Faculty will submit an action plan, to be reviewed by administrators, after each professional development training. The administrators will be monitored by administrators during periodic check-ins/informal observations.

Proposal Requirements and Deliverables

All proposals must include:

1. Description of:
 - a. the service provider's expertise, including organizational background and primary mission/philosophy.
 - b. two examples of current services provided by you or your organization and how they related to the scope of work.
2. Outline of how the services you provide will help fulfill the scope of work.
3. Description of the local organization's management/oversight capabilities (inclusive of an organizational chart, showing all levels and departments of your organization - if applicable).
4. Summary of the assigned professional development provider's educational and training background.
5. Budget Narrative not to exceed \$19,657.00.
6. Assurance that your organization understands and has the capability to provide all required services and deliverables as specified in the plan.

Proposal

Budget: The proposal should include a line item defined bridget for consideration for the 2022-23 school year. The proposed budget shall not exceed \$19,657.00.

RFP Response Due Date: Feb. 11,2022 at 3:30 PM

Please email RFP Proposal to: bstone@scschools.org

District opening/review of proposals: February 14, 2022 @ 1 PM

Possible Interview of Top Two Proposals: February 28, 2022

Board of Education Action on Proposal: March 16, 2022

Evaluation and Scoring

On February 28, 2022, a committee in the SCSD (Superintendent of Schools, K-12 Crisis Counselor and Building Principals) will review and evaluate submitted proposals. The top two proposals will result in interviews between the SCSD Committee and the organizations/firms submitting the top two proposals. The proposals will be evaluated on the following 100 point criteria:

- Organizational Expertise 50
- Project Plan 50

General Instructions

Bidding Preparation

Proposals will be received by the Susquehanna Comm. School District, 3192 Turnpike Street, Susquehanna, PA 18847 or bstone@scschools.org until the day and time set forth in the invitation to bid. All bids must be typed or printed in ink, signed by a duly authorized representative of the Contractor/Individual and submitted in a sealed envelope marked with the following title: **RFP Social Emotional Learning (SEL) Professional Development** and mailed or emailed to the SCSD.

Conflicts or Discrepancies

Should a bidder find conflicts or discrepancies in the bid documents, or should there be uncertainty as to the meaning or intent of any part thereof, or should there be conflicts between the bid documents or specifications and any applicable laws or regulations, the bidder must request clarification in writing from the School District prior to bid submission.

Revision

If it becomes necessary to revise any part of this invitation to bid, the bid documents, or specifications, addenda will be provided on the School District's website. The bidder is responsible to routinely check the District's website for addenda.

Clerical Errors

Bidders will be responsible for the accuracy of their proposals. Amounts listed will be accepted as a firm quote, and no subsequent corrections on the part of the bidder will be accepted.

Bid Acceptance/Rejection

The SCSD Board of Education reserves the right to accept or reject any or all bids or any portion thereof and to waive any informality permitted by law. The SCSD may also waive any technicalities as it may deem best to protect the interests of SCSD. The SCSD may reject a proposal for any reason. Failure to secure grant funding will result in the rejection of all proposals.

Costs

The SCSD is not liable for any costs or expenses incurred by bidders.

Award of Contract

The SCSD may award the contract to multiple contractors.

References

Contractor is required to submit two (2) references with locations and points of contacts for which a scope of work, similar in nature, was performed. Contractor must also submit with its bid any third party participants/sub-contractors that will be performing on their behalf.

Governing Law

The contract will be governed by and construed in accordance with the laws of Pennsylvania.

SUSQUEHANNA COMMUNITY SCHOOL DISTRICT

Assurances and Disclosure

I, _____ hereby state:

1. I am the duly authorized agent of _____, the Proposer submitting the competitive bid which is attached to this statement, for the purpose of certifying the facts pertaining to the existence of collusion among and between Proposers and Region officials, as well as facts pertaining to the giving or offering of things of value to region personnel in return for special consideration in the awarding of any contract pursuant to the bid to which this statement is attached.
2. I am fully aware of the facts and circumstances surrounding the making of the bid to which this statement is attached and have been personally and directly involved in the proceedings leading to the submission of the bid.
3. Neither the Proposer nor anyone subject to the Proposer's direction or control has been a party:
 - a. To any collusion among Proposers in restraint of freedom of competition by agreement to bid at a fixed price or to refrain from bidding;
 - b. To any collusion with any Region official or employee as to quantity, quality or price in the prospective contract, or as to any other terms of the prospective contract; or
 - c. In any discussions between Proposers and any Region official concerning exchange of money or other thing of value for special

consideration in the awarding of a contract.

4. I hereby guarantee that the specifications outlined in the bid shall be followed as specified and that deviations from the specifications shall occur only as part of a formal change process approved by the Board of Directors of the Region.

Signature

Date

Name

Title

Company

SUSQUEHANNA COMMUNITY SCHOOL DISTRICT

Certification and Violations Disclosure

1. Is the Company or any employees who will be working on this contract presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency?
_____YES _____NO
2. Has the company or any of its employees within a five-year period preceding the date of this certification been convicted of fraud or any other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property?
_____YES _____NO
3. Is the company or any of its employees presently inflicted for or otherwise criminally charged with commission of any of the offenses enumerated in item 2 of this disclosure? _____YES
_____NO
4. Has the company or any of its employees, within a five-year period preceding the date of this certification had a judgment entered against contractor or any of its principals arising out of the performance of a public or private contract?
_____YES _____NO
5. Does the company or any of its employees have pending in any state or federal court any litigation in which there is a claim against contractor or any of its principals arising out of the performance of a public or private contract? _____YES _____NO
6. Has the company or any of its employees within a five-year period preceding the date of this certification had one or more public contracts (federal, state, or local) terminated for any reason related to contract performance?
_____YES _____NO

(If the answer is yes to any of the above questions, provide details in a separate attachment to this form.)

Signature

Date

Name

Title

Company

SUSQUEHANNA COMMUNITY SCHOOL DISTRICT

Conflict of Interest Disclosure

1. Does any school board member or employee of Susquehanna Community School District have a financial interest in your business or hold a position as officer, director, trustee, Partner, or other top level management? _____ YES _____ NO
2. Does any school board member or employee of the Region have a family relationship with anyone employed by your business? _____ YES _____ NO

(If the answer is yes to either of the above questions, provide details in a separate attachment to this form.)

Did you or your company assist the SCSD or any agent of the SCSD with the development of the bid specifications? _____ YES _____ NO

If yes:

- a. Were you or your company compensated? _____ YES _____ NO
- b. Is your company's name or identity included anywhere within the specifications? _____ YES _____ NO
- c. Were you offered any preferential treatment in the bid evaluation process? _____ YES _____ NO

Signature

Date

Name

Title

Company