



**Request for Proposals**  
**Secondary (Grades 8-12)**  
**Social Studies Curriculum**  
**RFP 23-015**

**DUE:** January 10, 2023 | 2:00 P.M.

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# General Information

## I. Purpose

Ogden City School District (the “District”) (OSD) is seeking to adopt a comprehensive social studies curriculum for all learners enrolled in United States History I, World Geography, World History, United States History II, and United States Government & Citizenship for our six secondary 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 grades 8-12 social studies 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 social studies 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 Core Standards For Social Studies, 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.

The Social Studies 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, content areas, 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 Executive Director 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.

## II. Background

Ogden City School District has an 8th through 12th grade student enrollment of approximately 4,600 students. The District currently operates six secondary schools: three (3) junior high schools (grades 7-9), two (2) comprehensive high schools (grades 10-12), and one (1) alternative high school (grades 9-12).

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

## III. Description of Current Technology

Ogden School District digital teaching and learning environment uses a mixture of client/server and web-based technologies for delivery of information services.

Application Description	Vendor/Product
Student Information System	Infinite Campus
Directory Services	Microsoft Active Directory
Roster Sync	Clever
Early Warning System	Panorama Student Success
Productivity/Communication	Google Workspace for Education
Learning Management System	Canvas LMS (K-12)

## IV. Scope of Services

The desired outcome for this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate resources/materials that will effectively support teaching and learning practices in our 8th through 12th grade social studies classrooms and will offer all teachers and students greater access to relevant digital resources/tools.

Although we are evaluating primary curricular resources for 8th through 12th 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 vendor is best for our United States History I, United States History II, and United States Government & Citizenship courses while another is better suited for our World Geography and World History courses. In this situation, the Committee would recommend one agency for United States History I, United States History II, and United States Government & Citizenship and another agency for World Geography and World History for the Board's consideration.

The Committee will consider submissions that include both print and digital curricular tools, materials, and resources or submissions that include only digital tools and resources.

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.

### Courses Included in this Request

- 1. United States History I:** In U.S. History I, students learn about events and issues in United States history from the Age of Exploration through Reconstruction, emphasizing the 18th and 19th centuries. Topics include, but are not limited to, American Indian life, European exploration and colonization, the Revolutionary War, constitutional issues, nation building, expansion, the Civil War, and Reconstruction. Students will be expected to demonstrate their understanding of each period's key historic, geographic, economic, and civic concepts by applying those concepts to complete cognitively rigorous tasks. Whenever possible, students will be expected to make connections between historically significant events and current issues, helping to deepen their understanding of the context and complexity of civic life and preparing them for civic engagement.
- 2. World Geography:** In World Geography, students study physical and human characteristics of the Earth's people, places, and environments. Students will develop geographic thinking skills by studying the "why of where" as they examine the interactions, interconnections, and implications of forces shaping our world today. They will apply geographic knowledge and geo-literacy skills to identify, locate, interpret, analyze, and evaluate geographic patterns and processes. These standards emphasize both human geography and physical geography, and students will explore the interconnections between the two.
- 3. World History:** In World History, students learn about events and issues in world history from the earliest evidence of human existence to modern times. Whenever possible, students will be expected to make connections between historically significant events and current issues. These connections are intended to add personal relevance and deepen students' understanding of the world today. Topics include, but are not limited to, the Neolithic Revolution, the dawn of civilization, the development of world

religions, patterns in world trade, contributions of classical civilizations, the diffusion of technology, colonization and imperialism, global conflict, modern revolutions and independence movements, and current trends in globalization.

- 4. United States History II:** In U.S. History II, students learn about the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times. Topics include, but are not limited to, the Industrial Revolution, the Progressive movement, imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the civil rights movements, the rise of terrorism, and modern social and political history. Students should make connections between the events and ideas of the past and their lives today. Contextualizing the study of modern America by helping students make connections across the span of U.S. history can enrich and deepen their understanding of their own place in the American story.
- 5. United States Government & Citizenship:** In United States Government & Citizenship, students learn about informed, responsible participation in public life. Upon completion of this course, students will understand the major ideas, protections, rights, structures, and economic systems that affect the life of a citizen in the United States. Additionally, students will practice the skills needed to conduct inquiries, weigh evidence, make informed decisions, and participate in political processes. This course should nurture desirable dispositions including a commitment to the American ideals of liberty, equality, opportunity, and justice for all. This course is recommended for seniors due to their proximity to voting age.

## Curricular/Design Requirements

### 1. Utah Core State Standards for Social Studies Alignment

- The Utah State Board of Education has developed and adopted the Utah Core State Standards for Social Studies. Instructional materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the Utah Core State Standards for Social Studies 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/or 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 Utah Core State Standards for Social Studies are available on the Utah State Board of Education website or the Utah Education Network (UEN) website.
  - <https://www.schools.utah.gov/curr/socialstudies?mid=1129&tid=1>
  - <https://www.uen.org/core/socialstudies/>
- 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. Civic Preparation

The Utah Core State Standards for Social Studies state that civic engagement is one of the fundamental purposes of education and articulate the types of opportunities each course's core curriculum should provide to support students in preparing for full civic engagement as they progress through our secondary educational system. Therefore, proposal responses should include a description of how the proposed curriculum and ancillary resources integrate elements of Civic Preparation, as articulated in each course's standards documents.

- [United States History I - PDF page 4](#)
- [World Geography - PDF page 4](#)
- [World History - PDF page 4](#)
- [United States History II - PDF page 4](#)
- [United States Government & Citizenship - PDF page 4](#)

### English Language Learners

- Resources/Materials should be designed to support all students (including English language learners and other special populations) in accessing the Utah Core State Standards for Social Studies.
- 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 Core Standards For Social Studies.
- Assessment requires students to think critically about evidence, analyze evidence representing multiple perspectives, use diverse forms of evidence to construct interpretations, and defend these interpretations through argumentative historical writing.
- Assessments provide students with opportunities to consider the concept of historical significance and overall significance.

- Assessments are balanced across strands, and assess a range of knowledge and application within each concept/skill.
- 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 meeting the demands of the Utah Core Standards For Social Studies.

## **Digital Resources/Tools Requirements**

### **1. Digital Curricula**

- Print materials leverage multimedia and technology resources to provide needed contextual background information and/or language support.
- 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 (Infinite Campus) and Clever.
  - Please include your technical support contact information so the District can determine specific compatibility.
- Digital resources/tools must be web-based and/or device agnostic.
- Single Sign On navigation for all users is required.
- Preference given to systems with Canvas integration.
- Preference given to systems with supports for parent involvement/access.

### **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:
    - <https://www.schools.utah.gov/studentdataprivacy/lawpolicy>

## **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 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.

## V. Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide a primary Social Studies Curriculum for 8th through 12th 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 Social Studies Curricula in 8th through 12th 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** (7 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 8th through 12th grade Social Studies 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 8th through 12th grade Social Studies Curriculum publisher. Provide three (3) to five (5) references of existing clients including name of agency, name of contact, email, and phone number.
  - Provide summary resumes and credentials for the professionals anticipated to be assigned to work with the District. (Professional resumes will not count toward seven page maximum).
  - Provide documentation of alignments to the Utah Core Social Studies Standards. (Alignment documentation will not count toward seven 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 - Three (3) copies of the student edition and three (3) 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.
  - The Committee may request additional copies as needed.
- Hands-On Materials
  - If hands-on materials are included in the proposal, agencies should provide a sample of materials accompanied by a comprehensive list of all available materials/kits, including detailed descriptions.
- Software, Multimedia & Online Curriculum
  - For digital/online programs, agency must send instructions, usernames, and passwords for accessing your program(s).

**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 six-year period.
  - c. If Fee Proposals are based on teacher and/or enrollment counts, respondents may use the following numbers for their calculations.
    - US History I: 5 Teachers, 750 students
    - World Geography: 5 Teachers, 725 Students
    - World History: 5 Teachers, 750 Students

- US History II: 5 Teachers, 725 Students
  - US Government and Citizenship: 5 Teachers, 775 Students
- d. Respondents are welcome to submit alternative fee proposals for consideration.

## VI. 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 per course 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 per course may be selected to meet (face-to-face or online) with the **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 Social Studies Curriculum Adoption Open House during which parents, community members, and all 8th through 12th grade Social Studies 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 Social Studies 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

Category	Weight
Curricular/Design Requirements, Digital Resources/Tools, Agency Qualifications, Experience, and Support, and Fee Proposal	60%
Perception of Agency's Ability to Accomplish Scope of Service	40%

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.

### VII. Term of Agreement:

The Contract resulting from this RFP shall be renewable annually for up to six (6) years. Tentative date for formal approval by the Board is **April 20, 2023**.

Effective date of contract will be **April 21, 2023**.

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

### VIII. 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 January 10, 2023**. Vendors must also have all sample materials delivered to the designated address no later than **2:00 PM MST on January 10, 2023** to qualify as a responsive proposal.

## **IX. Tentative Timeline (Subject to modification)**

RFP Advertised: December 2 , 2022

Deadline for Questions: December 16, 2022

RFP Response Deadline: January 10, 2023 at 2:00 PM MDT

Service Provider Demonstrations: March 6-10, 2023

Final Proposal Evaluation: April 14, 2023

Board Action: April 20, 2023

Contract effective date: April 21, 2023

Teacher Professional Development: May 30 - June 2, 2023

## **X. Questions and Contact Info.**

Questions, interpretations, clarifications or communication regarding **RFP23-015** must be submitted through UP3 and must be submitted by Noon MST on **December 16, 2022**.

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.

**RFP23-015** 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.