



Request for Proposals

Science Curriculum for Grades K-6

RFP 22-002

General Information

A. Purpose

Ogden City School District (the “District”) (OSD) is seeking to adopt a comprehensive science curriculum for all learners in kindergarten through 6th grade for our 12 elementary schools. The district’s goal in this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our kindergarten through 6th-grade science classrooms that will also offer teachers and all students greater access to relevant digital resources/tools.

Moreover, through the curriculum adoption process, the District aims to advance the Board of Education’s mission, vision, and values by improving access to (a) meaningful science content, (b) increasing awareness of sound instructional practices, (c) providing technological assets that promote creativity, connections, and innovation, and (d) engaging students in rigorous activities/assessments.

The purpose of the RFP is to solicit complete proposals in accordance with the Proposal Response Format listed in the RFP, from agencies with expertise in providing high-quality, standards-aligned primary curricular resources for medium to large public school districts. The selection and implementation of a primary curriculum is a complex process as it will serve a broad range of stakeholders. Therefore experience with successful management of similar projects is integral to this project’s success.

This RFP is designed to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal’s content or exclude any relevant or essential information. Respondents are at liberty and are encouraged to expand upon the specifications as to provide further evidence of service capability under any proposed agreement. Bids will be evaluated and each requirement will be scored. Emphasis will be placed on alignment to the Utah Science with Engineering Education (SEEd) Standards, research/evidence base for instructional strategies/resources, quality of supporting texts, complimentary digital resources, data privacy, set-up costs, initial training, and ongoing support.

The District reserves the right to reject any and all proposals or waive any non-statutory informality. The District further reserves the right to make the contract award deemed by the Ogden City School Board of Education to be in the best interest of the district regardless of the selection committee's evaluation and scoring. The Board's decision to accept or reject the contract will be final. Upon completion of the curriculum adoption process and selection, Ogden City School District will assume ownership of all materials provided as part of the proposal and will assume full responsibility for student record management in all related digital systems.

The Science Curriculum Adoption Committee (the "Committee") is composed of highly-qualified teachers, parents, district content specialists, and school administrators. To ensure diverse, representational evaluations, the Committee is made up of members from various schools, grade-levels, and backgrounds. To maintain a fair and independent evaluation process, all Committee members serve on a volunteer, non-stipend basis. Each member will personally review all materials submitted for approval. The Curriculum Oversight Team will then review all Committee evaluations and submit the final recommendation directly to the Ogden School District Board of Education. This multi-level evaluation process, involving numerous people, guarantees to each publisher equity and fairness in the bidding, evaluation, and selection process.

Respondents are strongly encouraged to carefully read the entire request for proposals.

B. Background

Ogden City School District has a kindergarten through 6th-grade student enrollment of approximately 5,600 students. The District currently operates twelve (12) elementary schools, three (3) junior high schools, two (2) comprehensive high schools, and one (1) alternative high school.

District offices are located at 1950 Monroe Blvd, Ogden, Utah 84401.

C. Scope of Services

The desired outcome for this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our kindergarten through 6th-grade science classrooms and will offer all teachers and students greater access to relevant digital resources/tools.

Although we are evaluating primary curricular resources for kindergarten through 6th grade, the Curriculum Adoption Committee (The "Committee"), through the selection process, may recommend more than one agency to fulfill our requirements if it deems that multiple curricula would best serve our learning community's needs. For example, the Committee may determine that one curriculum is best for our kindergarten through 2nd-grade classrooms while another is better suited for our 3rd- through 6th-grade classrooms. In this situation, the Committee would recommend one agency for kindergarten through 2nd-grade and another agency for 3rd- through 6th-grade for the Board's consideration.

The following list of requirements, although extensive, is not exhaustive and is intended to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or exclude any relevant or essential information. Moreover, the Committee members will be expected to introduce their knowledge of Ogden School District's learning communities' needs and classroom requirements as they evaluate the curricular resources in relation to the selection criteria.

Curricular/Design Requirements

1. Utah Science with Engineering Education (SEEd) Standards Alignment

- The Utah State Board of Education has developed and adopted the Utah Science with Engineering Education (SEEd) Standards. Instructional materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the Utah SEEd Standards in the materials by page number, URL or section, and sent in a MS Word, Google Docs, or PDF file as part of the submitted proposal.

Documentation of alignments should be organized by grade and strand. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings held at the Ogden School District main campus in the Office of Student Achievement.

- Printable listings of the [SEEd Standards](#) are available.
- Publishers are allowed to enlist an independent reviewer to prepare the alignments.
 - Credentials for the aligners must also be included with the submitted alignments.
- Curriculum materials must have a clear and documented research base.

2. Next Generation Science Standards (NGSS) Alignment

- The Utah State Board of Education has used the Next Generation Science Standards (NGSS) and related works to craft the Utah Science with Engineering Education (SEEd) Standards. Instructional materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the NGSS in your materials by page number, URL or section, and sent in a MS Word, Google Docs, or PDF file as part of the submitted proposal.

Documentation of alignments should be organized by grade level and Disciplinary Core Ideas (DCI) . These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings held at the Ogden School District main campus in the Office of Student Achievement.

- Searchable listings of grade levels and grade level bands for [NGSS](#) are available.

3. Principles of Scientific Literacy

The Utah SEEd standards are based on the following essential elements of scientific literacy. Therefore, proposal responses should include a description of how the proposed curriculum and ancillary resources integrate the Principles of Scientific Literacy, as detailed below.

- *Science is valuable, relevant, and applicable.*
 - Science produces knowledge that is inherently important to our society and culture.
 - Science and engineering support innovation and enhance the lives of individuals and society.
 - Science is supported from and benefited by an equitable and democratic culture.
 - Science is for all people, at all levels of education, and from all backgrounds.
- *Science is a shared way of knowing and doing.*
 - Science learning experiences should celebrate curiosity, inquiry, wonder, skepticism, precision, and accuracy.
 - Scientific habits of mind include questioning, communicating, reasoning, analyzing, collaborating, and thinking critically.
- *Science is principled and enduring.*
 - Scientific knowledge is constructed from empirical evidence; therefore, it is both changeable and durable.
 - Science is based on observations and inferences, an understanding of scientific laws and theories, use of scientific methods, creativity, and collaboration.
 - The Utah SEEd standards are based on current scientific theories, which are powerful and broad explanations of a wide range of phenomena; they are not simply guesses nor are they unchangeable facts. Science is principled in that it is limited to observable evidence. Science is also enduring in that theories are only accepted when they are robustly supported by multiple lines of peer reviewed evidence.

4. Principles of Science Learning

The Utah SEEd standards are based on several core philosophical and research-based underpinnings of science learning. Therefore, proposal responses should include a description of how the proposed curriculum and ancillary resources integrate the Principles of Science Learning, as detailed below.

- *Science learning is personal and engaging.*
 - Research in science education supports the assertion that students at all levels learn most when they are able to construct and reflect upon their ideas, both by themselves and in collaboration with others.
 - Learning is not merely an act of retaining information but creating ideas informed by evidence and linked to previous ideas and experiences.
 - The most productive learning settings engage students in authentic experiences with natural phenomena or problems to be solved.

- Learners develop tools for understanding as they look for patterns, develop explanations, and communicate with others.
- Science education is most effective when learners invest in their own sense-making and their learning context provides an opportunity to engage with real-world problems.
- *Science learning is multi-purposed.*
 - Science learning serves many purposes. We learn science because it brings us joy and appreciation but also because it solves problems, expands understanding, and informs society. It allows us to make predictions, improve our world, and mitigate challenges.
 - An understanding of science and how it works is necessary in order to participate in a democratic society. So, not only is science a tool to be used by the future engineer or lab scientist but also by every citizen, every artist, and every other human who shares an appreciation for the world in which we live.
- *All students are capable of science learning.*
 - Science learning is a right of all individuals and must be accessible to all students in equitable ways. Regardless of grade level, geography, gender, economic status, cultural background, or any other demographic descriptor, all K-12 students are capable of science learning and science literacy.
 - Science learning is most equitable when students have agency and can engage in practices of science and sense-making for themselves, under the guidance and mentoring of an effective teacher and within an environment that puts student experience at the center of instruction.
 - All students are capable learners of science, and all grades and classes should provide authentic, developmentally appropriate science instruction.

5. Three Dimensions of Science

The Utah SEEd standards are based on the assertion that science learning is composed of multiple types of knowledge and tools. These include the processes of doing science, the structures that help us organize and connect our understandings, and the deep explanatory pieces of knowledge that provide predictive power. These facets of science are represented as “three dimensions” of science learning, and together these help us to make sense of all that science does and represents. Therefore, proposal responses should include a description of how the proposed curriculum and ancillary resources integrate the Three Dimensions of Science, as detailed below.

- *Science and Engineering Practices (SEPs)*
 - Practices refer to the things that scientists and engineers do and how they actively engage in their work. Scientists do much more than make hypotheses and test them with experiments. They engage in wonder, design, modeling, construction, communication, and collaboration. The practices describe the variety of activities that are necessary to do science, and they also imply how scientific thinking is related to thinking in other subjects, including math, writing, and the arts.
- *Crosscutting Concepts (CCCs)*

- Crosscutting concepts are the organizing structures that provide a framework for assembling pieces of scientific knowledge. They reach across disciplines and demonstrate how specific ideas are united into overarching principles. For example, a mechanical engineer might design some process that transfers energy from a fuel source into a moving part, while a biologist might study how predators and prey are interrelated. Both of these would need to model systems of energy to understand how all of the features interact, even though they are studying different subjects. Understanding crosscutting concepts enables us to make connections among different subjects and to utilize science in diverse settings.
- *Disciplinary Core Ideas (DCIs)*
 - Core ideas within the SEEd Standards include those most fundamental and explanatory pieces of knowledge in a discipline. They are often what we traditionally associate with science knowledge and specific subject areas within science. These core ideas are organized within physical, life, and earth sciences, but within each area further specific organization is appropriate. All these core ideas are described in chapters 5 through 8 in the *K-12 Framework* text, and these are employed by the Utah SEEd standards to help clarify the focus of each strand in a grade level or content area.

English Language Learners

- Materials should be designed to support all students (including English language learners and other special populations) in accessing the Utah SEEd Standards and NGSS.
- Support for English language learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered.
- Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their scientific understanding independently.
- Design of lessons attends to the needs of a variety of learners (e.g., using multiple representations, deconstructing/reconstructing the language of problems, providing suggestions for addressing common student difficulties).
- Materials should offer the resources necessary for supporting students who are developing knowledge of content vocabulary.

Assessment for Learning

- Assessments are intentionally designed to assess Utah Science with Engineering Education (SEEd) Standards and/or Next Generation Science Standards (NGSS) in order to provide evidence to support, refute, or qualify claims about students' achievement in science.
- Assessments require students to make sense of phenomena and solve problems by integrating the three dimensions.

- Assessment tasks elicit sense-making and problem solving by focusing strongly on reasoning using scientific and engineering evidence, models, and principles.
- Assessment scenarios focus on relevant, engaging, and rich phenomena and problems that elicit meaningful student performances. Assessment tasks are driven by meaningful and engaging scenarios.
- Assessments are balanced across domains, and assess a range of knowledge and application within each dimension.
- Assessments require a range of analytical thinking.
- Assessment tasks are of high technical quality and represent varied task types.
- Assessments reports yield valuable information on student progress toward three dimensional learning.

Digital Resources/Tools Requirements

1. Digital Curricula

- Print materials use multimedia and technology resources to provide needed contextual background information and/or language supports
- All print materials for students must be available in an interactive digital format
- Digital materials are consistent with ELP (English Language Proficiency) standards and requirements.
- Visual representation of student, class, and program progress that is easily accessible and informative to all parties.
- Robust and dynamic selection of additional, relevant digital resources available.
- Engage students in meaningful learning experiences using innovative and exciting online content and visual representations.
- Enhance and/or extend classroom instructional practices.
- Provide access to individualized, applicable, and cost-effective curricular materials using vast stores of available digital content.
- Digital resources/tools promote 21st-Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for students across all English proficiency levels.
- Digital tools regularly and systematically offer assessment opportunities that genuinely measure progress in language development of reading, speaking, listening, and writing.
- Digital curriculum can be adjusted to provide personalized learning opportunities.
- Digital materials are presented in a manner that aide students in accessing technology and content. Preference will be given to programs that include scaffolded elements for language learners and students with disabilities. Scaffolded elements could include, but are not limited to:
 - embedded tutorials
 - skill level chunking and or pacing
 - modeling

2. Usability

- User-friendly access and navigation for all users. Preference will be given to systems that include multiple language functions.
- Ability for the district digital administrator and/or building administrator and class teacher to manipulate the curriculum offered.
- Provide reasonably detailed training for teachers and administrators.
- Digital resources/tools should be compatible with the Ogden School District's student information systems (Aspire) and One Roster.
 - Please include your tech support contact information so the District can determine specific compatibility.
- Digital resources/tools must be web-based and device agnostic.
- Single Sign On navigation for all users is required.
- Preference given to systems with Canvas integration

3. Student Data Privacy

- All digital/electronic/online resources and tools meet all Federal and State student data privacy requirements.
 - Information about Federal and State requirements can be accessed by following the link below:
 - <http://www.uen.org/usbe-datasecurityprivacy/law.shtml>

Professional/Service Requirements

1. Training, Service and Support

- Agency has knowledgeable and capable curriculum deployment/implementation specialists who will guide our district employees through the implementation process.
- Agency's customer support is available 24/7 via phone, email, or online support portal with a guaranteed response of one business day after receiving notice of issue.
- Agency offers initial on-site training, training of trainers, and refresher trainings as necessary.
- Agency makes the following information available:
 - Digital resources/tools guaranteed uptime
 - Digital resources/tools minimal performance expectations
 - Digital resources/tools guaranteed uptime bug fixing policy
- Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
- Agency offers an online client community that provides collaboration and communication opportunities for sharing ideas, information, templates, best practices, and other resources.

2. Evidence of Performance

- Agency has a broad client base of districts of various sizes, with different requirements and unique needs.

- Agency exhibits a strong, steady client retention rate within the K-12 public school market that proves its success in providing high levels of value and service to its clients.
- Service provider can present multiple references from districts of similar size and requirements as Ogden School District.

D. Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide a primary Science Curriculum for kindergarten through 6th-grade. Based on the scope of services required. All proposals must be organized to comply with the following sections and submitted in a digital format (except for samples of instructional materials).

1. Transmittal Letter (2 pages Maximum)

- The letter of transmittal should include: a) an introduction of the agency, including name, address, telephone number and email address of primary contact and others authorized to deal with this proposal response; b) A general statement of interest and what sets your agency apart from other potential respondents.

2. Executive Summary (2 pages Maximum)

- The executive summary should briefly describe the agency's philosophical approach to Science Curricula in kindergarten through 6th-grade public education classrooms and its summarized approach to completing the scope of services outlined. Clearly indicate any options or alternatives being proposed and clearly disclose any major requirements included in the scope of services the agency cannot address.

3. Detailed Discussion (5 pages Maximum)

- This section constitutes the major portion of the proposal and must contain at least the following information:
 - Provide a brief narrative of the comprehensive kindergarten through 6th-grade Science Curriculum and ancillary resources. Describe the agency organization and list of the agency's personnel available to the District.
 - Briefly summarize your agency experience and overall qualifications as a kindergarten through 6th-grade Science Curriculum publisher. Provide three (3) to five (5) references of existing clients.
 - Provide summary resumes and credentials for the professionals anticipated to be assigned to work with the District. (Professional resumes will not count toward five page maximum).
 - Provide documentation of alignments to the Utah SEEd Standards. (Alignment documentation will not count toward five page maximum).
 - Provide a statement regarding your agency's ability to provide the scope of services requested.

4. Samples of Instructional Materials

- Samples of instructional materials and digital resources/software/tools will be submitted for review and are due to Ogden School District by the posted dates on the RFP timeline.

- Samples must be clearly labeled as "OFFICIAL ADOPTION SAMPLES," and marked with the content area/grade levels for which they have been submitted.
- Samples will not be returned to the publisher and must be sent free of charge.
 - The SHIPPING ADDRESS for UPS, FEDEX, etc. is:
Ogden School District
% Office of Student Achievement
956 20th Street
Bldg 11
Ogden, UT 84401
- Text Materials
 - Individual Titles - Five (5) copies of the student edition and five (5) copies of the teacher edition, along with one copy of the listed ancillary materials.
 - Series - One copy of each main title and related ancillary materials.
- Software, Multimedia & Online Curriculum
 - For online programs, agency must send instructions, usernames, and passwords for accessing your program.
 - Agency must provide at least 10 sample/demo accounts or access for at least 10 users

5. Protected / Proprietary Information (optional)

Protected information should be clearly identifiable and included in the *Detailed Discussion* section of the proposal. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing readers to the specific area of this Protected Information Section.

The Government Records Access and Management Act (GRAMA), UCA § 63G-2-305, provides in part that:

The following records are protected if properly classified by a government entity:

- (1) trade secrets as defined in Section 13-24-2, the Utah Uniform Trade Secrets Act, if the person submitting the trade secret has provided the governmental entity with the information specified in UCA § 63G-2-309 (Business Confidentiality Claims);
- (2) commercial information or non-individual financial information obtained from a person if: (a) disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future; (b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access; and (c) the person submitting the information has provided the governmental entity with the information specified in UCA § 63G-2-309;

And

- (6) records, the disclosure of which would impair governmental procurement proceedings or give an unfair advantage to any person proposing to enter into a contract or agreement with a governmental entity, except, subject to Subsections (1) and (2), that this Subsection (6) does not restrict the right of a person to have access to, after the contract or grant has been awarded and signed by all parties.

Pricing may not be classified as confidential or protected and will be considered public information after award of the contract.

Process for Requesting Non-Disclosure: Any Offeror requesting that a record be protected shall include with the proposal a Claim of Business Confidentiality. To protect information under a Claim of Business Confidentiality, the Offeror must complete the Claim of Business Confidentiality form with the following information:

1. Provide a written Claim of Business Confidentiality at the time the information (proposal) is provided to the state, and
2. Include a concise statement of reasons supporting the claim of business confidentiality (UCA § 63G-2-309(1)).
3. Submit an electronic "redacted" (excluding protected information) copy of the proposal. Copy must clearly be marked "Redacted Version."

An entire proposal cannot be identified as "PROTECTED", "CONFIDENTIAL" or "PROPRIETARY", and if so identified, shall be considered non-responsive unless the Offeror removes the designation.

Redacted Copy: If an Offeror submits a proposal that contains information claimed to be business confidential or protected information, the Offeror must submit two separate proposals: one redacted version for public release, with all protected business confidential information either blacked-out or removed, clearly marked as "Redacted Version"; and a non-redacted version for evaluation purposes, clearly marked as "Protected Business Confidential."

All materials submitted become the property of Ogden School District. Materials may be evaluated by anyone designated by the District as part of the proposal evaluation committee. Materials submitted may be returned only at the District's option.

6. Fee Proposal (5 page Maximum)

Must be in a separate attachment from the technical proposal

- The District is interested in a Fee for Services arrangement under this agreement. All respondents must include a fee for services proposal.
 - a. Fee proposals should enumerate any costs the District can expect to be charged and specify the types of materials and services that would generate any additional charges; including ongoing costs, maintenance fees, technical support costs, and professional development costs.
 - b. Fee proposal should include longitudinal costs for a five-year period.
 - c. Respondents are welcome to submit alternative fee proposals for consideration.

E. Multi-Step Evaluation Process and Criteria

1. The district curriculum adoption **Oversight Team** will evaluate the curricular/design and professional/service sections, but will not consider fee proposals at this stage.
 - The district curriculum adoption oversight team will also simultaneously evaluate high-quality Open Educational Resources (no associated agency), using the same Curricular/Design criteria, for the Committee's consideration.
2. Based on the results of the initial evaluation by the **Oversight Team**, two to five respondents will be brought before the full **Curriculum Adoption Committee** (the "**Committee**") for evaluation (Stage 2). The Committee will then evaluate the curricular/design and professional/service sections.
3. Following the curricular/design and professional/service proposals, the **Committee** will open and evaluate the fee proposals.
4. Based on the Committee's evaluation (Stage 2), two to five respondents may be selected to meet (face-to-face or online) with the **Science Curriculum Adoption Committee** for an oral presentation and comprehensive product demonstration (Stage 3 if necessary).
 - Proposals, however, may be selected without oral presentation.
5. Prior to the final evaluation, committee members will pilot instructional materials and digital resources/tools in the classroom, with the expectation to document experiential knowledge and provide detailed reports to all committee members.
6. Prior to the final evaluation, the Committee will host a Science Curriculum Adoption Open House during which all kindergarten through 6th-grade Science teachers will be invited to view the provided samples and leave feedback for the Committee's consideration.
7. The Committee will convene to discuss all aspects of the evaluation process, (including Curricular/Design requirements, professional/service requirements, classroom pilots, community feedback from the open house, fee proposals, and perception of agency's ability to accomplish scope of service) and select the primary curriculum to be presented for the Board's consideration.

The District reserves the right to:

- Accept or reject any proposal, *and/or*
- Accept or reject more than one agency to fulfill our requirements if it deems that multiple curricula would best serve our learning community's needs.
- Waive any formality or technicality if determined to be in the best interest of the school district, *and/or*
- Select a high-quality Open Educational Resource (no agency association) as the recommended primary Science curriculum.

Stage 1

Category	Weight
Curricular/Design Requirements	60%
Digital Resources/Tools	35%
Agency Qualifications, Experience, and Support	5%

Stage 2

Category	Weight
Curricular/Design Requirements	35%
Digital Resources/Tools	30%
Agency Qualifications, Experience, and Support	5%
Fee Proposal and Fee Schedule	30%

Stage 3 (if necessary)

Category	Weight
Demonstration of Services	30%
Perception of Agency's Ability to Accomplish Scope of Service <ul style="list-style-type: none"> • <i>Committee Member's Perceptions</i> • <i>Classroom Pilot Feedback</i> • <i>Open House Feedback</i> 	70%

Award shall be made to the respondent deemed most capable of accomplishing the Scope of Services required, taking into account the proposals and evaluation factors here outlined.

F. Term of Agreement:

The Contract resulting from this RFP shall be renewable annually for up to five (5) years.

Tentative date for formal approval by the Board is **April 21, 2022**.

Effective date of contract will be **April 22, 2022**.

Annual renewal is contingent upon the District's satisfaction with the services provided and overall performance of the agency.

G. Due Date

To qualify as a responsive proposal, vendors must submit their technical proposal and cost proposal (***separate attachments***) electronically through the Utah Public Procurement Place (UP3) website:

<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah> .

Proposals must be submitted and received not later than **2:00 PM MST on November 2, 2021**. Vendors must also have all sample materials delivered to the designated address no later than **2:00 PM MST on November 2, 2021** to qualify as a responsive proposal.

H. Tentative Timeline (Subject to modification)

RFP Advertised: October 1, 2021

Deadline for Questions: October 15, 2021

RFP Response Deadline: November 2, 2021 at 2:00 PM MDT

Service Provider Demonstrations: January 18-27, 2022

Final Proposal Evaluation: March 30, 2022

Board Action: April 21, 2022

Contract effective date: April 22, 2022

Teacher Professional Development: May 31 - June 3, 2022

I. Questions and Contact Info.

Questions, interpretations, clarifications or communication regarding RFP 22-002 must be submitted through UP3 and must be submitted by Noon MST on **October 15, 2021**.

Responses to any postings shall be the responsibility of:

Ken Crawford- Director of Support Services

Contact made with any other Ogden City School District personnel may be considered grounds for disqualification.

RFP 22-002 will be posted on UP3

<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah>, which is where any addenda to this solicitation will be posted, up to 24 hours prior to the closing of the bid. It is the sole responsibility of all interested offerors to ensure submittals reflect all details of the solicitation in its entirety.