



**Request for Proposals**  
**Elementary (Grades 3-6) English Language Arts Curriculum**  
**RFP25-003**

**DUE:** October 30, 2024 | 2:00 P.M.

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## I. Purpose

Ogden City School District (the “District”) (OSD) is seeking to adopt **a comprehensive English Language Arts curriculum** for 3rd through 6th grade for our 10 elementary schools. The District’s goal in this adoption cycle is to provide up-to-date, evidence-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our 3rd- through 6th-grade English Language Arts classrooms. Additionally, we seek to adopt a curriculum that offers 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 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 comprehensive 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 English Language Arts Standards, research/evidence base for instructional strategies/resources, support for diverse learning needs, quality of supporting texts, support for improved writing practices, 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 Elementary English Language Arts Curriculum Adoption Committee (the “Selection Committee”) is composed of highly-qualified teachers, instructional coaches, district content specialists, and school administrators. To ensure diverse, representational evaluations, the Selection Committee is made up of members from various schools,

grade-levels, and backgrounds. To maintain a fair and independent evaluation process, all Selection Committee members serve on a volunteer, non-stipend basis. Each member will personally review all materials submitted for approval and contribute their evaluation as part of the Selection Committee’s final recommendation.

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

## II. Background

Ogden City School District has a grades 3-6 student enrollment of approximately 3,200 students. The District currently operates ten (10) elementary schools.

For the purposes of this RFP, please use the following enrollment estimates when developing your proposals.

Grade	Teachers/Classroom Sets
Grade 3	30
Grade 4	30
Grade 5	30
Grade 6	30

Grade	Students
Grade 3	800
Grade 4	800
Grade 5	800
Grade 6	800

## III. Description of Current Technology

Ogden City 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, evidence-based, relevant, and appropriate resources/materials that will effectively support teaching and learning practices in our 3rd through 6th grade English Language Arts classrooms and will offer all teachers and students greater access to relevant digital resources/tools.

For grades 3-6, the curriculum must address the specific Utah Core English Language Arts Standards for these grade levels. Materials should provide a strong foundation in literacy skills while preparing students for the rigors of secondary education

Although we are evaluating curricular resources for 3rd through 6th grade, the Selection 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 Selection Committee may determine that one vendor is best for our 3rd-5th grade courses while another is better suited for our 6th grade courses. In this situation, the Selection Committee would recommend one agency for 3rd-5th grade and another agency for 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 Selection Committee members will be expected to introduce their knowledge of Ogden City 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 Core ELA Standards Alignment**

- Instructional Materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the Utah Core English Language Arts Standards. All items should be aligned by page number, URL or section, and sent in a pdf file as part of the submitted proposal. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings.
  - Follow the link to access the printable versions of the Core Standards:
    - <https://www.uen.org/core/languagearts/>
  - 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 evidence base. The most important evidence is that the curriculum accelerates student progress toward career and college readiness.

## 2. Foundational Skills Development (Grades 3-5)

- Tasks and Questions
  - *Progression*: Instructional materials, questions, and tasks should address grade-level foundational skills by providing explicit instruction in phonics, word analysis, and word recognition that demonstrate a research-based progression.
  - *Practice and Application*: Materials should include opportunities for students to practice and apply grade-level phonics, word analysis, and word recognition skills.
  - *Fluency*: The curriculum should include opportunities for students to practice and achieve reading fluency in order to read with purpose and understanding.
  - *Assessment*: Program should include assessment and progress monitoring tools for foundational reading skills.

## 3. Text Quality and Complexity Requirements

- High-Quality Anchor Texts
  - *Quality*: Materials should include anchor texts that are of publishable quality and worthy of students' time and attention.
  - *Engagement*: Texts should be well-crafted, content-rich, and consider a range of student interests to engage students at their grade level.
- Evidence-Based Placement
  - *Quantitative Analysis*: All texts should be analyzed using at least one research-based quantitative measure to determine the appropriate grade band placement.
  - *Qualitative Analysis*: A qualitative analysis should also be provided to indicate the specific grade level placement of each text.
- Diversity of Texts
  - *Types and Genres*: The curriculum should include a balanced mix of text types and genres, such as literary and informational texts, as required by Utah Core ELA Standards.
  - *Representation*: The curriculum should capture a wide representation of dynamic characters that are reflected in accurate and appropriate cultural and historical contexts.
  - *Inclusivity*: Materials should be free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and accommodate multiple learning styles, students with exceptionalities, and English Language Learners.
- Range of Text Complexity
  - *Progression*: Anchor texts and text sets should cover a range of complexity levels suitable for the grade band.
  - *Growth*: Materials should support students' literacy growth by progressively introducing more complex texts throughout the school year.
  - *Scaffolding*: Appropriate scaffolds and supports should be provided to help students engage with these increasingly complex texts.

- Volume of Reading
  - *Opportunities*: The curriculum should provide frequent opportunities for students to engage in both supported and independent reading.
  - *Independent Reading*: Accountability structures should be in place to promote independent reading, helping students move toward grade-level proficiency.
  - *Additional Texts*: Materials should include extra texts that encourage regular independent reading, especially those that align with students' interests.
- Preparation for Higher-Level Reading
  - *Proficiency*: Text selections and instructional guidance should aim to support students in reaching grade-level reading proficiency.
  - *Future Readiness*: Materials should prepare students for the complexity of reading required in college and careers by the end of high school.

#### 4. Evidence-Based Tasks Requirements

- Text-Dependent Questions and Tasks
  - *Textual Evidence*: Materials should include a range of text-dependent questions and tasks that require students to draw on textual evidence to support their answers and demonstrate comprehension.
  - *Skill Development*: Tasks should be coherently sequenced to build students' skills in analyzing key ideas, details, craft, and structure within individual texts and across multiple texts.
- Reading Comprehension and Language Development
  - *Comprehension*: Materials should support students in building reading comprehension and finding and producing textual evidence.
  - *Academic Language*: Students should be able to develop grade-level academic language through the tasks provided.
- Evidence-Based Writing Opportunities
  - *Writing Tasks*: The curriculum should offer frequent opportunities for students to engage in evidence-based writing to support careful analyses, well-defended claims, and clear information.
  - *Task Variety*: Writing tasks should be varied, including both on-demand and process writing, and should reflect the required distribution of text types and genres.

#### 5. Building Knowledge Requirements

- Systematic Knowledge Building
  - *Topic Sequencing*: Texts and tasks should be organized to progressively deepen students' understanding of key topics over time.
  - *Cross-Disciplinary Integration*: Opportunities should be provided for students to connect their learning across different subjects, helping them build a comprehensive understanding of the world.
  - *Cumulative Learning*: Each unit should build on the knowledge gained in previous units, ensuring that students' learning is cumulative and coherent.
- Culminating Tasks
  - *Topic Specific*: Materials should regularly include culminating tasks that require students to demonstrate their knowledge of specific topics.
  - *Learning Synthesis*: Tasks should synthesize the learning from a unit, allowing students to showcase their understanding and the skills they have developed.

- *Integrated Skills*: Tasks should encourage the integration of reading, writing, speaking, and listening skills, enabling students to apply their knowledge in meaningful ways.
- Research Projects
  - *Expertise Development*: The curriculum should include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.
  - *Research Skills*: Projects should be designed to build research skills, including the ability to gather, evaluate, and synthesize information from multiple sources.
- Academic Vocabulary and Syntax
  - *Vocabulary Development*: The curriculum should systematically build key academic vocabulary across various texts, ensuring students are exposed to and practice using new words in context.
  - *Syntax Mastery*: Materials should also focus on helping students understand and use increasingly complex sentence structures.
  - *Language Integration*: The development of vocabulary and syntax should be integrated into all aspects of the curriculum, including reading, writing, speaking, and listening activities.

## **English Language Learners**

The curriculum must include the following supports for English Language Learners (also referred to as Multilingual Learners or MLs):

### Cultural Support

- Integration of a variety of cultural and social backgrounds for text selections and learning activities
- Guidance on gathering and using information about students' language backgrounds to leverage students' home languages as an asset in learning academic English and literacy skills.
- Resources for communicating with families of MLs about their children's progress and ways to support learning at home.

### Sheltered Instruction and Scaffolding Support

- Consistent, research-based strategies and supports for MLs to meet or exceed grade-level standards through regular and active participation in grade-level literacy work
- Scaffolded Instructional supports that help MLs access grade-level complex texts and produce grade-level writing and spoken discourse that assist in the development of English proficiency. Including, but not limited to:
  - Reading comprehension
  - Analyzing and Creating text-dependent responses.
  - Vocabulary development differentiated for vocabulary tiers I, II, and III.
  - Academic discussions

### Differentiated Instruction and Assessment Support



- Guidance for teachers on differentiating instruction and assessment based on students' English language proficiency levels without reducing rigor or grade-level expectations which includes:
- Guidance and instructional supports for teachers to identify and differentiate the language demands of specific curricular items to allow all MLs engagement with content or texts regardless of their proficiency level.
- Opportunities for receptive language development (listening, reading, and interpreting multimodal materials) with differentiated scaffolds for MLs with different proficiency levels to engage with grade-level content and texts.
- Opportunities for expressive language development (speaking, writing, and creating multimodal materials) with differentiated scaffolds for MLs with different proficiency levels to engage with grade-level content and texts.
- Assessment tools and accommodations that allow MLs to demonstrate their understanding of texts and concepts in various ways, not limited to written responses in English.

These supports should be integrated throughout the curriculum, aligning with the text complexity, evidence-based reading and writing, and knowledge-building requirements. They should promote MLs' development of both academic English language proficiency and grade-level content knowledge and skills, ensuring access to the same high-quality, standards-aligned content as their peers.

### Usability and Support

**Teachers:** Curriculum should include comprehensive guidance and support for teachers to implement the program with integrity and enhance their own understanding of the content. Materials should include the following:

- Teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.
- Adult-level explanations and examples of the more complex grade-level/course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.
- Standards correlation information that explains the role of the standards in the context of the overall series.
- Strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.
- Explanations of the instructional approaches of the program and identification of the research-based strategies.
- Comprehensive list of supplies needed to support instructional activities.

**Students:** Curriculum should include materials that ensure every student's regular and active participation in grade-level, grade-band, or series content. These materials should offer thoughtful supports and scaffolds to help all students access the Utah Core ELA Standards. Materials should include the following:

- Strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English language arts and literacy.
- Extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.
- Approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities to monitor their learning.
- Opportunities for teachers to use a variety of grouping strategies.
- Balance of images or information about people, representing various demographic and physical characteristics.
- Guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.

### **Assessment for Learning**

The curriculum should offer a system of assessments that provides tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards. This should include clearly identified standards for each assessment, multiple opportunities to demonstrate learning, guidance for interpreting student performance, and suggestions for follow-up. The assessment system should encompass the following elements:

- Assessment information should be included in the materials to indicate which standards are assessed.
- Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
- Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series.
- Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.

### **Digital Resources/Tools Requirements**

#### **1. ELA and Literacy Digital Curricula**

Digital resources should seamlessly integrate with and enhance the core instructional content, supporting students' literacy development and teachers' instructional practices. Digital platforms and materials should:

- Align consistently with Utah Core ELA Standards and requirements, using multimedia and technology to deepen students' attention to evidence and texts.
- Offer a robust and dynamic selection of relevant digital resources that engage students in meaningful learning experiences through innovative online content and visual representations.
- Integrate interactive tools and dynamic software that support student engagement in ELA and literacy, allowing for customization to local contexts and student interests.

- Provide opportunities for teachers and/or students to collaborate digitally, enhancing classroom instructional practices and promoting characteristics of Ogden City School District's [Portrait of a Graduate](#) (e.g., communications, collaboration, critical thinking, creativity, innovation, etc.)
- Include visual designs that support thoughtful engagement with the subject matter, avoiding distracting elements.
- Offer clear teacher guidance on leveraging embedded technology to support and enhance student learning.
- Present visual representations of student, class, and program progress that are easily accessible and informative to all stakeholders.
- Incorporate a system of digital assessments that genuinely measure progress in reading comprehension, writing proficiency, and mastery of grade-level standards, with tools for teachers to collect, interpret, and act on this data.
- Allow for personalized learning opportunities through adjustable content and adaptive technologies.
- Provide accommodations and supports for diverse learners, including students in special populations, advanced learners, and multilingual learners.
- Support access to individualized, applicable, and cost-effective curricular materials by utilizing vast stores of available digital content.
- Offer flexibility for teachers to integrate digital components effectively into their instruction while maintaining the integrity of the program's educational goals.

## 2. Navigability

- 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.
- Digital resources/tools should be compatible with the Ogden City 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>

## Training, Service and Support Requirements

### Training and Support

1. Agency has knowledgeable and capable Elementary English Language Arts Curriculum deployment/implementation specialists to drive a successful implementation.
2. 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.
3. Agency offers initial on-site training, training of trainers, and/or refresher training as necessary.
4. Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
5. Agency has on-going reporting of client satisfaction and a clear escalation path for issue resolution.
6. Agency maintains a thorough online knowledge base; including training documents, user guides, and administration guides.

### **Evidence of Performance**

1. Agency has a broad client base of districts of various sizes, with different requirements and unique needs.
  2. 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.
  3. Agency can present multiple references from districts of similar size and requirements as Ogden School District.
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## **V. Technical Proposal Response**

Each respondent should set forth its most compelling case as to its ability to provide a Elementary English Language Arts Curriculum for grades 3-6. All proposals must have page numbers and be organized in the following order to comply with the following sections:

- 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 Elementary English Language Arts Curriculum in K-12 public education systems 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 (6 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 Elementary English Language Arts Curriculum and any 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 Elementary English Language Arts Curriculum provider for K-12 public school districts. 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 six page maximum).
  - Provide documentation of system/technical requirements.
  - Provide a statement regarding your agency's ability to provide the scope of services requested.

### **4. Samples of Instructional Materials**

- Physical Materials:
  - Samples of physical instructional materials, manipulatives and/or digital resources/software/tools submitted for review are due to Ogden School District by the posted dates on the RFP timeline.
  - Samples must be clearly labeled as "RFP25-003 REVIEW 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  
% Curriculum Department  
956 20th Street  
Ogden, UT 84401
- Text Materials
  - Individual Titles - One (1) copy of any student edition(s) and one (1) of any teacher edition(s), along with one copy of the listed ancillary materials.
  - Series - One (1) copy of each main title and related ancillary materials.
- Software, Multimedia & Online Curriculum
  - For online/digital programs, agencies must send instructions, usernames, and passwords for accessing your program.
    - Agency must provide concurrent access for, at minimum, twenty (20) reviewers
  - Software or online material publishers are requested to send at least one (1) copy, physical or digital, of the informational resources or catalogs about the software or multimedia program for the Selection Committee to reference.

## **5. Protected / Proprietary Information**

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.

## VI. Fee Proposal Response

### ***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 single year and longitudinal costs for at least a five-year period.
  - c. Respondents are welcome to submit alternative fee proposals for consideration.

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## VI. Multi-Stage Evaluation Process and Criteria

The Selection Committee shall develop specific criteria and a rating and/or scoring methodology by which the general criteria will be evaluated. Evaluation shall be by individual rating/scoring or by group consensus or another method as deemed in the District's best interests. Based on the results of the initial stages, two to four respondents may be required to meet (face-to-face or online) with the Selection Committee for an oral presentation and comprehensive product demonstration.

Proposals, however, may be accepted without oral presentation and the District reserves the right to accept or reject any proposal. It is also the right of the District to waive any formality or technicality if determined to be in the best interest of the school district.

1. **Stage 1:** The Screening Committee will screen each agency's proposal based on the listed requirements and may select two to eight respondents to continue to stage 2.

2. **Stage 2:** The Selection Committee will evaluate each agency’s proposal based on the listed requirements and may select two to four respondents to continue for the rest of the selection process.
3. **Stage 3:** Based on the Selection Committee’s evaluation, **two to four respondents** may be selected to meet (face-to-face or online) with the Selection Committee for an oral presentation and comprehensive product demonstration. Proposals, however, may be selected without an oral presentation.
  - **Oral Presentations and Product Demonstration:** During stage 3, committee members will have the opportunity to engage with agency representatives during an oral presentation and product demonstration. This stage will provide the agency to showcase their Elementary English Language Arts Curriculum and respond to committee members’ questions. Other educators who serve as teachers in grades 3-6 may also view the presentation and provide feedback for the committee members’ consideration.
  - **School/Classroom Pilots:** Prior to the final evaluation, committee members will pilot Elementary English Language Arts Curriculum lessons/experiences in select classrooms to document experiential knowledge and provide detailed reports to all other committee members.
4. **Stage 4:** The Selection Committee will convene to discuss all aspects of the evaluation process, (including system/technical requirements, professional/service requirements, fee proposals, and perception of agency’s ability to accomplish scope of service) and select the Elementary English Language Arts Curriculum to be presented for the Board’s consideration.

### **Evaluation Weighting**

#### **Stage 1 - Screening Committee**

Category	Weight
Curricular/Design Requirements	70%
Digital Resources/Tools	25%
Agency Qualifications, Experience, and Support	5%

#### **Stage 2 - Selection Committee**

Category	Weight
Curricular/Design Requirements	45%
Digital Resources/Tools	20%
Agency Qualifications, Experience, and Support	5%



Fee Proposal and Fee Schedule	30%
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### Stage 3 - Selection Committee

Category	Weight
Agency Presentation - Informational Only	N/A
Limited Pilot - Information Only	N/A

### Stage 4 - Selection Committee

Category	Weight
Fee Proposal and Fee Schedule	30%
Agency's Ability to Accomplish Scope of Service <ul style="list-style-type: none"> <li>• <i>Presentation Notes</i></li> <li>• <i>Limited Pilot Feedback</i></li> <li>• <i>Committee Member's Perceptions</i></li> </ul>	70%

Fee Proposal will not be the sole determinant for the award. 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 seven (7) years. Tentative date for formal approval by the Board is **March 20, 2025**.

Effective date of contract will be **July 1, 2025**.

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; samples of instructional materials sent to the district address listed above as well as 1 electronic copy of the technical proposal (a redacted electronic copy of the technical proposal may also be submitted) and 1 electronic copy of the fee proposal ([as a separate attachment](#)) must be submitted through SciQuest

<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah>, and received no later than **2:00 pm on October 30, 2024**.

## IX. Tentative Timeline (Subject to modification)

RFP Advertised: September 11, 2024

Deadline for Questions: September 25, 2024

RFP Response Deadline: October 30, 2024

Stage 1 Evaluation: November 4-8, 2024

Stage 2 Evaluation: November 11-22, 2024

Product Demonstrations: December 9-13, 2024

Stage 3 (Final) Evaluation: January 27-31, 2025

Open House: January 2025

Public Comment: February 20, 2025 & March 20, 2025

Board Action: March 20, 2025

Contract Effective Date: July 1, 2025

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## X. Questions and Contact Information

Questions, interpretations, clarifications or communication regarding **RFP25-003** must be submitted through Sciqwest and must be received by noon on **September 25, 2024**.

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 during the RFP process concerning the RFP may be considered grounds for disqualification.

**RFP25-003** will be posted on Sciqwest

<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 the details of the solicitation in its entirety.