

Issued by: North Shore School District 112

Date Issued: December 20, 2025

Evaluation Due Date: June 30, 2026

A. Introduction and Background

North Shore School District 112 is seeking proposals from qualified consultants or organizations to conduct a comprehensive evaluation of our 50/50 Dual Language Program. The purpose of this evaluation is to assess program effectiveness, identify strengths and areas for growth, and provide actionable recommendations to enhance student outcomes in both Spanish and English across all participating grade levels.

District Overview

- **Location:** Highland Park, Highwood, and Fort Sheridan, Illinois
- **Schools:** Nine Schools
- **Students:** 3,752 Students

Program History: The District 112 Dual Language Program, which has been running for more than 25 years, is a Spanish and English two-way immersion option available for students from preschool through eighth grade. The program is designed to develop academic and cultural competence, as well as bilingualism, starting at a young age. In dual language classrooms, approximately half of the students are native Spanish speakers or bilingual, and half are native English speakers, with some students who have another home language, and they are taught by specially certified bilingual teachers. Reading and writing are introduced in both English and Spanish from kindergarten, while math is primarily taught in English with connections to Spanish in grades K-5. Science and social studies are integrated with language arts, providing context and authentic language learning experiences for all students.

The K-5 dual language program is currently located at Oak Terrace and Red Oak Schools. However, beginning with the 2027-2028 school year, the program will be consolidated at Oak Terrace School. At the middle school level, the dual language program is housed at Northwood Middle School.

The program's goals are to help students achieve high levels of proficiency in both languages, maintain high academic achievement, and develop positive attitudes toward language and diverse cultures. Parents are encouraged to participate in classroom and after-school activities.

Students are encouraged to stay in the program from kindergarten through eighth grade to achieve these goals, maintain a continuous educational plan, and preserve the language balance essential to the program. Dual language students also have opportunities at the middle and high school levels in Township High School District 113, where they can earn the Illinois Seal of Biliteracy and the Highland Park High School Dual Language Seal.

B. Project Description

District 112 is seeking a qualified external consultant to conduct a comprehensive review of its K-5 Dual Language Program. This project will involve a deep analysis of student data, curriculum, instructional practices, and stakeholder feedback. The primary objective is to assess program effectiveness, evaluate the current instructional model, and provide actionable recommendations to ensure all students achieve the program's goals of high academic achievement, bilingualism/biliteracy, and sociocultural competence, especially in light of the upcoming program consolidation.

C. Scope of Services

The selected consultant will be expected to design and execute a multi-faceted evaluation plan. This will include a comprehensive review of all existing program documentation and student data; extensive engagement with stakeholders (including students, families, teachers, and leaders) through interviews, focus groups, and direct observation of program implementation across all K-5 grade levels. The final analysis must synthesize these qualitative and quantitative findings to develop a set of clear, actionable recommendations.

The selected consultant will be expected to perform, at a minimum, the following activities:

Assess the program's effectiveness in promoting the Three Pillars of Dual Language: *High Academic Achievement, Bilingualism & Biliteracy, and Sociocultural Competence*.

- Evaluate the current 50/50 instructional model across schools and grade levels, analyzing its implementation fidelity and identifying areas of celebration and improvement.
- Conduct a needs analysis of English Learners in our current instructional model and recommend the instructional model (e.g., 50/50, 80/20, 90/10) that best supports our population of English Learners.
- Analyze the program's instructional scope and sequence, pacing, and evaluate the methods used for accurately assessing student learning in Spanish and English.
- Review the Dual Language Program model and provide guidance on appropriate classroom class sizes.

Program Review Rubric

D. Deliverables: The selected consultant is expected to provide, at a minimum, the following deliverables:

- A thorough and complete written report of Dual Language Program findings and recommendations, including:
 - **Summary:** A summary of all findings, data analysis, and prioritized, actionable recommendations.
 - **Instructional Model Analysis & Recommendation:** A comprehensive analysis of the current 50/50 model's effectiveness. This deliverable must include a specific, data-driven recommendation to either continue the 50/50 model or transition to an alternative (e.g., 80/20, 90/10).
 - **Comprehensive Biliteracy Assessment Framework:** A set of recommendations for a balanced assessment system in mathematics and literacy. This must specify recommended instruments (e.g., screeners, benchmarks, summative assessments) for tracking student progress in both English and Spanish literacy.
 - **Curriculum & Pacing Framework:** Actionable recommendations for establishing unified K–5 pacing guides that ensure curricular coherence and vertical alignment. The framework should outline key components for content and language allocation and reflect District 112's curricular materials, instructional practices, and goals so our work stays consistent across grade levels.
 - **Dual Language Class Size:** A detailed analysis and recommendation for optimal K-5 class sizes. This must include evidence-based models for student composition (e.g., ratio of native Spanish speakers to native English speakers).
- **Committee Presentation:** a formal presentation to the committee summarizing the comprehensive evaluation findings, data analysis, and all recommendations.
- **Board of Education Presentation:** A formal, public presentation to the Board of Education summarizing the comprehensive evaluation findings, data analysis, and all recommendations.

E. Required Documents Upon Submission of Proposal

Please provide the following:

- **Cover Letter:** A brief introduction to your organization and your interest in this project.
- **Organization Qualifications:** A description of your organization's experience in dual language program evaluation, including relevant project examples and team member biographies.
- **Proposed Methodology:** A detailed project plan outlining your approach to fulfilling the Scope of Services, including a timeline, methods for data collection and analysis, and a stakeholder engagement plan.

- **Detailed Budget:** An itemized budget for all project-related costs, including personnel, travel, materials, and any other expenses.
- **References:** Contact information for at least three (3) recent clients (preferably K-12 public school districts) for whom you have completed similar work.

F. Request for Proposal Timeline

The following timeline is anticipated for the RFP process. The District reserves the right to revise these dates for any reason.

Milestone	Date
RFP Issued	December 19, 2025
Deadline for Questions	January 16, 2026
Proposals Due	January 23, 2026, at 4 p.m.
Board of Education Approval of Selected Consultant	February 17, 2026
Draft Report Due	August 28, 2026
Final Report and Presentation	September 2026

G. Proposal Submission

Proposals will be evaluated by the Assistant Superintendent for Teaching and Learning, the Director of Multilingual Learners, and the Student Success Subcommittee of the Dual Language Task Force. Proposals will be evaluated using the rubric found at the end of this document.

All bidders will be notified of the selection of the Finalist by the Assistant Superintendent for Teaching and Learning. The finalist will then be recommended to the Board of Education.

H. Submission Instructions

Submit proposals electronically in PDF format to:

Contact Name: Michael Rodrigo

Title: Assistant Superintendent for Teaching and Learning

Email: mrodrigo@nssd112.org

Proposals must be received by **January 23, 2026, @ 4:00 PM**. Late submissions will not be accepted.

Program Review Rubric

All questions must be submitted via email only to mrodrigo@nssd112.org. Any interpretation of the RFP will be made only by a written addendum. A copy of such an addendum will be emailed to each person who has provided their email address to Michael Rodrigo and requested that they receive copies of any addenda to this RFP. Failure on the part of a consultant to receive a written interpretation prior to the time of the opening of proposals will not be grounds for the withdrawal of its proposal. Oral explanations or representations will not be binding.

A proposal may be withdrawn or changed if written notice of the withdrawal or change is received by Dr. Rodrigo, in writing, prior to the latest time specified for submission of proposals. Change may be made only by substitution of another proposal prior to the latest time specified for the submission of proposals. Proposals must be valid and binding for a minimum period of 60 days after the date scheduled for the Board of Education's approval of a contract with the selected consultant.

Upon selection, the consultant shall be required to submit a proposed contract for the services covered in this RFP and the consultant's proposal. Any contract will be subject to review by the Board of Education's legal counsel and must be on terms fully acceptable to the Board of Education before it is signed. No contract or agreement will be implied, final, or in effect between the Board and a selected consultant until acceptable contract terms have been reached. The selected consultant must enter into an executed contract with the Board in order to finalize the selection of the proposal. If a mutual agreement on contract terms cannot be reached, the Board will proceed to negotiations with another consultant.

Additional Information

North Shore School District 112 reserves the right to:

- Reject any or all proposals
- Request additional information or clarification
- Modify the scope or timeline as needed

I. Terms of Project Contract

The project should begin no later than March 2, 2026 and be completed by August 28, 2026.

J. General Terms and Conditions

By submitting a proposal in response to this RFP, the consultant also agrees to the following:

1. Bid Rigging and Bid Rotating: As required by the Criminal Code, 720 ILCS § 5/33E-11, the consultant certifies that it is not barred from contracting with any unit of State or Local Government as a result of a violation of any criminal statute including, but not limited to, the bid-rigging (Section 33E-3) or bid rotating (Section 33E-4) provisions of the Criminal Code. The consultant agrees that if this certification is false, the District may declare the contract void. The consultant further certifies that it will provide a drug free workplace as required by the Illinois Drug-Free Workplace Act, 30 ILCS §§ 580/1 et seq. If applicable, the consultant shall collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provisions of the Illinois Use Tax Act, 35 §§ ILCS 105/1 et seq., regardless of whether the consultant is a retailer maintaining a place of business within this State” as defined in Section 2 of the Use Tax Act.
2. Freedom of Information Act Compliance: The District is subject to the Freedom of Information Act, 5 ILCS 140/1, et seq. (“FOIA”), and any and all information submitted to the District may be subject to disclosure to third parties in accordance with FOIA. If any consultant requests that the District withhold any submitted information as trade secrets, commercial information, or financial information from disclosure to a third party in response to a FOIA request, such consultant must notify the District of such request at the time such information is submitted to the District, along with a statement that disclosure of such information will cause competitive harm to the consultant, as provided by FOIA Section 7(1)(g), 5 ILCS 140/7(1)(g). Any content not so marked by the consultant at the time of submission to the District will be presumed to be open to public inspection. The consultant may be required to substantiate the basis for its claims at a later time. Notwithstanding timely notice received from the consultant in accordance with Section 7(1)(g), the District reserves the right, in its sole discretion and subject only to applicable law, to withhold or release the subject information in response to a FOIA request. The consultant waives any rights it may have, or claim to have, to challenge, protest, enjoin or otherwise assert a claim relating to, connected with, or arising from any FOIA request. As a potential provider of a governmental function on behalf of the District, the consultant agrees to cooperate with the District, without additional charge, in responding to any FOIA request, including by timely providing any documents requested by the District that directly relate to the governmental function that the consultant has been engaged to perform on behalf of the District.
3. Confidentiality and Student Records: In the course of providing services for the District, the consultant may have access to District records (including, but not limited to student and personnel records) only to the extent necessary for the performance of such services. The consultant agrees that any information it receives from the District or otherwise with respect to individual District employees or students shall remain the property of the District and shall be treated and maintained by the consultant as

Program Review Rubric

confidential information and used only for the purpose of providing services for the District.

Student record information shall not be disclosed to third parties for any reason other than when required by law, and will not be used for the consultant's own personal or business purposes outside the performance of services for the District. All information that qualifies as a student record under the Family and Educational Rights Privacy Act and the Illinois School Student Records Act shall be handled by the consultant in accordance with those laws. If there is a breach of such information (e.g. disclosure to a third party by the consultant), the consultant shall, within two (2) calendar days of knowledge of the incident, inform the District of the breach and the data affected. The consultant further agrees to comply with all state and federal laws, including, but not limited to, the Illinois School Student Records Act, the Illinois Mental Health Act and Developmental Disabilities Confidentiality Act, the federal Family Educational Rights, and Privacy Act, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and all rules and regulations governing the release of student, personnel, and medical records. The consultant also shall abide by all other records confidentiality obligations of the District and all District policies and procedures applicable to the same.

Upon termination of any agreement between the District and the consultant, any District employee or student record information in possession of the consultant (or its employees) shall be returned to the District and all copies of such information in all formats destroyed in accordance with all applicable laws and U.S. Department of Education and Privacy Technical Assistance Center guidelines within thirty (30) days of termination.

By submitting a proposal, the consultant also agrees that the following provisions will be binding on the selected consultant and shall be incorporated by reference into the contract to be negotiated by the District and the selected consultant:

4. Insurance: The consultant shall procure and maintain at its own cost and expense (1) comprehensive general liability on an occurrence basis to ensure all loss (including, but not limited to, attorney's fees and costs), claims, demands, or actions for damage to property, or bodily and personal injury to or death of any one or more persons in the minimum amount of \$2,000,000 per occurrence and in the aggregate, (2) umbrella or excessive liability coverage in a minimum amount of \$2,000,000 per occurrence and in the aggregate, (3) worker's compensation coverage in the minimum statutory amounts, and (4) comprehensive auto liability insurance, including hired and non-owned vehicles, in the amount of \$1,000,000 per occurrence and in the aggregate for bodily injury and property damage. The consultant shall name the Indemnitees (defined below) as additional insureds on all insurance policies required herein, with the exception of the

worker's compensation insurance. The insurance required of the consultant shall be primary and noncontributory.

The consultant shall provide a certificate of insurance on a form acceptable to the District evidencing the required insurance. The certificates of insurance and all insurance policies required to be obtained by the consultant shall provide that coverages afforded under the policies will not be canceled, reduced, or allowed to expire without at least thirty (30) days prior written notice given to the District. If any of the insurance coverages are required to remain in force after final payment, all additional certificates evidencing the continuation of such coverage shall be submitted with the final application for payment.

5. Indemnification: The consultant shall indemnify and hold harmless the District, the Board of Education of North Shore School District 112, and its individual board members, officers, employees, agents, volunteers, successors, and assigns ("Indemnitees"), from any and all costs, damages, losses, judgments, liabilities, and expenses (including reasonable attorneys' fees and litigation costs) brought against or incurred by the Indemnitees arising out of, in connection with, or related to (1) any acts or omissions of the consultant; and (2) any breach by the consultant of the contract.
6. Compliance with Applicable Law: The consultant shall at all times observe and comply with all applicable laws, rules, ordinances and regulations, including, but not limited to, the Illinois Prevailing Wage Act (820 ILCS § 130/1 et seq.), the Illinois Human Rights Act (775 ILCS § 5/1 et seq.), the Equal Employment Opportunity Act (42 U.S.C. § 2000e), and the Illinois Criminal Code (720 ILCS § 5/1 et al.) in performing under this RFP and its proposal.
7. Payment: All payments shall be paid in accordance with the Local Government Prompt Payment Act, 50 ILCS 505/1 et seq.
8. Termination: The District may terminate the agreement, with or without cause, by providing at least thirty (30) days advanced written notice.

Program Review Rubric

Overall Ratings Review

This scale assesses the vendor's total alignment with District needs, specifically regarding K-8 dual language models and school consolidation.

Score	Description
1-3 (Poor)	Missing essential elements. Demonstrates little understanding of the RFP's specific needs (e.g., 50/50 model, upcoming consolidation). High risk of failure or significant revision required.
4-6 (Acceptable)	Meets minimum requirements but lacks depth, innovation, or clarity. Methodology is standard but not customized for the District's context (e.g., K-8 alignment , consolidation).
7-8 (Good)	Proposal is clear, comprehensive, and addresses all RFP requirements. Plan is feasible, and the vendor has relevant experience. Demonstrates a good understanding of the program's goals.
9-10 (Excellent)	Exceeds all requirements. Methodology is detailed, highly targeted, and innovative. Demonstrates deep expertise specific to Dual Language (e.g., instructional models like 80/20, 90/10). Exceptional past performance and highly competitive cost-effectiveness.

Vendor Proposal Review

This rubric evaluates vendor proposals for the Dual Language Program Review based on methodology quality, deliverable completeness, cost-effectiveness, and timeline feasibility. It ensures the selected partner provides a clear K-8 biliteracy framework and actionable data within the district's required schedule and budget.

Evaluation Criteria	Scoring (1-10 points)	Weight	Maximum Points	Notes/Key Requirements from RFP
Quality and Clarity of the Proposed Methodology (RFP Sec. C)	(1-10)	×2.0	20	Detailed project plan, timeline, methods for data collection and analysis, and stakeholder engagement plan (students, families, teachers, leaders). Must cover all requirements in Scope of Services.
Completeness and Actionability of Deliverables (RFP Sec. D)	(1-10)	×1.5	15	Addresses all required deliverables: Instructional Model Analysis & Recommendation (50/50, 80/20, 90/10) , Comprehensive Biliteracy Assessment Framework , Curriculum & Pacing Framework (K-8) , Dual Language Class Size Analysis , Final Report, and Board Presentation.
Cost-Effectiveness (RFP Sec. E)	(1-10)	×1.0	10	Detailed, itemized budget that aligns with the scope of services. Justification for personnel, travel, and materials. Represents a high-value investment for the District.
Timeline Feasibility (RFP Sec. F)	(1-10)	×0.5	5	Proposed timeline aligns logically with the RFP process dates (e.g., Proposals Due by January 24, 2026) and the scope of work. Includes realistic sequencing of data collection, analysis, stakeholder engagement, and reporting aligned to district calendars and school operations.

Total Points: Proposal Evaluation			50	
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Vendor Qualifications, Expertise, and Past Performance Evaluation Rubric

This section evaluates the vendor's specialized expertise in the Three Pillars of Dual Language and their track record with public school districts. It ensures the proposed team possesses the technical knowledge to analyze outcomes for English Learners and a proven history of delivering successful, large-scale K-12 evaluations.

Evaluation Criteria	Scoring (1-10 points)	Weight	Maximum Points	Notes/Key Requirements from RFP
Expertise in Dual Language Program Evaluation (RFP Sec. E)	(1-10)	×2.5	25	Proven experience in evaluating the Three Pillars of Dual Language: Academic Achievement, Bilingualism/Biliteracy, and Sociocultural Competence. Team member biographies demonstrate specific expertise, including examining outcomes for English learners.
Experience Working with Public School Districts (RFP Sec. E)	(1-10)	×1.5	15	Relevant project examples, especially within K-12 public education. Demonstrated understanding of public district operations and constraints.
References and Past Performance (RFP Sec. E)	(1-10)	×1.0	10	Quality of references (at least three recent clients, preferably K-12 public school districts). Feedback confirms successful, similar work.
Total Points: Qualifications Evaluation			50	