

July 10, 2024

ADDENDUM NO. 2

TO: ALL PROSPECTIVE OFFERORS

REFERENCE: RFP 2000003962

FOR: Social Studies Basal Resource Adoption

CLOSING DATE/TIME: July 17, 2024 at 2:00p.m.

RFP MODIFICATIONS:

The referenced Request for Proposal is amended as follows:

1. Offerors shall complete and submit Appendix K - Format Response.

RFP CLARIFICATIONS:

The following are responses to questions received:

Q1. The Announcement Page says due date of July 8th, 2021, but the portal says a due date of July 12th, 2024. Is this submission date July 12th, 2024?

A1. The submission deadline was revised to July 17, 2024 at 2:00pm EST. Refer to Addendum 1.

Q2. Do AP publishers need to fill out the Appendix C, Functional Requirements? There are a few items on there that would not apply to AP books because of their alignment to the CEDs, such as #1, providing specific VA court case examples.

A2. Offerors shall complete what is relevant to the AP books.

Q3. Do publishers need to provide correlations to the VA SS standards or just to the CEDs?

A3. Publishers shall provide correlations to the new Virginia Social Studies standards.

Q4. Is Fairfax looking for print, digital, or print and digital resources?

A4. FCPS is looking for both print and digital resources.

Q5. For the Appendix E, Pricing Schedule, does Fairfax want only 7-year pricing since the contract will be 2025-2032?

A5. FCPS is seeking 1-year and 7-year pricing.

Q6. Do you have the enrollment numbers for the AP courses?

A6. 4th Quarter Enrollment School Year 2023-2024 is as follows:

AP African American Studies	178
Comparative Government	1125
Economics	1278
European History	44
Human Geography	682
Psychology	2614
U.S. History	3377
U.S. Government	3318
World History	3362

Q7. I am confirming that for now, Fairfax only wants to see digital samples using logins, or does Fairfax want print samples now as well?

A7. Offerors shall provide digital resources with logins. The physical copies will be requested at a later date.

Q8. Are basal resources being requested for elementary only (K-3?), and “traditional” textbook-based curriculum for the upper grades (4-12)?

A8. “Traditional textbooks” are not requested for K-3 but FCPS is interested in supplemental materials for these grades.

Q9. Is the division open to reviewing supplemental curriculum programs that align to and support instruction of the Virginia History and Social Science Standards of Learning but are not designed to be the only/primary curriculum?

A9. FCPS will review supplemental materials for K-3 only.

Q10. Does Fairfax want financial statements for the most recent year end or the most recent month end?

A10. Offerors shall provide financial statements for the most recent year end period.

Q11. During our review of the RFP documentation, the team noted the FCPS Program of Studies as listed on Attachment A, Social Studies Course List. In particular, the FCPS course list for grades 6-8 includes the following titles in column A and the VDOE Course Title in Column 2 (after slash below).

Grade 6 - US I/United States History to 1865
Grade 7 - US II/United States History: 1865 to the Present
Grade 8 - Grade 8/Civics and Economics

In section 1.6 of the FCPS Special Provisions, a link to the Virginia Board of Education 2023 Standards of Learning for History and Social Sciences is provided. 2023 History and Social Science Standards of Learning | Virginia Department of Education At this link, the state indicates the following for grades 6-8:

Grade 6 - United States History: 1865 to the Present
Grade 7 - Civics and Economics
Grade 8 - World Geography

We want to confirm that we should align to the course name on the VDOE site and not the grade level? For example, for FCPS Grade 6, we should use the VDOE Grade 5 US History to 1865 SOLs? We appreciate clarification on the grades 6-8 SOLs we should be using.

A11. Offerors shall use what is listed in Attachment A for FCPS grade level/courses:

Grade 6 - USI History to 1865

Grade 7 - USII History 1865 to Present

Grade 8 - Civics and Economics

Q12. If there are these components of Section 9. TECHNICAL PROPOSAL that are not applicable to a vendor's program, will the district accept a response on not applicable?

A12. Yes, if some sections are not applicable, offerors shall mark them as "Not Applicable".

Q13. Can you clarify which state and county registration numbers Fairfax requires? I am assuming the Federal is our tax ID?

A13. Offerors shall provide their tax ID (Federal), and Virginia State Corporation Commission ID number (State).

Q14. We are submitting seven resources for AP. Can we submit 7 Appendix Cs instead of putting all seven answers in each space?

A14. Yes, offerors can submit separate Appendix C for resources.

Q15. Is the school district open to a standalone supplemental software at this time or core curriculum only?

A15. This RFP is for core curriculum only.

Q16. Does Fairfax want to adopt a print resource, a digital resource, or print/digital bundles?

A16. FCPS is exploring options for both print and digital resources.

Q17. Do AP programs need to fill out Appendix C?

A17. Yes.

Q18. Must all resources be available in both pre-printed/textbook and digital formats?

A18. All textbooks shall be available in digital and print form. FCPS will not be reviewing consumables.

Q19. For AP programs, does Fairfax require correlations to the CEDs only or are VA State SS standards correlations required?

A19. For AP courses, the correlation shall be to the current AP curriculum guide issued by College Board.

Q20. Could the standards and a course map be provided for grade 5?

A20. The grade 5 curriculum for social studies is a local curriculum designed specifically for FCPS. Please see the attached Grade 5 Program of Studies.

Q21. Would the district accept supplemental solutions for some of the courses?

A21. Refer to Q9 above.

Q22. Could the district provide enrollment numbers for each course?

A22. Enrollment numbers will be shared and finalized during negotiations.

Q23. Are **basal** resources being requested for elementary only (K-3?), and "traditional" textbook-based curriculum for the upper grades (4-12)?

A23. FCPS will not be reviewing basal resources for K-3 at this time. Only textbook resources for grades 4-12 will be evaluated.

Q24. When do you anticipate needing physical copies of the student and or teacher resources for review by the review committee and/or public review?

A24. Physical copies will be requested during the IRRC (Instructional Resource Review Committee) process in the Fall.

Q25. Regarding Section 9.7: The Offeror shall complete and submit Attachment B Publisher's Certification and Agreement, as required by VDOE. Can the district please specify where to locate Attachment B?

A25. Attachment B is a typo. The Publisher's Certification and Agreement is Appendix J.

Q26. Regarding Section 9.1 b. Understanding of the problem and technical approach. Is the district able to further specify what information they are looking for in these questions in regards to a curricular product (specifically Part 3, asking for layouts, sketches, diagrams, etc)?

A26. If applicable, offerors may provide data, visuals or graphic representations in the technical proposal to explain how products relate to the scope of work.

Q27. Please specify the difference in information that the following two sections are asking a vendor to provide, as they overlap in description: 9.4 Statement of Qualifications - Question C. Personnel & Question D. Staffing Plan

A27. 9.4(a) - Offerors shall explain and provide detail about their company's background experience and staff with relation to the services in the RFP.

9.4(c) – Offerors shall explain and list their key employees/personnel that will be assigned to FCPS if awarded.

Q28. After the July 12th RFP submission date by vendors, when does FCPS anticipate their internal review to begin?

A28. At this time, SAC review is scheduled to occur in July.

Q29. How much advanced notice will publishers be provided to prepare materials and resources for the 30-day public review? What format will the 30-day public review materials and resources need to be submitted in (print or digital or both)?

A29. Public review for print and digital resources are slated for Fall 2024 and publishers will receive 10 days' notice.

Q30. On Appendix E-PRICING SCHEDULE, what does "UOM" stand for in column H?

A30. UOM stands for Unit of measure.

Q31. What will the optional redacted price list be used for? This will help us to determine if it is appropriate for us to provide this.

A31. The redacted technical proposal and cost proposal is used if proposals contain proprietary information which will not be subject to public disclosure under the Virginia Freedom Information Act. **As stated in § 2.2-4342 (Public inspection of certain records) of the Virginia Public Procurement Act: "A bidder, offeror, or contractor shall not designate as trade secrets or proprietary information (a) an entire bid, proposal, or prequalification application; (b) any portion of a bid, proposal, or prequalification application that does not contain trade secrets or proprietary information; or (c) line item prices or total bid, proposal, or prequalification application prices".**

Q32. (Page 4) 1. Statement and discussion of the requirements as they are analyzed by the offeror. Please clarify what requirements the district is asking for the offeror to respond to in this section.

A32. Offeror shall describe their understanding of the scope of work and explain how their proposal aligns with meeting the scope of work.

Q33. Will you accept electronic signatures?

A33. Yes

Q34. The spreadsheet only has 12 rows to input pricing; however, there are many more courses to include. Are vendors allowed to add rows (change the spreadsheet) in order to include all pricing? If not, should vendors include multiple solutions within the rows allotted?

A34. Offerors may add as many rows or additional tabs as needed to the table.

Q35. Are vendors allowed to include more detailed pricing than what is required in the schedule? If so, are vendors allowed to add additional worksheets? Or, are vendors allowed to upload a pdf elsewhere within the portal since the pricing schedule area only allows for one file?

A35. Offerors shall only provide pricing information that is being requested in Appendix E.

Q36. Are vendors allowed to include a pricing narrative to detail value-add? If so, where in the pricing schedule should we include this information?

A36. Offerors shall only provide pricing requested in Appendix E. Narrative detailing the pricing can be submitted on a separate Word or PDF document included in the cost proposal.

Q37. Page 6 - Section 9.8: Would you please clarify what you would like to receive for ancillary resources? We are submitting for the majority of your courses and to include all of them as documents will create a very large file. Do the reviewers want vendors to:

1. Directions to the demo account resources and have click paths, or a walk-through document directing them to the resources? 2. Include a document with links to the ancillary resources? Also, do the reviewers want all ancillary resources as documents (or links) to every course, or just a sampling?

A37. When ancillary resources refer to those resources tethered to the physical/digital textbook, FCPS would like to review all of those resources. (Physical versions/copies shall be available upon request). FCPS would like to see all ancillary materials, with the exception of consumables. FCPS would prefer a list of the materials with links to access each.

Q38. Is there a particular naming convention for submitted files you would like vendors to follow? Specifically for the requirements which will include multiple files submitted per course?

A38. Please include name of company, textbook title of resource, and name of course for resources.

Q39. What is the budget for the social studies implementation?

A39. This information cannot be shared at this time.

Q40. What is your plan for implementation if the contract award begins in February?

A40. Implementation will be discussed during negotiations.

Q41. What will the rollout for back-to-school look like for 2026?

A41. This is to be determined. Please note, new standards are required to be implemented in the SY25–26.

Q42. In the document General Conditions and Instructions to Bidders, specifically items #3 and #7 refer to sealed bid documents to be sent to Fairfax County. It was stated during the call that this was a Bonfire only submission and that no physical documentation would be required during this initial bid phase. Please clarify.

A42. Offerors shall submit all documents via Bonfire. FCPS will not accept proposals submitted by paper, telephone, facsimile ("FAX") transmission, or electronic mail (e-mail) in response to this RFP.

All other terms and conditions remain unchanged.

Delphine Lambert

Delphine Lambert
Contracts Manager

THIS ADDENDUM IS ACKNOWLEDGED AND IS CONSIDERED A PART OF THE SUBJECT REQUEST FOR PROPOSAL:

Name of Firm

(Signature)

(Date)

RETURN A SIGNED ORIGINAL AND COPIES AS REQUESTED IN THE SOLICITATION.

Note: SIGNATURE ON THIS ADDENDUM DOES NOT SUBSTITUTE FOR YOUR SIGNATURE ON THE ORIGINAL PROPOSAL DOCUMENT. THE ORIGINAL PROPOSAL DOCUMENT MUST BE SIGNED.

Appendix K

DEFINE SUBJECTS AND FORMATS YOU ARE OFFERING IN RESPONSE TO THIS RFP

Responding to	FCPS Grade Level/Course	Physical text available?	Digital text available?	Digital platform with interactivity, assessment, or other features available?
☐	Kindergarten	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 1	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 2	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 3	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 4 - Virginia Studies	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 5 - Ancient and World Cultures	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 6 – US I	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 7 – US II	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 8	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 9 – World History I	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 10 - World History II	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 11 - VUS History	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Grade 12 - VUS Government	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	African-American History	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Law in Action (Street Law)	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Psychology	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	Sociology	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

☐	Women's History	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	World Religions	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP African American Studies	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP Comparative Government	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP Economics	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP European History	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP Human Geography	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP Psychology	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP US History	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP US Government	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐	AP World History: Modern	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Fertile Crescent

SS.5.3 The student will demonstrate historical and geographical understanding of civilizations in the Fertile Crescent from 3500 B.C.E – 300 B.C.E. The student will be able to

- a) interpret maps to explain impact of landforms water features, and climatic characteristics on the development and growth of civilizations in the Fertile Crescent
- b) sequence events leading to changes for early people in Mesopotamia
- c) describe contributions of Mesopotamia; make connections to life today
- d) describe the origin and basic beliefs of Judaism

China

SS.5.5 The student will demonstrate historical and geographical understanding of China from 2000 B.C.E. to 200 C.E.

- a) explain the effects of geography and climate on the development and growth of classical China;
- b) analyze the origin and basic beliefs of Confucianism and make connections to Confucianism in the world today;
- c) describe the governmental structure in classical China and make connections to the world today;
- d) describe the achievements of classical China and how some continue to affect modern society.

India

SS.5.4 The student will demonstrate historical and geographical understanding of India from 2500 B.C.E. to 400 C.E.

- a) explain the impact of geography and climate on the development and growth of classical India;
- b) describe the origins and basic beliefs of Hinduism, and make connections to Hinduism in the world today;
- c) describe the origins and basic beliefs of Buddhism, and make connections to Buddhism in the world today;
- d) explain the social structure in classical India and make connections to the world today;
- e) explain the achievements of classical India and how they continue to affect modern society.

Mesoamerica

SS.5.6 The students will demonstrate historical and geographical understanding of Mesoamerican Civilizations from 1500 B.C.E – 1532 C.E. The student will be able to

- a) explain the impact of geography on the Mesoamerican Civilizations
- b) compare Mesoamerican Civilizations to other Civilizations and explain the interrelationships between the Olmec and the Maya

Greece

SS.5.7 The student will demonstrate historical and geographical understanding of classical Greece from 1400 B.C.E. to 350 C.E.

Grade 5 Program of Studies (POS)

Fairfax County Public Schools

- a) explain the effects of geography on the development and growth of Greece;
- b) describe the ways that myths and religion contributed to the culture of classical Greece and demonstrated the values of the people;
- c) explain the growth of democracy in Greece;
- d) describe the contributions of classical Greece.

Rome

SS.5.8 The student will demonstrate historical and geographical understanding of classical Rome from 500 B.C.E. to 350 C.E.

- a) analyze maps and explain the effect of geography on the development and growth of classical Rome;
- b) explain facts about the development of the governmental structures in classical Rome and their influence on the governmental structure of the United States;
- c) explain the achievements of classical Rome and how they continue to affect modern society;
- d) describe the origin and basic beliefs of Christianity in the Roman Empire, and make connections to Christianity in the world today.

African History & Geography

SS.5.9 The student will demonstrate historical and geographical understanding of an Eastern and a Southern culture in Africa 500 B.C.E. – 1500 C.E. including the ability to

- a) analyze maps to describe the varied geography of the African continent;
- b) describe the Kingdom of Aksum (Axum) and later, Ethiopia;
- c) describe the civilization which built the structures known as Great Zimbabwe - center of a wealthy empire;
- d) explain how Indian Ocean Trade contributed to the exchange of ideas.

Southwest Asia

SS.5.10 The student will demonstrate understanding of Southwest Asia history and geography

- a) demonstrate understanding of Southwest Asia history and geography;
- b) describe the origin and basic beliefs of Islam;
- c) describe the spread of Islam and its effects on trade, art and science.

Global Awareness Technology Project

 **5.1.j** The student will construct an understanding of global awareness by identifying and evaluating common attributes all cultures share and how they shape the identity and behavior of a group of people

 **SS.G5.1** The student will make connections to reflect on aspects of cultures studied and the GATP Essential Questions, understanding how the past has affected our modern world.

 **SS.G5.2** The student will choose a topic based on interest, aligns with GATP parameters, and engage in a collaborative process to establish working norms with a group.

 **SS.G5.9** The student will find, evaluate, and select appropriate resources for a research product.

 **SS.G5.6** The student will use a research model to gather, use, apply, and evaluate information for their chosen GATP topic.

 **SS.G5.1.a-f** The student will listen, draw conclusions, and share responses in subject-related group learning activities.

 **SS.G5.7** The student will write for a variety of purposes: to describe, inform, explain, and persuade.