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SUPERINTENDENT

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Scott Suttle
PRESIDENT

REQUEST FOR PROPOSAL TO BID SCC#21-22-09BOE

Online Curriculum and Learning Management System

April 14, 2021

Note: FAXED OR E-MAILED PROPOSALS WILL NOT BE ACCEPTED.

Inquiries and response submissions related to this RFP are to be addressed to:

Mr. Kenneth Trucks
Secondary Curriculum & Instruction Coordinator
wayne.trucks@sccboe.org
(205)594-7131

Deadline:

Proposals must be received no later than 3:00 p.m. on May 12, 2021.

It is required that each vendor clearly mark the envelope SCC#21-22-09BOE in the lower left corner of the envelope

(Response packages that are not marked will be rejected).

The proposal package must contain the following:

1. Original proposal plus six copies with original signatures (The proposal must be signed by an official authorized to legally bind the vendor to the information provided). One (1) electronic copy on a USB flash drive in MS Word or PDF format.
2. Must be currently registered with The Alabama Department of Finance, Division of Purchasing as a State Vendor and provide vendor number: [Alabama Department of Finance-Purchasing Division](#)
3. The vendor must complete the affidavit for business entity/employer/vendor. Verification of enrollment in E-Verify should be presented on the form found in Appendix A.

Proposal Opening

May 14, 2021

2:00 pm

St. Clair County Board of Education
410 Roy Drive
Ashville, Alabama 35953
(No visitors due to COVID-19 Pandemic)

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Section 1.00 Administrative Overview

1.1 Purpose and Background

Purpose:

The St. Clair County Board of Education (SCCBOE) is seeking responses to this RFP from Sole Source Proposers for the purchase of K-12 course content that meets and aligns to all the standards of the ALSDE Courses of Study. The SCCBOE is seeking products and services as described in this RFP to support instruction delivery in our K-12 Virtual Prep Academy which includes school-wide virtual programming and credit-recovery initiatives within all middle and high schools. Our current needs are to acquire both course content and a fully managed Learning Management System (LMS). This is in direct alignment with the school system's vision to drive the academic progress of every student equitably. SCCBOE cannot guarantee the number of users in any given year.

Include description of how both synchronous and asynchronous instruction options will meet the above goals.

Background:

In 2019-20, the SCCBOE created a new school known as the SCC Virtual Preparatory Academy (VPA). The Academy is a K-12 setting with three locations around the St. Clair County District.

When it comes to education, one size doesn't always fit all. We believe the freedom and flexibility of a virtual program can empower our students to succeed in the 21st century. We offer many choices, and our staff can assist students and parents in exploring the varied options and creating a personalized educational plan to fit each student's unique needs. In short, the Virtual Preparatory Academy is another way that St. Clair County is striving to meet our mission and to meet the needs of our students.

How?

The SCC VPA pairs digital learning with personalized attention. Our students and teachers interact directly via innovative web-based tools. In addition to easy access to their teachers, our students also benefit from many opportunities to interact and connect with one another. SCC VPA students can enjoy **student clubs**, **field trips**, and weekly **on-campus gatherings**. Students who reside in St. Clair County can continue to participate in several **extra-curricular activities** and even play **sports** at the school for which they are zoned.

Why?

With our VPA, students take their education beyond classroom walls. We offer

- dedicated, certified teachers.
- a variety of flexible and full-time options, offering choices in course schedule and pace.
- one-on-one instruction and a focus on personalized education plans.
- elementary, middle, and high school subjects offered through more than 150 courses, including NCAA-approved core courses.
- engaging and interactive content that encourages mastery before moving forward.
- opportunities for students to get ahead, stay on target, or get back on track.
- 24/7 online access from anywhere in St. Clair County & surrounding areas.

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Who?

Our students are as diverse as the courses and options we offer.

They are:

- advanced learners seeking a challenge.
- college-bound and career-minded students.
- homeschool students.
- children of military or overseas families.
- amateur athletes and performers.
- students who have fallen behind academically.
- medically homebound youth.
- Individuals seeking supportive, student-driven learning.

1.2 Anticipated Timetable

May 1, 2021	Letter of Intent to BID (requested)
May 12, 2021	Proposal Submission Deadline
May 13, 2021	Review Committee available for virtual presentations Scheduled in 30-minute time slots (8:30 a.m. to 11:30 a.m.)
May 14, 2021	Bid Opening
May 18, 2021	Bid Approval/BOE meeting/Award Letter Notification

The St. Clair Board of Education reserves the right to modify this schedule at its discretion. Notification of changes in the RFP due date and deadline for questions will be via e-mail. Changes in any other anticipated dates will not be released unless deemed necessary at the sole discretion of the school system superintendent or his designee.

1.3 Proposal Evaluation

An Evaluation Team will review the proposals and make a recommendation. The criteria listed below will be used to evaluate the proposals for the purpose of ranking them based on how fully each proposal meets the requirements of this RFP and meet the online curriculum needs of the school system.

Evaluation Criteria: (Total of 200 points)

Vendor qualifications, recommendations, and experience	50 points
Detailed description and delivery of products and services	50 points
RFP Document requirements and presentation	100 points

Best and Final Offers:

The SCCBOE may either accept a vendor's initial proposal by award of a contract or enter discussions with vendors whose proposals are deemed to be reasonably acceptable for consideration of a bid award. After discussions are concluded, a vendor may be allowed to submit a "Best and Final Offer" for consideration in a manner and method prescribed by the SCCBOE. By submitting a proposal each vendor accepts and agrees to all conditions and requirements herein.

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The SCCBOE will make all decisions regarding evaluation of the proposal. The SCCBOE reserves the right to judge and determine whether a request is compliant with and has satisfactorily met the requirements of the RFP. The SCCBOE reserves the right to waive technical and curriculum defects if, in its judgment, the interest of the SCCBOE so requires. Any further information disclosed about the RFP during this process will be provided to all vendors in a manner and method prescribed by the SCCBOE.

Rejection of Proposal:

SCCBOE reserves the right to reject any or all proposals which are deemed to be non-responsive, late in submission, or unsatisfactory in any way. SCCBOE shall have no obligation to award a contract for work, goods and/or services because of this RFP.

Confidentiality:

All information contained in the RFP is the exclusive property of the SCCBOE. Recipients of this RFP are not to disclose any information contained within the RFP unless such information is publicly available. This RFP is provided for the sole purpose of allowing Vendors to respond to these specifications.

Selection Process:

The SCCBOE will select the vendor that provides the most technically sound and cost-effective proposal that best fits the needs of the SCCBOE. Final selection of the successful vendor will not be based solely on cost. The vendor product will be evaluated primarily on the scope of the activities linked to overall bid proposal package detailed in the RFP. RFPs will be reviewed to ascertain that minimum requirements have been met. The SCCBOE reserves the right to conduct discussions with potential vendors to clarify information contained in their proposals, but the SCCBOE has no obligation to do so. The vendor will provide notice to the SCCBOE of any partnership with another firm to provide parts of the solution. However, the vendor must provide management of the partner and is responsible for project performance. Any subcontractor or partner will be subject to the same vetting process as the vendor, and the vendor is responsible for ensuring that each subcontractor acknowledges and is contractually bound by the staffing plan and other commitments listed in this RFP.

Unless provided by law, nothing in this RFP shall be construed to create any legal obligation on the part of SCCBOE or any respondents. SCCBOE reserves the right, in its sole discretion, to amend, suspend, terminate, or reissue the RFP in whole or in part, at any stage. In no event shall SCCBOE be liable to respondents for any cost or damages incurred in connection with the RFP process, including, but not limited to, any and all costs of preparing a response to this RFP or any other costs incurred on this RFP. No respondent shall be entitled to repayment from SCCBOE for any costs, expenses, or fees related to the RFP. All supporting documentation submitted in response to the RFP will become the property of the SCCBOE. Respondents may also withdraw their interest in the RFP, in writing, at any point in time, as more information becomes known. If, within the confines of this RFP, the vendor provides intellectual property, it is understood that all RFP contents may be subject to Open Records Act laws and thus are subsequently in the public domain.

Only the results of the SCCBOE Evaluation Committee may be considered public. Any work papers, individual evaluator or consultant comments, notes, or score will not be considered public. The results of the SCCBOE Evaluation Committee will not be publicly available until a final contract has received all necessary approvals.

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Disclaimer Notice:

The SCCBOE shall not be liable for any costs associated with the preparation of proposals or negotiations of a contract incurred by any party.

Availability of Funds:

It is expressly understood and agreed that any obligations of the SCCBOE to proceed is conditioned upon the continued availability of funds that may be expended for these purposes.

1.4 Conditions and Terms

Contract Terms:

The contract resulting from this RFP may be renewable for two additional years pending written agreement of the vendor & SCCBOE. The contract will commence pending SCC Evaluation Review Committee approval, and Superintendent's signature and recommendation to the Board of Education for final approval.

The vendor shall be fully prepared to commence work after full execution of the contract by parties and the receipt of required governmental approvals.

Proposals should reference each element in the RFP by number on the cover of each copy and be arranged in the same sequence. All fees and costs are to be stated in United States currency. Vendors must reply to each element of the RFP.

Section 2.00 Scope

2.1 Scope of Vendor's Work and Responsibilities

OPTION 1 – SCCBOE System-wide Online Curriculum Platform

The St. Clair County Board of Education (SCCBOE) is requesting proposals from qualified providers that will provide an online curriculum and platform to serve a total of **700 students** for its Virtual School Program. SCCBOE is looking for an off-the-shelf solution (i.e., ready-made software, that has already been developed and works upon installation) using provider's Learning Management System (LMS) and can be configured for its core program requirements and capacity to accommodate SCCBOE specific requirements for K-12 students in SCCBOE's Virtual Preparatory Academy beginning August 2021-2022 school year. The program must have the capability to allow students to enroll/withdraw based on State and District policies and procedures.

The SCCBOE is seeking products and services as described in this RFP to support implementation of the system's virtual programming (VP) and remediation/recovery program. The system is designed to drive the academic progress of every child. At the core of the VP is a rigorous, culturally relevant digital curriculum that addresses the needs of all students, including English Learners (EL) and students receiving specialized services. All content areas in Grades Kindergarten ("K") through 12 included in the curriculum will be vertically aligned and horizontally aligned with cross-disciplinary elements embedded to include internal leveled-reader content to support core reading/language arts content. Must have a variety of course offerings as well as test preparation for national assessments to include Advanced Placement®, ACT®, SAT®, PSAT®, ACCUPLACER®, ACT WorkKeys®, GED®, and ASVAB®. Additionally, course

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offerings must contain high-interest elective options and broad CTE options and provided additional electives such as arts education, music, and physical education. The content will be delivered through the partner's learning management system or compatible for integration with PowerSchool's Schoology.

SCCBOE is looking for experienced sole source providers of virtual school management and content for K-12 students. Documents or a letter will be required to fully verify proposer is a sole source provider with five or more years of experience in the virtual school market is preferred. The vendor must provide programs which combine traditional high school academics (that meet all core grade-level matriculation and graduation requirements) with Career Technical Education (CTE), Family and Consumer Science (FACS), Technology Science, Core Honors courses, Fine Arts, and Foreign Language curriculum components including Project-Based Learning (PBL) to give students the collaborative environment needed to prepare them for the modern workplace as well as instruction through a comprehensive curriculum. Vendor must also work with SCCBOE to help them accommodate students with all disabilities and provide training for appropriate district staff to provide necessary accommodations to successfully implement the student's IEP in a virtual setting.

Any vendor accepted by SCCBOE must also be accredited by one of the six regional credit awarding agencies approved by the Alabama State Board of Education as found in the Alabama Administrative Code. Vendor must be willing to certify through their proposal that high school course offerings meet NCAA Clearinghouse requirements. The selected vendor will provide high quality professional development to certified Alabama teachers and support members including both synchronous and asynchronous instruction in an online environment. Vendors will provide information regarding storage of content in the platform and demonstrate how learning objects will be tied to standards based on the Alabama Courses of Study.

In preparation for bid presentation, please provide the name, phone# and email address of the individual who would have primary responsibility for project implementation (i.e., assigned project manager). Provide a resume of the named project manager which includes information on the project manager's skills and qualifications relevant to this project. A minimum of (5) five years of experience implementing systems in complex environments similar to the requirements outlined in the RFP is preferred. It is expected that proposer will make its assigned project manager available during virtual presentation.

Provide at least three letters of recommendation from states, school districts, or organizations with whom you have worked within the past year and has first-hand knowledge of your work. Please include contact information.

Required Technical features of the Online Curriculum platform:

- The vendor must support Service Provider Initiated Single Sign On.
- A web-based API interface (like CLEVER) with error reporting.
- Create, Read, Update, Delete (CRUD) individual users and multiple users in a single API call.
- CRUD and Copy capabilities individual per individual
- Read multiple courses in a single API call.
- CRUD individual enrollments and multiple enrollments with a single API call.
- Course Results, Gradebook Read
- API documentation clearly outlines API methods and calls.
- Ease of integration with any SIS system (PowerSchool SIS for the 2021-22 school year).
- Is data available to be queried via SQL and accessible by other standards so that data can be extracted from the LMS to a data warehouse for reporting, support, or analytics?
- Robust tech support for course import for LMS

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- Stand-alone/browser based with secured whitelist for approved access to external sites
- Includes password encryption feature
- Course migration support
- WCAG 2.0 AA Compliance
- System uptime 99.999999%
- Support of most current versions of the following browsers: MS Edge, Safari, Chrome, and Firefox. This also includes support of mobile devices, either within mobile browsers or with mobile applications (iPhone/iPod Touch/iPad, Android).

Required content development features of the Online Curriculum platform:

- System access based on permission tools
- Screen reader capability so content is accessible to all learners.
- Text can be entered in a variety of world languages and different characters?
- Courses must provide multiple levels of assessments including practice checks, lesson quizzes, content unit tests, mid-terms, and final exams to address Webb's DOK levels.
- Ability to adjust/modify program functionality to accommodate individual learning needs, passing thresholds, weighted grades, and re-take options.
- All science offerings must meet lab requirements through interactive visuals for real world connection.
- Foreign language offerings must require a read aloud text to speech and recording option embedded within course.
- Online tools available such as dictionary, graphic organizers, digital notebook, vocabulary pronunciation, essay writing tools, highlighting, text translation, work lookup, calculator, periodic table, etc.; any other tools appropriate for grade-level and subject matter.
- Internal teacher-student communication tools are included.
- School-wide or class-wide announcement feature is available for staff and teachers.
- Audio Video recording available for instruction and student assignment submission.
- Rubrics are available for assessment of essay questions and submitted assignments.
- Must use white boards, graphics, and other visuals to illustrate instructional concepts and include interactive simulations and manipulative activities to reinforce and extend lesson concepts.
- Content items can be tagged to standards and learning objectives (CASE).
- Link checker functionality to report on broken links within course content.
- Student or teacher ability to print worksheets, study guides, content items, rubrics, schedules, etc.
- Mastery pathways for content display and completion.
- Course template tool that allows for "master" courses and copies that can push changes to the master course to the copied courses or allow for versioning of changes.
- Student landing pages can be customized to assure important information is apparent to student upon entering the platform/course.
- Ability to toggle between student view and teacher view to assure that teachers can view the course from a student perspective.
- Teachers/administrators can issue badges in the IMS Open Badge standard within the learning platform.
- Gamification of learning is available within the course.
- Courses must be customizable at both the course and individual student level, with options to add, remove, reorder and/or author inserted content.

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- Comprehensive student portal to see progress for all courses from a central landing spot.
- Relevant teacher resources/assessment keys and full functionality for due/target completion dates, grade posting, and adjust pacing to align with district calendar.
- Tiered professional development for SCCBOE staff and district staff inclusive of teachers, counselors/registrars, and paraprofessionals, at a minimum in online teaching, registration, and management.
- Must contain a student orientation and training component for student 6-12 and parents of K-5 students.
- Provide process for orienting, communicating, updating, and supporting the parents of virtual school students.
- Must provide the option for subject-certified vendor teachers.

Required communications features of the Online Curriculum platform:

- Ability to modify our Navigation Menu
- Course bookmarks for students
- Synchronous meeting tool available that does not use JavaScript
- Systemwide announcements can be made from administrative roles

Required user functionality features of the Online Curriculum platform:

- Area for students to upload and store in progress or completed assignments.
- Student collaboration tools in the course including discussion boards.
- Teacher has ability to select and place students in groups within collaboration tools.
- Students access to view grades, missing assignments, and teacher feedback.
- Students can store in progress or completed assignments in a cloud-based storage platform such as Office 365/MS Teams.
- Built-in Tutorials
- A Learning Object Repository where saved portions of a course can be saved to use in other sections.
- Portal option for parents/guardians to view progress and attendance with parent-teacher communication tool.

Required administrative function features of the Online Curriculum platform:

- Course Copies via batch or API
- User Roles & Role Assignment
- Robust levels of role setting and permissions
- System access based on permission levels
- Automatic scoring feature for all assessments, student assignments to include written essay. Option available to manually score all informal/formal assessment activities.
- Must have option for establishing course beginning/end dates with student progress tracking feature against start/end date criterion.
- Grade functionality—grade reporting and display options for student grades.
- Robust “Reports” feature for both instructor and admin to break down attendance, grades, and student access
- Courses need to be able to be assigned to terms so that course copy can be managed.
- Security for final exams so that exam integrity can be assured.
- Final exams can be password protected.

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- Test Domain (sandbox) provided to assure updates and improvements are tested before implementation.
- Custom branding for SCCBOE Virtual programs with other options at the sub org and course level
- Must have global course update options and versioning.

Required data and system health features of the Virtual School platform:

- Data visualizations include data on when assignments were submitted and graded to assure timely teacher feedback.
- Data visualizations include student/teacher course activity so that quality can be maintained.
- Ability to associate school program monitors and Alabama Virtual supervisor staff to departments or classes to monitor students within a program or department.
- View system health

K-12 Online Curriculum Platform

Once implemented, the curriculum platform must be a coherent, dynamic collection of programs, policies, technologies and supports that will include the following:

- a seamless scope and sequence for Grades K through 12 for the following instructional areas: Arts Education, Career and Technical Education, Character Education, Counseling and Guidance, Digital Literacy and Computer Science, English Language Arts, Health Education, Mathematics, Physical Education, Science, Social Studies, and World Languages;
- a comprehensive, customized and standards-aligned, K-12 digital curriculum for Arts Education, Career and Technical Education, Character Education, Counseling and Guidance, Digital Literacy and Computer Science, English Language Arts, Health Education, Mathematics, Physical Education, Science, Social Studies, and World Languages that is vertically and horizontally aligned and intentionally designed for all students, including English Learners and students receiving specialized services;
- a curated collection of standards-aligned, supplemental resources centralized in the District's Learning Object Repository (LOR).
- tightly aligned, instruction-centered programs, services, and supports (including professional learning) for teachers, school leaders, and network/central office teams.
- a modern student assessment and analytics platform configured to provide teachers with the data they need to inform their instructional practice and District leaders with the data they need to effectively support schools; and
- a formal suite of interoperating technologies (plug and play architecture) that improves the user experience for teachers, students, and parents, diminishes administrative burdens for employees and supports the District's digital transition.

General Conditions and Expectations - Standards, Frameworks, and Context

It is critical that all Proposers understand the complexities of Alabama Public Education Institutions.

SCC Virtual Preparatory Academy students are diverse with each having their own unique needs. Proposers selected through this RFP will collaborate with SCC Curriculum leaders from several SCCBOE Departments and/or VPA administrators to provide products and services for use by students in Grades K through 12.

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The following are general conditions and expectations for the products and services provided pursuant to this RFP:

1. All content must be free from bias; fair across race, religion, ethnicity, and gender; and culturally relevant and mindful of the integration of diverse communities, cultures, histories, and contributions. Proposals must include analysis of how Proposer's solution is bias-free and culturally relevant.
2. Content and technical functionality must support the needs of our English Learners ("ELs") and students receiving specialized services (Special Education). All web-based content must be WCAG compliant for students with special needs.
3. The SCCBOE has adopted the Multi-Tiered System of Supports (MTSS) Framework to ensure all students receive high-quality, differentiated instruction and targeted supports for their academic, social, emotional, and health/wellness needs. To implement MTSS with fidelity, a high-quality curriculum must be available to every teacher in every classroom. Additionally, effective systems and structures must allow for increased instructional time and/or intensity for students who require additional academic and/or SEL supports. All elements of the curriculum system solicited via this RFP should align clearly and directly to MTSS. The curriculum must support the development of social and emotional skills, and guide users in ways that provide emotional support and use language to bring focus to these skills and their relevance to success in school, college, career, and life. Social and emotional skills include understanding one's own emotions and values, taking on different perspectives, demonstrating caring and concern for others, establishing healthy relationships, making responsible decisions, and setting and achieving goals. The application of these skills must be explicit in materials for all content areas. Suggested practices should include cooperative learning structures, goal setting, student choice, self-reflection, and practices that strengthen classroom community.
4. Any resources proposed in response to this RFP, including but not limited to any text passages should meet requirements for content and genres-i.e., grade appropriate content, passage length, and text complexity. Proposer should provide analysis of each resource's qualitative and quantitative text complexity. The system for determining item quality and correlation to standards should also be available and made transparent to SCCBOE educators who seek this information. No off-line supplemental materials or texts except for student workbooks in K-5 content and to support AP course offerings in high school.
5. Generally speaking, differentiation requires teachers to leverage 1) Universal Design for Learning (UDL) and/or 2) strategies for increased student accessibility (ELs, SELs, students receiving specialized services, low-achieving students, accelerated/gifted learners, etc.) and/or 3) alternative methods of teaching the standards/interventions that ensure students have additional (individualized) opportunities to connect to the learning. These approaches to differentiation should be evident in the Curriculum Samples submitted as part of the proposal.
6. It is likely that the SCCBOE will identify specific approaches/strategies for curriculum development (e.g. Model Based Inquiry). Successful proposals will commit to flexibility in design/development processes to ensure alignment with the SCCBOE's preferences.
7. Given that the implementation of the curriculum system will differ across the SCCBOE, successful Proposer(s) will provide curriculum and resources and technical functionality that may be leveraged flexibly within that variable context.
8. Curriculum content, including assessments, will be designed, and developed by the Proposer, but the SCCBOE will have the ability to recommend modifications. Sufficient time must be allocated in the schedule for thorough review and modification by educators prior to any dissemination to SCCBOE.

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9. The District is intentionally and strategically attempting to expand classroom walls by ensuring modern digital tools/resources are available to students and teachers 24/7. This digital transition requires the establishment and/or organization of core systems, processes, technologies, and standards for systems interoperability. This RFP is not soliciting secondary platforms to house, track and/or distribute instructional content for the K-12 Curriculum System. All instructional materials/content/resources will be accessed, distributed, described (metadata), tracked and reported via the partner's Learning Management System.
10. SCCBOE is establishing a consistent taxonomy for content stored and/or distributed via the partner's LMS. Additionally, video(s) must be fully segmented for ease of use as a full program and searchable for relevant content segments therein.
11. All resources should be able to be used individually or combined in lessons, playlists, etc., for varied instructional purposes.
12. Content provided or suggested must be available in different formats (e.g. video, documents, interactive files, eBooks, images, audio files) to appeal to different learning styles and instructional needs.
13. SCCBOE has an existing set of internally developed and/or procured curriculum elements (units, lessons, etc.) that must be included in the curriculum. Successful Proposers will modify (as needed) and align these elements in the broader curriculum. The volume of existing curricular elements varies by content area.
14. As described in this RFP, Proposer's solution for the curriculum system may include supplemental instructional resources. However, the SCCBOE has already made significant investment in digital supplemental resources. Successful Proposer(s) will be required to utilize existing resources before supplying additional materials or requiring the SCCBOE to procure or use any third-party resources. Proposer should clearly state in the Curriculum Sample and cost proposal: (1) when and where additional resources are required for use as part of its proposed solution; and (2) the cost of any supplemental instructional resources that are suggested or required, including whether the specified instructional resources are offered directly by Proposer or may be purchased separately from a thirdparty.
15. Content provided must be curated from nationally recognized educational publishers and kept current with Alabama Content Standards. The SCCBOE maintains the right to reject certain content and/or educational publishers based on a quality assessment. OERs are only appropriate if they are high quality and Proposer can guarantee their accessibility throughout the term of the contract. Proposals should clearly include information to the extent that Proposer's content has obtained certifications or scores from independent organizations such as Ed Reports.
16. As stated in the terms and conditions set forth in this RFP and that will be set forth in any subsequent contract that may be entered into between the Board and a successful Proposer, Proposer(s) must agree, in writing, to adhere to all federal, state, and local laws and regulations regarding privacy of student and teacher data and will acknowledge in writing that the system is secure and that only authorized personnel, identified by the SCCBOE, are able to access data and reports which are submitted to the Proposer or produced by or with the use of the Proposer's products and services.
17. As further stated in the terms and conditions set forth in this RFP and that will be set forth in any subsequent contract that may be entered into between the SCCBOE and a successful Proposer, all data submitted, added, developed, created, or modified by the SCCBOE, either by its employees, agents, subcontractors, or students through the use of Proposer's products must remain the property of the SCCBOE. Successful Proposers must agree to respond in a timely fashion to requests for data files which include, but are not limited to, student data and student assessment results, with file descriptions.

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18. Proposers must agree to transfer all content and data, including assessments, results, and reports, to the SCCBOE and its LEAs in a usable and readable format throughout the term of any contract and in the event of termination of any contract(s). The SCCBOE will define the transfer process for Successful Proposer(s) at the point of contract.
19. All content must be accurately translated to Alabama's top five languages [English, Spanish, Chinese (Mandarin and Cantonese), German, and Korean]. Videos and other resources with audio, languagetracks and closed captioning should be provided.
20. Successful Proposer(s) will be required to collaborate extensively with SCCBOE staff (i.e., Educational Technology, Instructional Services, Information Systems, school leadership/staff, etc.) and partners. Proposers must commit to ongoing, professional collaboration that adjusts to the ever-changing circumstances of a large, complex, public environment.
21. Content and technical functionality must demonstrate alignment/compliance with the standards, frameworks, and strategies listed below.
22. As standards are updated and priorities shift, the successful Proposer(s) will be expected to modify/adjust content and products to ensure alignment with state standards, frameworks, strategies, and context throughout the term of any contract and any renewals.

Current Standards/Frameworks/Strategies List

Proposer's Products and Services should be compliant with and in accordance with the applicable statutes, laws, requirements, and regulations including but not limited to the Code of Alabama, Alabama Administrative Code, and SCCBOE policy. Additionally, the Products and Services shall be aligned with the state's current standards, frameworks, and strategies, which include the following:

Content Area	Standards/Frameworks/Strategies
ALL	<ul style="list-style-type: none"> ● WIDA (ELD & SLD) ● Multi-Tiered Systems of Support (MTSS) ● Universal Design for Learning (UDL) ● Alabama Comprehensive Assessment Program (ACAP)
Arts	<ul style="list-style-type: none"> ● Alabama Course of Study Standards
English/Language Arts	<ul style="list-style-type: none"> ● Alabama Course of Study Standards, The Alabama Literacy Act, And NAEP
Math	<ul style="list-style-type: none"> ● Alabama Course of Study Standards, NAEP
Science	<ul style="list-style-type: none"> ● Alabama Course of Study Standards
Social Science	<ul style="list-style-type: none"> ● Alabama Course of Study Standards
Foreign Language	<ul style="list-style-type: none"> ● Alabama Course of Study Standards
Career Technical	<ul style="list-style-type: none"> ● Alabama Course of Study Standards
Computer Science	<ul style="list-style-type: none"> ● Alabama Course of Study Standards, The Alabama Computer Science Act
Physical Education	<ul style="list-style-type: none"> ● Alabama Course of Study Standards
Evaluation	<ul style="list-style-type: none"> ● Data report connecting data to student achievement reports
Other	<ul style="list-style-type: none"> ● Interoperability (IMS Global)

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All Courses of Study are located at the link: [ALEX | Alabama Learning Exchange \(state.al.us\)](https://alex.state.al.us)

The successful Proposer(s) will be expected to work with the SCCBOE on any modifications or adaptations to its products and services that may be necessary during the term of the contract and any renewal terms because of changes to the applicable standards, frameworks and strategies.

A. Curriculum Samples

Curriculum Samples must be included in bid proposal. All components of the sample must be coherent and address the same grade level (elementary) or course (MS) and (HS).

The full set of expected deliverables will be provided for further illustration to meet SCCBOE's expectations for a successful proposal.

A. Scope and Sequence

Curriculum Sample: Proposer should submit a Scope and Sequence in reading and math for a single grade level of its choosing in Elementary School (K-5) and Middle School (6-8), and for one core content course and one elective course in High School (9-12).

B. Units of Study

Curriculum Sample: Proposer should submit two sample units of study in a single grade level (Reading & Math) at the elementary and middle school levels and two courses (one core subject and one elective subject) at the high school level for each content area addressed in the Proposal.

C. Lessons

Curriculum Sample: Proposer should submit two lessons (reading and math) for each unit of study in a single grade level of it choosing in Elementary School for each content area addressed in the Proposal. Proposer should submit two lessons (reading and math) for each unit of study in a course in Middle School and High School for each content area addressed in the Proposal. Each lesson should include a minimum of two learning activities/mini lessons and two supplemental resources (videos, etc.). Additionally, proposer should address the availability of teacher resources such as answer keys, curriculum map, syllabus, etc.

D. Guidance Documents

Curriculum Sample: Proposer should submit one sample guidance document for each Unit of Study submitted. The document should demonstrate the processes, resources, and strategies for leading lessons, conferring with students, differentiating, etc., including processes, resources, and strategies for MTSS Tiers II and III.

E. Recommended Structures

Curriculum Sample: Proposer should submit one Recommended Structures document for each Unit of Study submitted. The document will support facilitation of whole group, small group, and independent practice opportunities for students that support intentional social and emotional skills development, include resources and strategies for MTSS Tiers II and III and recognize the unique nature of a digital environment.

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- F. **(Teacher-delivered) Formative, Lesson-level Assessments** - Lesson-level assessments must scaffold with/be tightly aligned to the unit assessments and interim assessments (unit clusters). Formative lesson assessments must be aligned to the Depth of Knowledge (DOK) and DOK Complexity Levels of each standard and learning targets taught within each unit of study. Curriculum Sample: Proposer should submit one lesson-level assessment aligned to each lesson. The assessment should be a coherent part of the sample and aligned to the appropriate content standards/frameworks.
- G. **Formal Unit Assessments** - Formal Unit Assessments, aligned to the units contained in the SCCBOE K-12 Curriculum, will be made available to educators for use at their discretion. The assessments will help educators identify concepts that students are struggling to understand, skills they are having difficulty mastering, or learning standards they have not yet achieved. With this information, adjustments can be made to lessons, instructional techniques, and academic resources/support. Curriculum Sample: Proposer will submit four sample unit assessments-aligned to the units developed for the Curriculum Sample-for each content area addressed in the Proposal. The assessments should be for the same elementary grade level and middle school and high school course that is the focus of the rest of the Curriculum Sample.
- H. **Formal Interim Assessments** - Formal, structured assessment content will be delivered according to a defined SCCBOE schedule so educators may identify concepts that students are struggling to understand, skills they are having difficulty mastering, or learning standards they have not yet achieved. With this information, adjustments can be made to lessons, instructional techniques, and academic resources/support. These packaged assessments will evaluate student performance against the standards within a group/cluster of units. Curriculum Sample: A sample interim assessment for one grade level in Elementary School and one course in High School must be submitted for each content area addressed in the Proposal.
- a. The interim assessment must have the flexibility to be given to schools using various curricular scope and sequences (meaning that schools with different schedules of assessed standards can be accommodated).

B. General Elements of Curriculum System

1. All content must relate to prior knowledge and future learning within and across grade levels.
2. For resources to be used/referenced and/or included in the curriculum, including instructional materials and supplemental resources, successful Proposers will prioritize content currently procured and/or created by SCCBOE.
3. Digital resources (including supplemental) must be formally aligned to the technical standards defined by SCCBOE and guaranteed available for the duration of the contract including renewals.
4. SCCBOE's K-12 Curriculum will be fully distributed via the partner's LMS and be compatible with all PowerSchool platforms. Content requiring a secondary, non-interoperating system (for storage, management, distribution, etc.) will not be considered.

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C. Content Development Protocol

Proposer should submit as part of its proposal a summary of the protocol it recommends for the content delivery of services. As part of the contracting process, successful Proposer will deliver a comprehensive content development protocol that aligns with the broader project plan and defines the quality assurance construct for the curriculum content development, including assessment content.

D. Project Plan

Proposer should submit as part of its proposal an outline of the Project Plan, summarizing the milestones from project initiation to implementation addressing the deliverables described in this list to include work done over the summer prior to the implementation date of August 1, 2021.

As part of the contracting process, successful Proposer will deliver a comprehensive Project Plan for review and approval by SCCBOE within two weeks of bid award. The plan will reflect the agreed-upon scope of the contract/project and will be aligned with other project plans related to the larger K- 12 Curriculum System Proposal.

As part of the contracting process, successful Proposer will deliver a comprehensive, aligned, annual, multi-audience plan to accelerate/support implementation of the curriculum system. The plan will focus on the awarded content area(s) and support curriculum implementation (including assessment and learning related to assessment) for all other content-areas.

For the assessments that are included within the adopted curriculum, a portion of this professional learning may be targeted to assessment literacy, as well as whole school data reporting. These supports could be provided in the form of assessment electronic resources; professional learning tools meant to be "tum-key" with ILTs and for teacher teams within the district. These supports may engage SCCBOE educators in building strong literacy around evaluating student work, student portfolios, performance-based tasks and other important in-the- moment formative assessment tools.

E. SCCBOE Interoperability Requirements

Education Data Interoperability

1. SCCBOE realizes that, much like the operating system of a computer or mobile device, the real power of digital learning comes when the platform, digital instructional materials, and other learning applications work as one integrated system to support standards-aligned teaching and learning. Through this RFP, SCCBOE seeks suppliers that best support this strategic vision by ensuring a more cohesive and effective digital learning environment. This interoperable setting is best achieved through the application and certified use of the IMS Global Learning Consortium education data standards. Alabama Department of Education is a K-12 Contributing Institutional Member of IMS Global and intends to require awarded suppliers to achieve and maintain certification for the standards listed below. For more information on standards and product certification, visit <https://www.imsglobal.org>.

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Option 1 Pricing Sheet

Grade Span	Site License/Per School Year
	System-wide with option to increase license by increments of 50 students
K-5 (estimate of 200 students)	\$
6-8 (estimate of 100 students)	\$
9-12 (estimate of 400 students)	\$
Incremental slots for 50 students	\$

**System-wide site license for a total of 700—primarily student slots being assigned to SCC Virtual Preparatory Academy, but with option to add in increments of 50 slots.

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Section 3.00 General Requirements

3.1 Requirements of Proposal

The vendor must provide the following mandatory information. **Failure to provide this information may be cause for the proposal to be rejected.** Qualifications, experience, and cost will be evaluated for contract award. The proposal may be submitted under the same cover with Vendor Requirements and Cost Proposal in two distinct sections. E-Verify information is required to be submitted for all employees to include contractors of the vendors if necessary and applicable.

Part I

Signed Cover Letter:

The cover letter shall serve as the first page of the vendor's proposal. The vendor shall complete the cover letter and attach it to the proposal in response to the RFP. The cover letter must be signed by an official authorized to legally bind the vendor. It will state that the vendor is a legal entity that will meet the specifications. The cover letter must accompany the submitted proposal. The letter accompanying the proposal must have original signatures and must include contact numbers and e-mail addresses for the authorized official signing the letters.

Part II

Vendor Qualification and Experience:

Vendor shall provide satisfactory evidence of the vendor's capability to coordinate the types of activities and to provide the services described in the RFP in a timely manner. Special attention should be given to the discussion of qualifications. The discussion shall include a description of the vendor's background and relevant experience as related to the required activities in the RFP. Sole Source letter or description must be included in this section.

Part III

Vendor shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of this RFP. The response must be prepared and organized in a clear and concise manner that is easily understandable.

Vendor Organization:

Describe your organizational structure and explain how your organization qualifies to be responsive to the requirements of this RFP. Particular attention must be given to the technical support component of your organizational structure and specific methods for address LMS and curriculum questions/concerns from the district.

References:

Provide at least three letters of recommendation from states, school districts, or organizations with whom you have worked in the past that have first-hand knowledge of your work. Please include contact information.

Executive Summary:

An executive summary is required. This summary will condense and highlight the contents of the vendor's proposal.

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Part IV

Cost Proposal:

Vendor shall complete the provided Cost Sheet for Option 1 for a site-license for 700 students. (Reminder: no guarantees that this number is accurate and flexibility should be built into proposal for grade span enrollment changes)

Subcontractor Disclosure:

If the execution of work to be performed requires the hiring of Subcontractors, **you must clearly state this is the bid proposal and provide qualification for such individuals.** Sub-Contractors must be identified and the services they will provide or work they will perform must be clearly defined. The SCCBOE will not refuse a proposal based upon use of a Sub-Contractor; however, the SCCBOE reserves the right to refuse or approve the Sub- contractor you have selected. Contractor and associated personnel shall remain solely responsible for the performance of all work, including work that may be sub-contracted.

Describe your rationale for utilizing Subcontractors including relevant experience partnering with stated Subcontractor(s). Documents for E-verification of subcontractors are the sole responsibility of the contractor and must be available upon request to ensure compliance.

Part V

Curriculum Samples

Content Development Protocol

Project Plan

**Section 4.00 General Terms and
Conditions**

4.1 Governance

This RFP and its terms shall be governed and construed according to the laws of the State of Alabama. Any dispute arising out of this RFP shall be brought to the attention of the St. Clair County Superintendent. Vendors agree to comply with all applicable federal and state laws and regulations.

4.2 Immigration

The proposal must contain a statement that the firm is aware of and in compliance with the requirements of the Beason-Hammon Alabama Taxpayer and Citizen Protection Act; a statement that the vendor is enrolled in the E-Verify as required by Section 31-13-9 (b), Code of Alabama 1975, as amended:

BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT

COMPLIANCE

The Beason-Hammon Alabama Taxpayer and Citizen Protection Act (31-13-1 et seq, Code of Alabama, 1975 as amended by Act 2012-491) regulates illegal immigration in the State of Alabama. All contracts with the State or political subdivision thereof must fully comply with each provision as provided by law.

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A proposal must include a statement that the vendor has knowledge of this law and complies. Before a contract is signed, the vendor awarded the contract must submit a Certificate of Compliance using the form at Appendix A. E-Verify enrollment can be accomplished at the website of the United States Department of Homeland Security at <http://www.uscis.gov>. See Section 10 for additional language required by Section 10(k) of the Act to be included in the contract. *Rev.5-24-13*

4.3 Conflict of Interest

The vendor attests that no employee, officer, or agent of the vendor shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest may be involved. A conflict would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in the organization selected for an award. The officers, employees, and agents of the vendor, if selected as the career planning system vendor, shall neither award nor offer gratuities, favors, nor anything of monetary value from vendors or subcontractors.

4.4 Discrimination

Alabama Non-Discrimination Statement:

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age, genetic information, or any other category protected under the law. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008. Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 694-4717.

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APPENDIX "A"

State of _____,
County of _____

CERTIFICATE OF COMPLIANCE WITH THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535, as amended by ACT 2012-491)

DATE: _____

RE Contract/Grant/Incentive (describe by number or subject):

_____ by and between
_____ (Contractor/Grantee) and
_____ (State Agency, Department or Public Entity)

The undersigned hereby certifies to the State of Alabama as follows:

1. The undersigned holds the position of _____ with the Contractor/Grantee named above, and is authorized to provide representations set out in this Certificate as the official and binding act of that entity, and has knowledge of the provisions of THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535 of the Alabama Legislature, as amended by ACT 2012-491) which is described herein as "the Act."
2. Using the following definitions from Section 3 of the Act, select and initial either (a) or (b) below, to describe the Contractor/Grantee's business structure.
BUSINESS ENTITY. Any person or group of persons employing one or more persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit or not for profit.
 - a. Self-employed individuals, business entities filing articles of incorporation, partnerships, limited partnerships/ limited liability companies, foreign corporations, foreign limited partnerships, and foreign limited liability companies authorized to transact business in this state, business trusts, and any business entity that registers with the Secretary of State.
 - b. Any business entity that possesses a business license, permit, certificate, approval, registration, charter, or similar form of authorization issued by the state, any business entity that is exempt by law from obtaining such a business license, and any business entity that is operating unlawfully without a business license.**EMPLOYER.** Any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control or custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.
 - {a} The Contractor/Grantee is a business entity or employer as those terms are defined in Section 3 of the Act.
 - {b} The Contractor/Grantee is not a business entity or employer as those terms are defined in Section 3 of the Act.
3. As of the date of this Certificate, the Contractor/Grantee does not knowingly employ an unauthorized alien within the State of Alabama and hereafter it will not knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama.
4. The Contractor/Grantee is enrolled in E-Verify unless it is not eligible to enroll because of the rules of that program or other factors beyond its control.

Certified this _____ day of _____ 20 _____.

By: _____ Name of Contractor/Grantee/Recipient

Its _____

The above Certification was signed in my presence by the person whose name appears above, on this _____ day of _____ 20 _____.

WITNESS: _____

Printed Name of Witness

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APPENDIX "B"
SUBMISSION TEMPLATE for OPTION 1

Requirements of Proposal

Part I

Signed Cover Letter:

Part II

Vendor Qualification and Experience:

Part III

Vendor Organization:

References:

Executive Summary:

Part IV

Cost Proposal:

Subcontractor/Partner Disclosure

Part V:

Curriculum Samples

Curriculum Samples must be included in bid proposal. All components of the sample must be coherent and address the same grade level (elementary) or course (MS) and (HS).

The full set of expected deliverables are provided for further illustration of SCCBOE's expectations for Successful Proposals.

- A. Scope and Sequence**
- B. Units of Study**
- C. Lessons**
- D. Guidance Documents**
- E. Recommended Structures**
- F. (Teacher-delivered) Formative, Lesson-level Assessments**
- G. Formal Unit Assessments**
- H. Formal Interim Assessments**

Content Development Protocol

- A. Protocol Summary

Project Plan

- A. Plan Outline

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