

**A. Introduction**

Poudre School District R-1 (the “District”) is requesting electronic proposals from professional and qualified partners (“Suppliers”) to provide a comprehensive core curriculum solution in Grades K-5 English Language Arts (“ELA”) that aligns with the Colorado Academic Standards (“CAS”), aligns with Common Core Shifts for ELA/Literacy, and must be an Approved Program on the Colorado Department of Education’s Advisory List of Core Instructional Programming.

Links to the programs listed above are listed here:

<https://www.cde.state.co.us/coreadingwriting/2020cas-rw-p12>

<http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

<https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020#core>

**B. Background**

The District is seeking outside partners that will provide a resource to support the intersection of the standards and educational equity and culture, empower educators, and help all students meet the challenges of higher standards. All of which support student success in three District priorities: 1) Increase students’ literacy rates to support college and career readiness; 2) Prepare students to graduate with options; 3) Promote student connections and well-being.

Two strategies that provide direction for detailed work plans in schools and departments are 1) focus on what matters most – the content, teachers, and students of our instructional core and 2) manage our performance. Proposals must outline how the materials will provide a guaranteed viable curriculum for every student in all schools across the district and focus on what matters most to academic achievement, the instructional core: how **students** participate in their own education, the knowledge and skill of the **teacher**, and the level and complexity of the **content** students are asked to learn.

All spending will directly support these goals and strategies including a focus on ensuring equitable access and understanding of a guaranteed viable curriculum and that all students within the school system are provided with effective core instruction that is standards aligned and rigorous.

Interested Suppliers will include online blended, and face-to-face implementation and ongoing job-embedded professional learning for teachers, literacy facilitators/coaches, and administrators as well as district-level personnel.

**C. Objectives of this RFP**

Our goal in the District is to implement and support a systematic and explicit curriculum that allows for students to experience rigorous standards-aligned instruction based on the instructional shifts. All materials must be culturally relevant, anti-racist, and provide multiple perspectives where students can recognize and draw on their own perspective and culture and come to understand other perspectives and cultures. In addition, teachers must have the

necessary professional learning to implement the curriculum and to build their own early literacy knowledge and skill set. In order to meet these high expectations, Suppliers shall state how their proposal meets or does not meet the specification for each section below and district requirements in technology and professional development. This self-evaluation of your proposal shall be submitted as part of your proposal (section 9.6).

**INSTRUCTIONAL MATERIALS**

For each indicator, describe, to what extent, your partnership can provide:

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>NON-NEGOTIABLE 1 High Quality Text</b> Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.</p>	<p><b>REQUIRED</b> 1a) K-2: Texts intended for reading aloud are rich and above students' current reading abilities. 1a) 2-5: Anchor texts have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	
	<p><b>REQUIRED</b> 1b) Anchor texts (including those selected for reading aloud) in the materials are of publishable quality and worthy of especially careful reading; they include a mix of 50% informational texts and 50% literature.</p>	
	<p><b>REQUIRED</b> 1c) Texts are culturally relevant, anti-racist, and unbiased where students can recognize and draw on their own perspective and culture and come to understand other perspectives and cultures.</p>	
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability</p>	

	because listening skills in elementary school generally outpace reading skills.	
	1e) Additional text options to support readers as part of Tier 2 and/or Tier 3 of an MTSS framework. Texts should fit characteristics above as well as provide a level of hi-interest low readability.	

<b>NON-NEGOTIABLE 2 Evidence-based Discussion and Writing:</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	<b>REQUIRED</b> 2a) At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text specific.	
	<b>REQUIRED</b> 2b) Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.	
	2c) Materials provide tiered tasks or discussion routines for students to learn how to follow and appropriately challenge students at every level.	

<b>Non-Negotiable 3: Building Knowledge:</b> Materials build knowledge systematically through reading,	<b>REQUIRED</b> 3a) Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.	
--	--	--

writing, speaking, and listening, and language study.	3b) Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned or texts of their own choosing.	
	3c) Materials provide opportunities that encourages talk among children, including discussions of print or digital texts.	
	3d) Materials provide instruction of morphology, including common word roots, inflections, prefixes, affixes, and syntax.	
	3e) Materials that attend to word relations.	
	3f) Materials provide explicit instruction in both general academic and content area vocabulary during reading and disciplinary instruction.	
	3g) Materials provide a wide variety of reading that exposes them to rich and discipline-specific academic language and provides the opportunity for vocabulary learning in the context of reading.	
	3h) Materials provide opportunities for students to use new vocabulary in a variety of contexts and modes.	
	3i) Materials include additional explicit instruction opportunities and practice for students who struggle and may be served via Tier 2/Tier 3 instruction within an MTSS framework.	

<p><b>Non-Negotiable 4: Foundational Skills:</b> Materials develop foundational reading skills systematically, using research based and transparent methods.</p> <p><i>*Foundational Skills are only for Grades K-5.</i></p>	<p><b>REQUIRED</b></p> <p>4a) Materials provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency in a research-based and transparent progression in each grade level.</p>	
	<p><b>REQUIRED</b></p> <p>4b) K-2 materials include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills. These materials Include decodable texts for students to practice the phonics skill they have learned in connected text to build automaticity and fluency.</p>	
	<p><b>REQUIRED</b></p> <p>4c) Materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.</p>	
	<p><b>REQUIRED</b></p> <p>4d) K-2 materials allow teachers to guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</p>	
	<p><b>REQUIRED</b></p> <p>4e) Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.</p>	

	<p><b>REQUIRED</b></p> <p>4f) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade level words, including high-frequency words, by using sound symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</p> <p>4f) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	
	<p><b>REQUIRED</b></p> <p>4g) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	
	<p>4h) Materials promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words. Please reference the General Education Leadership Network’s <a href="#">Essential Instructional Practices in Early Literacy</a> (specifically Practices #4 &amp; #5).</p>	

	<p>4i) Materials reflect the instructional advice presented in the recommendations within the <i>IES Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide</i>.</p>	
<p><b>Non-Negotiable 5: Range and Quality of Text</b> Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.</p>	<p><b>REQUIRED</b> 5a) In grades K-5, materials include a balance of texts and instructional time of 50% literature and 50% informational text and includes both print and non-print texts.</p>	
	<p><b>REQUIRED</b> 5b) A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p>	
	<p><b>REQUIRED</b> 5c) For grades 3-5, support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.</p>	
	<p><b>REQUIRED</b> 5d) Materials include print and non-print texts of different formats (e.g., a range of film, art, music, charts, etc.) and lengths (e.g., short stories and novels).</p>	
	<p>5e) Grades K-2 sets of texts are thematically and conceptually related and offer opportunities for students to learn that they may not yet be able to experience independently. These texts also have child-friendly explanations of words.</p>	
	<p>5f) Grades 3-5 texts should include books and other materials connected to the</p>	

	<p>children’s interest and reflect children’s background and cultural experiences, including class- and child-made books. Reading material should expose students to rich language and vocabulary learning.</p>	
	<p>5g) Range of complex text options (print or digital) in the materials that are available and appropriate for academically gifted and advanced readers.</p>	

<p><b>Non-Negotiable 6: Questions, Tasks, and Assignments</b> Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p>	<p><b>REQUIRED</b></p> <p>6a) K-2: High-quality sequences of text-dependent questions designed for comprehension are prevalent in the materials, whether designed to be read aloud or accessed by students directly and build to a deep understanding of the knowledge and central ideas of the text (including those selected for reading aloud).</p> <p>6a) 3-5: High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text/s and units of study.</p>	
	<p><b>REQUIRED</b></p> <p>6b) K-2: Questions and tasks in the materials designed for comprehension, whether designed to be read aloud or accessed by students directly, support students in understanding the academic language (vocabulary and syntax) prevalent in texts (including those selected for reading aloud).</p> <p>6b) 3-5: Questions and tasks in the materials support students in understanding</p>	



	the academic language (vocabulary and syntax) prevalent in complex texts.	
	<b>REQUIRED</b> 6c) Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.	
	<b>REQUIRED</b> 6d) 3-5: Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research-based and transparent progression to develop proficient readers.	
<b>Non-Negotiable 7: Building Knowledge with Texts, Vocabulary, and Tasks</b> Materials build students' knowledge across topics and content areas.	<b>REQUIRED</b> 7a) Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.	
	<b>REQUIRED</b> 7b) Materials require students to engage in many shared (K-2 only), short, and focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.	
	<b>REQUIRED</b> 7c) Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.	

<p><b>Non-Negotiable 8: Explicit Writing Instruction</b> Materials provide explicit writing instruction and guided practice using writing processes and strategies with opportunities to study text models of and write texts for a variety of purposes and audiences.</p>	<p><b>REQUIRED</b> 8a) Materials support students’ developing writing skills over the course of the school year. For K-2, this includes writing opportunities that are prominent and varied and reflect the types and purposes for writing.  For 3-5, this includes writing opportunities that are prominent and varied.  For 3-5: Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>	
	<p><b>REQUIRED</b> 8b) Materials provide opportunities to study text models of and write texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts.</p>	
	<p>8c) Materials include time and content for students to write across disciplines, including opportunities for students to write using digital tools.</p>	
	<p><b>REQUIRED</b> 8d) Materials include explicit instruction of the grammar and conventions standards for grade levels as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	
	<p><b>REQUIRED</b> 8e) Materials include explicit instruction around spelling strategies, capitalization, punctuation, and sentence construction.</p>	

	8f) Materials provide explicit instruction in and practice using writing processes and strategies, particularly those involving researching, planning, drafting, revising, and editing.	
	8g) Materials provide interactive writing experiences as well as daily time for children to write in grades K-1.	
	<b>REQUIRED</b> 8h) Materials include explicit instruction in letter formation for manuscript and cursive (3rd - 5th grades)	
	8i) Materials include additional explicit instruction opportunities and practice for students who may be served via Tier 2/Tier 3 instruction within an MTSS Framework.	
<b>Non-Negotiable 9: Access to the Standards for All Students</b> Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CAS	<b>REQUIRED</b> 9a) Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.	
	<b>REQUIRED</b> 9b) Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	
	<b>REQUIRED</b> 9c) Materials regularly include extensions and/ or more advanced opportunities for students who read, write, speak, or listen above grade level.	

	<p><b>REQUIRED</b></p> <p>9d) Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	
--	---	--

**OBSERVATION & ASSESSMENTS**

For each indicator, describe, to what extent, your partnership can provide:

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
<p><b>Non-Negotiable 1: Observation &amp; Assessments</b></p> <p>Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>1a) Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	
	<p>1b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	
	<p>1c) Materials use varied modes of assessment, including a range of diagnostic, pre-, formative, summative, and self-assessment measures.</p> <ul style="list-style-type: none"> <li>● Includes formative/benchmark assessments to monitor progress in literacy development and to guide instructional decision-making (e.g., differentiated</li> </ul>	

	<p>instruction, recommendations for additional support (Tier 2/Tier 3)) for all students, including adding additional supports for students performing below grade level and additional opportunities for enrichment.</p> <ul style="list-style-type: none"> <li>● Diagnostic and ongoing assessments that can be used to collect data to identify where students need support, and to design intensive, systematic instruction that focuses on identified learning needs.</li> </ul>	
	<p>1d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	
	<p>1e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	
	<p>1f) Materials include opportunities for teachers to provide explicit feedback where they point out what the learner is doing correctly and incorrectly, related to reading and writing development, building on earlier feedback using observation and other assessments.</p>	
	<p>1g) Materials prioritize observation during actual reading, writing, speaking, and listening.</p>	

	1h) Performance tasks and assessments align to the scope & sequence of the curriculum to use for instructional purposes.	
	1i) Data collected on assessments are collected in a digital format that could be incorporated into district-aligned systems.	
	1j) Includes progress monitoring materials & resources that align to state and district benchmark data (e.g., DIBELS, NWEA).	

**MOTIVATION & ENGAGEMENT**

**Deliberate, research-informed efforts to foster motivation, engagement, and social emotional learning within and across lessons** to provide academic and life success such as resiliency, self-management, and responsible decision-making skills. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Justification/Comments with Example/s
Materials provide daily opportunities for children to make choices in their reading and writing.	
Materials provide opportunities for children to use voice and choice in their learning, to know how they learn best.	
Materials provide regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects.	
Materials establish meaningful purposes for children to read and write beyond being assigned or expected to do so, such as writing for enjoyment/interest, to answer general or discipline specific questions about the natural and social world, to address community needs, or to communicate with specific audiences.	

Materials build positive learning environments that encourage children to be partners in the learning with the teacher to set and achieve goals as well as promote student independence.	
Materials attend to and cultivate student interest and create their awareness of self and others by connecting literacy experiences to students’ family and community and how they relate to the world.	
Materials provide CAS cross-curricular connections within the resource which combines content and skills from multiple disciplines into one engaging learning experience. Centering student reading around a particular topic (content area-informational) or theme (literary) can help make materials more meaningful or relevant.	
Materials provide opportunities for concept-based instruction for gifted and advanced readers.	
Materials provide opportunities for students to evaluate how they contributed to the learning.	

**CAPACITIES OF DISTRICT GRADUATE**

Describe, to what fullness and regularity (low, medium, high), does your provided curriculum, instructional materials, and professional learning, support the capacities of Poudre School District desired qualities. For each criterion, describe, to what extent your partnership can provide:

Criteria	Justification/Comments with Example/s
<p><b>They demonstrate independence.</b>            Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. They demonstrate command of standard English and know when and where to use it. They acquire and use a wide-ranging vocabulary. They become self-directed learners, effectively seeking out and using resources to assist them,</p>	

<p>including teachers, peers, and print and digital reference materials. They make sense of problems and can persevere in solving them.</p>	
<p><b>They build strong content knowledge.</b> Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</p>	
<p><b>They respond to the varying demands of audience, task, purpose, and discipline.</b> Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science) and different application of skills in speaking, writing, reading, and listening). Students take action to improve conditions, viewing themselves as players in the world and participating reflectively.</p>	
<p><b>They comprehend as well as critique.</b> Students are engaged and open-minded but discerning readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning. They are skilled at asking questions about inequity and challenging the status quo. They are passionate about constructing their own knowledge.</p>	
<p><b>They use technology and digital media strategically and capably.</b> Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and</p>	



<p>mediums and can select and use those best suited to their communication goals.</p>	
<p><b>They recognize and draw on their own perspective and culture.</b>  Students investigate the world beyond their immediate environment. Students are aware of and can articulate their own cultural worldview. Students recognize the culture and experiences they bring to learning are a key resource. Students from both dominant and non-dominant cultures can translate the logical structures of their knowledge and map them onto the school curriculum. Through this understanding of their own cultural perspective and the perspectives of others, students can facilitate their own learning.</p>	
<p><b>They come to understand other perspectives and cultures.</b>  Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures, who also represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they can communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading works of literature and nonfiction and informational texts representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.</p>	

**PROFESSIONAL LEARNING AND SUPPORT**

As well as a viable curriculum consisting of high-quality instructional materials, the District is specifically looking for a partnership that ensures implementation with integrity through *extensive* professional learning experiences and support. Use [Learning Forward’s Standards for Professional Learning](#) as a springboard. For each criterion, describe, to what extent (low, medium, high), your partnership can provide:

Criteria	Justification/Comments with Example/s
Supplier has the organizational structure, processes, and support capacity to provide engaging and interactive professional learning that considers the complexities of a large district to ensure adult capacity and student outcomes	<b>LOW    MEDIUM    HIGH</b>

(i.e., moving beyond “train the trainer” models). Current research indicates at least 50+ hours of professional learning).	
Provide a district support implementation plan and processes that includes program activation, implementation, and support, both short term (existing personnel) and long term (onboarding new personnel).	<b>LOW    MEDIUM    HIGH</b>
Provide differentiated tracks of professional learning for multiple adult audiences including district leadership, specialists and coaches, school leadership, content teachers, English Language teachers, Exceptional Children teachers, gifted teachers, etc.	<b>LOW    MEDIUM    HIGH</b>
Professional learning that appeals to a wide variety of adult learning styles including, but not limited to, face-to-face, synchronous, and asynchronous digital learning, micro-credentialing courses, job-embedded learning, etc.	<b>LOW    MEDIUM    HIGH</b>
Provide support through coaching through a variety of models (e.g., in-person, observation & feedback, virtual coaching meetings, modeling, PLC support, etc.).	<b>LOW    MEDIUM    HIGH</b>
Supporting professional materials should include videos, articles, research, teacher, and student exemplars of work, modeled lessons that are based in real-world application and move beyond theory.	<b>LOW    MEDIUM    HIGH</b>
Supplier focuses on increasing leader and educator effectiveness and improving the use of technology and data analytics.	<b>LOW    MEDIUM    HIGH</b>
Supplier will provide a tool for teachers, literacy leads, and central office staff to use to evaluate the professional development sessions. Supplier will personalize professional development based on the data collected from evaluation.	<b>LOW    MEDIUM    HIGH</b>
Digital materials that are seamlessly compatible with the district’s current technology platforms while simultaneously able to adapt to upcoming advances, such as providing, modifying, and creating customized resources to align to the needs to the district.	<b>LOW    MEDIUM    HIGH</b>

Professional learning that includes novice, intermediate and expert level development in content AND coaching.	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>
Providing relevant district, state, national and international data that supports continuous, focused improvement. Professional Learning should include experiences that enhance data literacy and move participants to greater capacity for gathering and interpreting their own, PLC, school, and district data.	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>
Professional learning is grounded in the CAS and Common Core Shifts to move all participants to greater pedagogical understanding, knowledge, and skills.	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>

### ASSURANCE OF ACCESSIBILITY STANDARDS

Assure materials are accessible to all students, including students identified as blind, visually impaired or print disabled. Assurance that materials are compliant with the standards, recommendations, and guidelines specified assists educators in the selection and use of accessible versions of materials that can be used with all students, including those with different kinds of challenges and assistive devices. For each criterion, describe, to what extent (yes, no), your partnership can provide:

Criteria	Notes/Comments	
Materials are available in PDF Format	<b>YES</b>	<b>NO</b>
Materials in <a href="#">ePUB Format</a>	<b>YES</b>	<b>NO</b>
Materials are available in an accessible media format and includes alternate text or subtitles	<b>YES</b>	<b>NO</b>
Materials includes alternate text (image)	<b>YES</b>	<b>NO</b>
Materials includes captions and subtitles (video)	<b>YES</b>	<b>NO</b>
Materials include functionality that provide accessibility	<b>YES</b>	<b>NO</b>
Materials comply with <a href="#">W3C</a> recommendations for web pages	<b>YES</b>	<b>NO</b>
Is a <a href="#">508 compliant</a> website	<b>YES</b>	<b>NO</b>

Available in the <a href="#">National Accessible Instructional Materials Standard Format - Accessible XML</a>	<b>YES</b>	<b>NO</b>
Complies with National Instructional materials Accessibility Standard (NIMAS) <a href="#">Guidelines</a> for Movies, Web, and Multimedia	<b>YES</b>	<b>NO</b>

### **TECHNOLOGY PLATFORM AND HIGH-LEVEL ARCHITECTURAL DESIGN**

Supplier shall provide a detailed response to what extent they can support the specifications requested. Any additional information provided should clearly state the referenced technical specification in an organized and easily read format. For each criterion, describe, to what extent your partnership can provide:

<b>Criteria</b>	<b>Response/Comments with Example/s</b>
Supplier shall describe how their product handles authentication including single sign (SSO) on capabilities. A description of all supported SSO capabilities offered should be included in the response.	
Supplier shall describe how the product handles authorization. This should include a description of the authorization/security model as well as how role/group/scope changes can be automated.	
Supplier shall describe the capabilities of the application/service to automate rostering of students/teachers/staff. This description should include data formats and file transmission options.	
Supplier shall describe how their product handles account creation, additions and deletions for both student and staff users.	
Supplier shall describe how administrative functions are separated into different roles such as district, school, teacher, etc.	
Supplier shall describe how the methods and means by which the security of District data is ensured. Describe the methods and practices in place to protect against unauthorized access, destruction, use, modification, and disclosure of District data.	

Supplier shall describe all personally identifiable information that is collected through use of the application, site or service and describe the method(s) by which that data is secured.	
Supplier shall describe the method by which a parent may exercise the right to inspect and amend a student's educational records stored in the application, site, or service.	
Supplier shall fully describe technical requirements if application, site, or service is hosted on-premises. Supplier shall describe cloud-hosted delivery options for application, site, or service.	
Supplier shall describe in detail all system and network requirements. This description shall include internet browser compatibility, third-party browser plug-in requirements, and end-user workstation minimum specifications.	
Supplier shall describe the capabilities of the application/service to be used on mobile tablet and smartphone devices, whether native or hybrid apps are available and for which mobile operating systems and versions.	
Supplier shall describe the product(s) support model for both technical and functional district support needs. Include expected time to respond to support requests for technical or service-related issues and/or any SLAs you offer via your products and services.	
Supplier shall describe their approach to converting and migrating data into and out of their solution.	
Supplier shall describe the reporting features for district and school-based administrators, teachers, and students. (Attach sample reports.)	
Supplier shall describe the reporting feature on an individual student level including how the student is compared to like peers. (Attach sample reports.)	
Supplier shall describe compliance with website accessibility requirements.	
Supplier shall describe how it complies with IMS Global (now 1EdTech) standards for content including Common	

cartridge, QUI, and any unique integration solutions for learning management systems.	
Supplier shall describe the methods or plans for data deletion upon termination of the agreement.	

### TECHNCAL REQUIREMENTS

Supplier shall provide a detailed response to what extent they meet the requirements listed. Any additional information provided should clearly state the referenced technical requirement in an organized and easily read format.

Criteria	Comments with Example/s
1. Database Access <ul style="list-style-type: none"> <li>a. Are your system’s databases accessible to our District’s IT team to access? If so, how?</li> <li>b. Indicate, and explain, if there are specific tables that would not be accessible by our District’s IT team.</li> <li>c. List technical documentation available specific to database structure of your system.</li> </ul>	
2. API Access <ul style="list-style-type: none"> <li>a. Does your application have an API accessible to our District’s IT team?</li> <li>b. Indicate, and explain, if there are specific data elements not available through the API.</li> <li>c. List the technical documentation available specific to your system’s API.</li> </ul>	
3. System Requirements <ul style="list-style-type: none"> <li>a. Explain your compatibility, functionality, and system requirements for Chromebook, Chrome OS, iOS, and Windows 10+</li> <li>b. Acknowledge your systems use HTML5 and not flash.</li> </ul>	
4. Explain hosting options available for your system. Where will any student data created or stored by your system be stored?	
5. List the reports, including data elements, exportable from the front-end of your application.	
6. Describe your system’s RBAC (Role-Based Access Control), including if administrative credentials are available to our District’s IT Team.	

7. Explain what data elements your application ingests via integrations? a. List the technical documentation available specific to integration specifications.	
8. Explain your system’s data integration processes including data integration schedule options.	

**OTHER SUPPLIER RESPONSIBILITIES**

For each criterion, describe, to what extent (yes, no), your partnership can provide:

Criteria	Notes/Comments	
Product is an Approved Program on the Colorado Department of Education’s Advisory List of Core Instructional Programming.	<b>YES</b>	<b>NO</b>
Supplier shall review-the Common Core Shifts for ELA/Literacy K-5 as outlined in the <a href="#">Instructional Materials Evaluation Tool (IMET)</a> and certify that their proposal is compatible and compliant.	<b>YES</b>	<b>NO</b>
Supplier shall understand how teachers are provided guidance on the why and how of the instructional practices aligned to the standards and shifts within the resource and certify that their proposal is compatible and compliant.	<b>YES</b>	<b>NO</b>
Supplier shall provide product development plans, technical architecture, and implementation approaches that can support a district of this size, to better predict implementation and professional development support.	<b>YES</b>	<b>NO</b>
Supplier shall provide fidelity checks (e.g., walk-through, observation tools) that include metrics as part of the implementation plan.	<b>YES</b>	<b>NO</b>
Supplier shall provide materials that are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	<b>YES</b>	<b>NO</b>
Research conducted by objective third party is included that demonstrates the effectiveness of the curriculum.	<b>YES</b>	<b>NO</b>
Supplier shall have a comprehensive, independent evaluation. The District strongly prefers evaluations conducted by	<b>YES</b>	<b>NO</b>

<p>EdReports (<a href="http://www.edreports.org">www.edreports.org</a>), an independent nonprofit designed to improve K-12 education that offers reviews of K-12 instructional materials that focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators. The District reserves the right to consider other external independent evaluations comparable to EdReports, but such independent evaluations must be robust and comparable in scale, depth, and methodology. For materials that have EdReports ratings (using Gateways described on <a href="http://EdReports.org">EdReports.org</a>). The District reserves the right to reject products that do not meet expectations for Text Quality or Building Knowledge.</p>	
--	--

**PARTNERSHIP REQUIREMENTS**

The following requirements shall be provided by vendor in an organized, easily identifiable manner that allows for quick reference. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Comments/Links to Examples
<p><b>Supplier Plan for Implementation</b> Describe your implementation methodology and approach to resources including options to train district implementation staff to the end user including any learning videos, handouts, and other implementation resources that may be made available online. Include a plan for teacher development of your defined resources that meets the diverse strengths and needs of our teachers.</p>	
<p><b>Supplier Profile</b> Supplier shall provide company profile information (company background, number of employees, type of company, financial information, capacity for handling services, location of company)</p>	
<p><b>Supplier Experience</b> Supplier shall demonstrate experience with public sector clients with similar or greater size and complexity to the Poudre School District. Supplier shall provide information as to the qualifications and experience of all executive,</p>	



<p>managerial, legal, and professional personnel to be assigned to this project, including resumes citing experience with similar projects and the responsibilities to be assigned to each person.</p>	
<p><b>Technical Approach</b>  Supplier’s proposal shall include, in narrative, outline and/or graph form the Supplier’s approach to accomplishing the tasks outlined in the Scope of Work section of this document. A description of each task and deliverable and the schedule for accomplishing each shall be included.</p>	
<p><b>Materials to Sample</b>  Publishers are required to send materials which include special instructions, written correlations, publisher’s presentation, and samples of the major tool (student edition and teacher edition) in an electronic or digital format. These samples must be in final form (i.e., must be the product that will be available to the district).</p>	

**D. RFP Process**

Suppliers are requested through this RFP to provide information regarding K-5 comprehensive ELA curriculum solution as listed under the “Objectives of this RFP” section above. Certain vendors will be requested as a result of this RFP to engage in deep discussion, demonstration, and field testing of their proposed solution. The discussions will be scheduled during the Fall of 2022. This RFP does not obligate the District to any purchase or to any action as a result of the information received. If selected for the demonstration (vendor review) process, selected companies will receive additional follow-up questions and information to be addressed at the demonstration.