



Request for Proposals
Elementary (Grades K-6) Mathematics Core Curriculum
RFP27-002

DUE: October 28, 2026 2:00 PM

Table of Contents

I. Purpose	3
II. Background	4
III. Description of Current Technology	5
IV. Scope of Services	5
V. Technical Proposal Response	12
1. Transmittal Letter (2 pages Maximum)	12
2. Executive Summary (2 pages Maximum)	12
3. Detailed Discussion (10 pages Maximum)	13
4. Samples of Instructional Materials	13
5. Protected / Proprietary Information	14
VI. Fee Proposal Response	15
VII. Multi-Stage Evaluation Process and Criteria	16
VIII. Term of Agreement	18
IX. Due Date	18
X. Tentative Timeline (Subject to modification)	18
XI. Questions and Contact Information	19

I. Purpose

Ogden School District (the “District”) (OSD) is seeking to adopt **a comprehensive Mathematics curriculum** for Kindergarten 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 Kindergarten- through 6th-grade Mathematics classrooms. Additionally, we seek to adopt a curriculum that offers teachers access to relevant digital resources and tools and provides student-facing digital resources, where developmentally appropriate and permitted under applicable state law and District policy.

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 core 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 Mathematics Standards, research/evidence base for instructional strategies/resources, support for diverse learning needs, quality of supporting materials, support for improved thinking practices, complementary 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 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, proposal documents and physical review samples submitted become the property of the District for procurement and evaluation purposes and will not be returned unless the District elects otherwise. Submission does not transfer intellectual property rights except as expressly provided in the resulting agreement.

The Elementary Mathematics 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 during their assigned evaluation stage 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 School District has a grades K-6 student enrollment of approximately 5,250 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
Kindergarten	30
Grade 1	30
Grade 2	30
Grade 3	30
Grade 4	30
Grade 5	30
Grade 6	30

Grade	Students
Kindergarten	750
Grade 1	750
Grade 2	750
Grade 3	750
Grade 4	750
Grade 5	750
Grade 6	750

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, evidence-based, relevant, and appropriate resources/materials that will effectively support teaching and learning practices in our grades K-6 Mathematics classrooms and will offer teachers and students grade-appropriate access to relevant digital resources/tools.

For grades K-6, the curriculum must address the specific Utah Core Mathematics Standards for these grade levels. Materials should provide a strong foundation in mathematical reasoning, conceptual understanding, procedural fluency, problem solving, application, and the language of mathematics while preparing students for subsequent secondary mathematics coursework.

Although we are evaluating curricular resources for grades K-6, 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 grades K-3 courses while another is better suited for our grades 4-6 courses. In this situation, the Selection Committee would recommend one agency for grades K-3 and another agency for grades 4-6 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. The requirements below establish the criteria that will guide evaluation. Committee members may apply their professional expertise when interpreting and scoring the published criteria but may not introduce additional unstated evaluation criteria.

Curricular/Design Requirements

1. Utah Core Mathematics Standards Alignment

- Instructional Materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the proposed Utah Core Mathematics Standards. All items should be organized in a structured crosswalk using standard identifier, unit/lesson, exact resource location, material type, and whether the standard is taught, practiced, or assessed. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings.
- Respondents shall provide alignment to the Utah mathematics standards in effect at the time proposals are due and, where revised standards have been publicly released, a crosswalk to the [most current state draft](#). The awarded provider shall provide an updated final alignment and implementation plan following USBE adoption of revised standards, including identification of any content gaps and the cost, if any, of required updates.
 - Follow the link to access the printable versions of the Core Standards:
 - <https://www.schools.utah.gov/curr/mathematics/core>
 - Publishers are allowed to enlist an independent reviewer to prepare the alignments.
 - Credentials for the aligners must also be included with the submitted alignments.
- The curriculum must have a clear and documented evidence base. The most important evidence is that the curriculum accelerates student progress toward career and college readiness.
- The curriculum must strictly align with the Standards by focusing exclusively on grade-level content and not assessing topics before they are introduced.

2. Focus and Coherence

- The curriculum must ensure that students and teachers devote the large majority of time to the [Major Work](#) of the grade.
- The curriculum must strictly follow grade-by-grade progressions, ensuring that content from previous or future grades does not unduly interfere with on-grade-level content.
- Supporting Work must engage students simultaneously in the Major Work of the grade.
- The curriculum must be designed to build upon prior mathematical knowledge and experiences, ensuring that student learning is coherent, cumulative, and vertically aligned across grade levels.
- The curriculum content must make connections between grade level and previous grade level content where appropriate.

3. Rigor

- Rigorous math instruction includes three aspects: conceptual understanding, procedural skill and fluency, and application. The curriculum must balance these aspects of rigor within each grade level as reflected by the standards.

- The curriculum must support the intentional development of students' conceptual understanding for mathematical concepts, especially where called for in specific content standards.
- The curriculum must provide adequate practice opportunities at varying DOK levels to ensure students attain required fluency and procedural skills, as well as experience a range of cognitive demand appropriate to the intent of the standards and authentic mathematical tasks.
- The curriculum must include engaging, authentic application problems that support the major work of the grade.

4. Standards for Mathematical Practice

- The curriculum must address practice standards in a way that enriches and strengthens the focus on the [Major Work](#) of the grade instead of detracting from it.
- The curriculum is designed to build students' proficiency in the Standards for Mathematical Practice.
- The curriculum regularly prompts students to construct viable arguments, critique the reasoning of others, and justify their own thinking.
- The curriculum must support mathematical reasoning by giving students opportunities to explore and represent mathematics using a variety of manipulatives, diagrams, models, etc.
- The curriculum must explicitly teach and attend to the specialized language of mathematics.
- The curriculum must guide students to identify the patterns and structure of mathematics, including connecting the mathematics to prior learning.

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 learning activities
- Guidance on gathering and using information about students' language backgrounds to leverage students' home languages as an asset in learning academic English, mathematical discourse, explanation, representation, justification, and language demands.
- Resources for communicating with families of MLs about their children's progress and ways to support learning at home.
 - Respondents should identify which student/family materials are available in languages other than English, whether translations are publisher-created or machine-generated, and how translated materials stay synchronized with adopted content.

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 work

- Scaffolded Instructional supports that help MLs access grade-level mathematical content and engage in spoken discourse that assist in the development of English proficiency. Including, but not limited to:
 - Analyzing and constructing justifications of thinking.
 - 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 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.
 - 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.
 - Assessment tools and accommodations that allow MLs to demonstrate their understanding of concepts in various ways, not limited to written responses in English.

These supports should be integrated throughout the curriculum. 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' mathematical 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 that includes what schools must source locally, which items are consumable, and expected annual replenishment costs.

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 Mathematics 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 mathematics.
- Print and digital materials to meet applicable accessibility standards and supports for students with disabilities, including accessible formats and compatibility with assistive technology
- Extensions to engage with mathematics content and concepts at greater depth for students 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 and sequencing 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 the grade-level/course-level standards.
- Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.
- Assessment items should vary in type and DOK levels.
- For grades K-3, all required curriculum-embedded formative, interim, and summative assessments must be available for non-screen administration. Teacher-facing digital tools may be used to score, enter, analyze, and report results.

Digital Resources/Tools Requirements

1. Mathematics Digital Curricula

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

- Align consistently with the proposed Utah Core Mathematics Standards and provide significant educational value supported by evidence, data, or demonstrated educational value appropriate to the grade level, in compliance with Utah HB 273 (2026).
- Offer a robust selection of relevant teacher-facing and, where permitted and developmentally appropriate, student-facing digital resources that complement the core instructional program..
- Integrate interactive tools and dynamic software where appropriate to the grade level and consistent with state law and District technology-use requirements. Digital tools shall not be necessary for students to access essential K–3 instructional content.
- Provide opportunities for teachers and/or students to collaborate digitally, enhancing classroom instructional practices and promoting characteristics of Ogden 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 mathematical progress and mastery of grade-level standards, with tools for teachers to collect, interpret, and act on this data.
- Where digital adaptive or personalized-learning technologies are provided, clearly identify the grade levels for which they are intended and describe equivalent instructional approaches or resources available when student technology use is limited or prohibited.
- 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.
- *Optional:* Provide a supplemental adaptive personalized learning tool to support students in developing skills through self-directed learning progression, in compliance with Utah HB 273 (2026).

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 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 (SSO) 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://schools.utah.gov/studentdataprivacy/laws>

4. Grade-Level Technology Use and Non-Digital Access

In accordance with Utah HB 273 (2026), applicable state law, and District policy governing balanced instructional technology use, proposed curricular materials must support implementation appropriate to the developmental needs and technology-use requirements of each grade band.

- **Grades K–3:** The core instructional program must be capable of full implementation through teacher-led, hands-on, print-based, and other developmentally appropriate learning experiences without requiring routine student use of digital devices or online resources. Student access to a device, digital platform, application, or internet connection shall not be required to participate in core mathematics instruction, complete assigned work, practice skills, or access essential curricular content. Any proposed student-facing technology for grades K–3 must be clearly identified, including its instructional purpose and whether an equivalent non-digital resource is provided. Digital components intended for assessment or other uses permitted by state law and District policy should be identified separately.
- **Grades 4–6:** Digital resources must be designed for intentional, teacher-supervised use for a defined academic purpose and must complement, rather than replace, teacher-led, print-based, hands-on, and analog instruction. The curriculum must not require students to have school-issued instructional technology at home or require internet or instructional-technology access to complete homework.
- **All Grades:** Teacher-facing digital resources, including lesson-planning tools, instructional supports, assessment management, reporting, professional learning, and other resources that do not require student screen use, are encouraged where they enhance effective implementation of the curriculum.

Training, Service and Support Requirements

Training and Support

1. Agency has knowledgeable and capable Elementary Mathematics 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 ongoing 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.

V. Technical Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide an Elementary Mathematics Curriculum for grades K-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 Mathematics 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 (10 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 Mathematics Curriculum and any ancillary resources. Describe the agency organization and list of the agency's personnel available to the District.
 - Provide a line-by-line response to the Scope of Services with Meets / Partially Meets / Does Not Meet, explanation, exact evidence location, and whether compliance depends on an optional add-on (Matrix will not count toward ten page maximum).
 - Briefly summarize your agency experience and overall qualifications as an Elementary Mathematics 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 ten page maximum).
 - Provide documentation of system/technical requirements.
 - **Technology Use by Grade Level:** Provide a K-6 matrix identifying all student-facing digital components included in the proposed curriculum. For each component, identify the grade level(s), instructional purpose, whether its use is required or optional, estimated frequency and duration of student use, whether internet access is required, and the corresponding print-based or non-digital alternative, if applicable. Clearly identify any component without which the core instructional program cannot be fully implemented.
 - 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 "RFP27-002 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."

Proposal documents and physical review samples submitted become the property of the District for procurement and evaluation purposes and will not be returned unless the District elects otherwise. Submission does not transfer intellectual property rights except as expressly provided in the resulting agreement. 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 seeking pricing that provides flexibility in determining the appropriate contract duration for this adoption. Respondents must provide complete pricing proposals for five-year, six-year, and seven-year contract terms.

For each proposed contract term, the fee proposal must:

- identify all costs by contract year;
- provide the total cost over the full contract term;
- identify any differences in pricing, discounts, or included services associated with the length of the agreement;
- identify all recurring and non-recurring costs, including instructional materials, consumables, digital licenses, implementation, professional learning, technical support, shipping, replenishment, and any other anticipated charges; and
- clearly disclose any assumptions, limitations, or price escalators associated with each option.

Respondents should structure pricing so the District can make a meaningful comparison among the five-, six-, and seven-year options. The District reserves the right to select the contract duration that best meets its instructional, operational, and

financial needs. Selection of a contract term will not necessarily be based on the lowest total cost or the longest available term.

The District may also request clarification or negotiation regarding pricing or the allocation of costs across contract years prior to final award.

VII. 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 five 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 five respondents to continue for the rest of the selection process.
3. **Stage 3:** Based on the Selection Committee's evaluation, **two to five 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 an opportunity to showcase their Elementary Mathematics Curriculum and respond to committee members' questions. Other educators who serve as teachers in grades K-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 Mathematics 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, and perception of agency's ability to accomplish scope of service) and select the Elementary Mathematics Curriculum to be presented for the Board's

consideration. Following submission of the final non-cost evaluation, proposal costs will be made available and the Fee Proposal and Fee Schedule score will be incorporated into the final combined score as described below.

Evaluation Weighting

Stage 1 - Screening Committee

Category	Weight
Curricular/Design Requirements	80%
Digital Resources/Tools	15%
Agency Qualifications, Experience, and Support	5%

Stage 2 - Selection Committee

Category	Weight
Curricular/Design Requirements	80%
Digital Resources/Tools	15%
Agency Qualifications, Experience, and Support	5%

Stage 3 - Product Demonstrations

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 <i>Presentation Notes</i> <i>Limited Pilot Feedback</i> <i>Committee Members' Perceptions</i>	70%

The Selection Committee will complete and submit its final evaluation and recommendation based on all non-cost criteria before committee members are provided access to information regarding proposal costs. Following submission of the final non-cost evaluation, the Fee Proposal and Fee Schedule will be evaluated, and the applicable cost score will be incorporated into the final combined score in accordance with Utah Code §63G-6a-707.

The Fee Proposal will not be the sole determinant for the award. Award shall be made to the curriculum/curricula deemed most capable of accomplishing the Scope of Services required, taking into account the proposals and evaluation factors here outlined. The District reserves the right to make an award to one or more respondents.

VIII. Term of Agreement

The District anticipates awarding an agreement for a term of **five (5), six (6), or seven (7) years**. Respondents are required to provide pricing for each of these contract-term options as specified in the Fee Proposal requirements.

The final contract term will be determined by the District as part of the award process and may take into consideration total cost, instructional and operational needs, anticipated curriculum replacement cycles, and changes or anticipated changes to Utah mathematics standards or other applicable state requirements.

Regardless of the contract duration selected, continued performance under the agreement shall be subject to the District's annual review of the contractor's performance and continued ability to meet District requirements.

The District reserves the right, to the extent permitted by the resulting agreement and applicable procurement requirements, to discontinue, modify, or renegotiate services if changes in state law, administrative rule, academic standards, funding, or other governing requirements materially affect the District's need for or ability to use the contracted curricular materials.

Tentative date for formal approval by the Board is **April 15, 2027**. The anticipated effective date of the contract is **July 1, 2027**.

IX. Due Date

To qualify as a responsive proposal; physical review samples must be received at the shipping address identified in Section V no later than **2:00 p.m. on October 28, 2026**. The electronic technical proposal and separate Fee Proposal (**as a separate attachment**) must be submitted through U3P Bonfire at <https://gobonfire.com/> **by the same deadline**.

X. Tentative Timeline (Subject to modification)

RFP Advertised: September 30, 2026 at 9:00 AM

Deadline for Questions: October 14, 2026 at 2:00 PM

RFP Response Deadline: October 28, 2026 at 2:00 PM

Stage 1 Evaluation: November 2-6, 2026, 2:00 PM

Stage 2 Evaluation: November 9-20, 2026, 2:00 PM

Stage 3 Product Demonstrations: December 7-11, 2026, 2:00 PM

Stage 4 (Final) Evaluation: March 1-5, 2027, 2:00 PM

Open House: March 2027

Public Comment: March 18, 2027 & April 15, 2027

Board Action: April 15, 2027

Contract Effective Date: July 1, 2027

XI. Questions and Contact Information

Questions, interpretations, clarifications, or communication regarding **RFP27-002** must be submitted through U3P [Bonfire](#) and must be received by **2:00 PM on October 14, 2026**. Responses to any postings shall be the responsibility of:
Adam McMickell - Executive Director of Student Achievement

Contact made with any Ogden School District personnel during the RFP process concerning the RFP may be considered grounds for disqualification.

RFP27-002 will be posted on U3P [Bonfire](#), 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.