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**RFI #25-2523**

REQUEST FOR INFORMATION  
HIGH SCHOOL SCIENCE

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
REDMOND, WASHINGTON  
REQUEST FOR INFORMATION (RFI) NO. 25-2523  
HIGH SCHOOL SCIENCE

**RESPONSE DUE DATE:** 3:00 P.M., January 15th, 2026

Responses to this RFI must be received by the Lake Washington School District No. 414 (the “District”) not later than 3:00 P.M., Pacific Time on January 15<sup>th</sup>, 2026.

Specifications and information for making responses to this RFI, please register with our electronic notification system, Bonfire, and follow the instructions on the Bonfire website: <https://lwsd.bonfirehub.com/portal/>.

Responses to be received by the Purchasing Department electronically via the Bonfire portal: <https://lwsd.bonfirehub.com/portal/>.

Late responses will not be considered.

The Board of Directors of the Lake Washington School District No. 414 reserves the right to reject any or all responses and waive any informalities or irregularities in the process.

Richard Mehlberg  
Associate Director of Purchasing  
Lake Washington School District No. 414  
P.O. Box 97039  
16250 N.E. 74th  
Redmond, WA 98052

## **1. INTRODUCTION**

The Lake Washington School District (the “District”) is seeking responses to provide a High School Science curriculum from qualified Responders in accordance with the requirements, specifications, and terms and conditions contained in this RFI.

### **1.1. BACKGROUND INFORMATION**

**Lake Washington School District** (LWSD) is located between Lake Washington and the Cascade Mountains. The district is east of Seattle and covers 76 square miles. LWSD is the public school district for the cities of Kirkland, Redmond and about half of Sammamish. On the north end of the district, some Bothell and Woodinville residents also attend our schools. There are 33 elementary schools (grades K-5), 14 middle schools (grades 6-8), and 8 high schools (grades 9-12). There are approximately 9,698 high school students.

## **2. INSTRUCTIONS/RESPONSE PREPARATION & SUBMISSION GUIDELINES**

### **2.1. GENERAL INSTRUCTIONS TO RESPONDERS**

Please submit your responses via the Lake Washington School District #414 Electronic notification system, Bonfire, located at <https://lwsd.bonfirehub.com/portal/>. Responses shall be delivered electronically by posting to <https://lwsd.bonfirehub.com/portal/> along with any other documentation.

### **2.2. PREPARATION EXPENSE**

The Vendor shall bear all costs, directly or indirectly related to preparing a Response, presentations and any supplements, and/or clarifying a Response as required by the District.

### **2.3. PREPARATION SIGNATURE**

The response must be fully completed in the name of the Responder and must bear the title and signature of the person duly authorized to sign the document.

## **3. RFI PRODUCT SOURCING SCOPE**

- Lake Washington School District is seeking information from vendors on High School Science Curriculum Resources that meet the needs of our district, in alignment with Washington State K-12 Science Learning Standards (WSSLS) which are the Next Generation Science Standards (NGSS).
- The district is seeking materials to support our High School Biology, High School Chemistry, and High School Physics courses.

- The district uses a three-course model to address all the high school [Next Generation Science Standards](#). This means, the Biology, Chemistry, and Physics courses have meaningfully integrated high school Earth and space standards with the high school life and physical science standards to ensure high school students can meet all high school standards if they take these three courses.
- The District is seeking materials for three core High School Science Courses
  1. Biology/Biology in the Earth System (Primary focus is Biology, also includes Earth and space standards)
  2. Chemistry/Chemistry in the Earth System (Primary focus is Chemistry, also includes focus Earth and space standards)
  3. Physics/Physics in the Universe (Primary focus is Physics, also includes focus Earth and space standards)

Please consider the following criteria in your response:

<p><b>Overall Requirements</b></p>	<p><b>Standards Alignment &amp; Instructional Design</b></p> <ul style="list-style-type: none"> <li>• Aligns to High School NGSS with coherent, standards-based progression, including Earth and Space Science.</li> <li>• Supports 3-dimensional learning (DCI, SEP, CCC) and phenomenon-driven instruction for student sensemaking.</li> </ul> <p><b>Inclusive &amp; Accessible</b></p> <ul style="list-style-type: none"> <li>• Provides equitable design for diverse learners across contexts, with scaffolding and extension opportunities.</li> <li>• Aligns to Universal Design for Learning (UDL) <a href="#">3.0 UDL Framework</a>.</li> <li>• Offers resources in Spanish and supports translation through accessibility tools.</li> <li>• Clear support for multilingual learners.</li> <li>• Demonstrates bias evaluation using <a href="#">OSPI’s bias review</a> tool.</li> </ul>
<p><b>Technology/Digital Tools</b></p>	<p><b>Privacy &amp; Compliance:</b></p> <ul style="list-style-type: none"> <li>• Complies with student data privacy laws and agreements.</li> </ul> <p><b>Integration &amp; Compatibility:</b></p> <ul style="list-style-type: none"> <li>• Works in Microsoft Edge on Windows 11; assignment and gradebook integrates with Canvas; can be provisioned via ClassLink and/or Canvas.</li> </ul> <p><b>Accessibility:</b></p> <ul style="list-style-type: none"> <li>• Supports accessibility tools (e.g., JAWS screen reader) for both assessments and online interface.</li> </ul> <p><b>Content &amp; Updates:</b></p> <ul style="list-style-type: none"> <li>• Provides regular vendor-supported platform/content updates at no extra cost; publisher is responsive to feedback and science education research.</li> </ul> <p><b>Assessment &amp; Analytics:</b></p> <ul style="list-style-type: none"> <li>• Offers editable item banks; supplies analytics and recommendations from formative assessments without additional cost.</li> </ul>

	<ul style="list-style-type: none"> <li>• Shareable item banks for teachers who want to share with colleagues</li> </ul> <p><b>Support &amp; Documentation:</b></p> <ul style="list-style-type: none"> <li>• Ensures reliable, timely vendor support and comprehensive documentation for districts and teachers.</li> </ul>
<b>Instruction</b>	<p><b>Research Aligned Instructional Practices</b></p> <ul style="list-style-type: none"> <li>• Units anchored in high-quality phenomena that drive coherent investigations.</li> <li>• Centers student sensemaking through inquiry-based approaches.</li> </ul> <p><b>Three-Dimensional Learning</b></p> <ul style="list-style-type: none"> <li>• Explicitly develops Disciplinary Core Ideas (DCI), Science &amp; Engineering Practices (SEP), and Crosscutting Concepts (CCC) through sequenced learning tasks.</li> <li>• Engages students in Science &amp; Engineering Practices to build understanding.</li> </ul> <p><b>Student-Centered &amp; Real-World Connections</b></p> <ul style="list-style-type: none"> <li>• Emphasizes inquiry and lab-based, student-centered investigations.</li> <li>• Integrates real-world and career connections in lessons and labs.</li> <li>• Leverages students’ assets to engage them in science and engineering practices and sensemaking</li> </ul>
<b>Assessment</b>	<p><b>Assessment Variety &amp; Alignment</b></p> <ul style="list-style-type: none"> <li>• Includes a variety of assessment tasks aligned to instructional tasks and higher-order thinking.</li> <li>• Includes transfer tasks and projects that allow students to apply learning to relevant scenarios.</li> </ul> <p><b>Accessibility &amp; Format</b></p> <ul style="list-style-type: none"> <li>• Offers accessible summative assessments of appropriate rigor and validity.</li> <li>• Delivers online and printable assessment formats that can be used with accessibility tools.</li> </ul> <p><b>Practice &amp; Mastery</b></p> <ul style="list-style-type: none"> <li>• Provides adaptive practice resources that support mastery and exam readiness.</li> </ul> <p><b>Student Reflection</b></p> <ul style="list-style-type: none"> <li>• Embeds varied opportunities for student reflection and self-evaluation.</li> </ul> <p><b>Teacher Flexibility</b></p> <ul style="list-style-type: none"> <li>• Allows teachers to edit assignments and assessment resources using district-provided tools.</li> </ul>
<b>Student Experience &amp; Engagement</b>	<p><b>Clarity &amp; Coherence</b></p> <ul style="list-style-type: none"> <li>• Presents material in a clear, relevant, and logical manner that supports coherence from the student perspective.</li> </ul> <p><b>Phenomena &amp; Inquiry</b></p>

	<ul style="list-style-type: none"> <li>• Prioritizes sensemaking centered on phenomena and authentic problems.</li> <li>• Supports student-centered inquiry and lab investigations where student questions drive learning.</li> </ul> <p><b>Inclusive</b></p> <ul style="list-style-type: none"> <li>• Includes stories, examples, and application opportunities where BIPOC students and students with diverse identities can see themselves reflected and learn about others.</li> </ul> <p><b>Real-World &amp; Hands-On Engagement</b></p> <ul style="list-style-type: none"> <li>• Provides real-life applications, hands-on activities, and relevant problem-solving.</li> </ul> <p><b>Accessibility &amp; Universal Design for Learning</b></p> <ul style="list-style-type: none"> <li>• Ensures multi-modal access aligned with Universal Design for Learning, including digital skill-building and feedback.</li> </ul>
<b>System &amp; Structure</b>	<p><b>Customization &amp; Teacher Support</b></p> <ul style="list-style-type: none"> <li>• Instructional materials are easily customizable to support teacher and student needs.</li> <li>• Provides entry points for teachers with different backgrounds or years of instructional experience to support equitable implementation.</li> </ul> <p><b>Family &amp; Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Supplies resources to engage families/caregivers to support understanding of what students are learning and how to access materials.</li> <li>• Uses consistent asset-based language for teachers, caregivers, and students.</li> </ul> <p><b>Accessibility &amp; Inclusivity</b></p> <ul style="list-style-type: none"> <li>• Ensures accessibility (e.g., text-to-speech, captions, high contrast, Braille print options, CC/transcripts).</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Minimizes waste, including limiting single-use materials.</li> </ul> <p><b>Communication &amp; Updates</b></p> <ul style="list-style-type: none"> <li>• Provides annual or quarterly updates to the district about changes to instructional materials and the technology platform.</li> </ul>
<b>Professional Learning</b>	<p><b>Technical Implementation Support</b></p> <ul style="list-style-type: none"> <li>• Delivers ongoing technical implementation support (setup, integrations, provisioning).</li> </ul> <p><b>Professional Learning Options</b></p> <ul style="list-style-type: none"> <li>• Offers a variety of professional learning formats to support initial and ongoing effective use (digital live, self-paced, in-person).</li> </ul>

	<ul style="list-style-type: none"> <li>Provides differentiated PL options for all system stakeholders (administrators, teachers, coaches, tech support) to support ongoing implementation of materials.</li> </ul> <p><b>Transparency</b></p> <ul style="list-style-type: none"> <li>Provides a clear menu of professional learning options and indicates what is included in pricing and what is available at additional cost.</li> </ul>
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**3.1. OTHER REQUIREMENT(S)**

For the purposes of the RFI, any option we will be reviewing must have submitted a demo license which LWSD Quality Assurance may review and interact with in our environment. Note that the license must match sourcing scope put forth:

- License may be requested to explore additional content.
- Upon decision to dive deeper, a license extension may be requested to bring forth to the committee.
- Upon decision to pilot materials, a license extension may be requested, along with a wider range of access points to support the scope of a wide-scale pilot.

Please include access to any white papers and research studies that provide background on the development and implementation of your materials.

**3.2. PRESENTATIONS**

After review of submissions, at the District’s discretion, responders may be requested to present their response to the district free of charge.

**4. RESPONDER CRITICAL INFORMATION TO BE PROVIDED**

- Detailed company information
- Brief company history
- List of at least three (3) school district reference accounts with whom you’ve done business

**4.1. COST INFORMATION**

Responses must include the total cost of goods and/or services. This should include the requirements of this RFI as described. Pricing should include any discounts available; District expressly retains the right to secure the services through any Government Purchasing Alliance (GPA) contract, Inter-local Cooperative Purchasing Agreement, or other sources.

Course	Teacher Material	Student Material	Other Material
Biology	Title: Published Date:	Title: Published Date:	Type: Description:

	<b>Digital Updates: Yes/No</b> If Yes, Frequency:	<b>Digital Updates: Yes/No</b> If Yes, Frequency:	Cost:
	<b>Textbook Only Cost \$</b>	<b>Textbook Only Cost \$</b>	
	<b>Digital Only Cost \$</b> (8 yr, 10 yr license)	<b>Digital Only Cost \$</b> (8 yr, 10 yr license)	
	<b>Bundle Cost \$</b> (8 yr, 10 yr bundle)	<b>Bundle Cost \$</b> (8 yr, 10 yr bundle)	
<b>Other</b>  Consider including professional learning and/or implementation support package.			
<b>Course</b>	<b>Teacher Material</b>	<b>Student Material</b>	<b>Other Material</b>
<b>Chemistry</b>	Title: Published Date: Digital Updates: Yes/No If Yes, Frequency:	Title: Published Date: Digital Updates: Yes/No If Yes, Frequency:	Type: Description: Cost:
	Textbook Only Cost \$	Textbook Only Cost \$	
	Digital Only Cost \$ (8 yr, 10 yr license)	Digital Only Cost \$ (8 yr, 10 yr license)	
	Bundle Cost \$ (8 yr, 10 yr bundle)	Bundle Cost \$ (8 yr, 10 yr bundle)	
<b>Other</b>  Consider including professional learning and/or implementation support package.			
<b>Course</b>	<b>Teacher Material</b>	<b>Student Material</b>	<b>Other Material</b>
<b>Physics</b>	Title: Published Date: Digital Updates: Yes/No If Yes, Frequency:	Title: Published Date: Digital Updates: Yes/No If Yes, Frequency:	Type: Description: Cost:
	Textbook Only Cost \$	Textbook Only Cost \$	
	Digital Only Cost \$ (8 yr, 10 yr license)	Digital Only Cost \$ (8 yr, 10 yr license)	
	Bundle Cost \$	Bundle Cost \$	

	(8 yr, 10 yr bundle)	(8 yr, 10 yr bundle)	
<b>Other</b>  <b>Consider including professional learning and/or implementation support package.</b>			

**4.2. WARRANTY**

Please provide details of any warranties provided to the district. In addition, please provide information about security of personal information.

**4.3. RESPONDERS QUESTIONS**

All questions must be received **no later than 3:00 PM PST, December 15, 2025**. Any requests received after that date and time will not be responded to.

Any clarification or correction of the RFI documents will be made only by addendum duly issued and a copy of such addendum will be emailed to each person receiving a set of the RFI documents. All such addenda shall become part of the RFI documents. No oral interpretation of any provision in the RFI documents will be made to any Supplier.

**4.4. WITHDRAWAL OF RESPONSE**

Any Vendor may withdraw its Response, either personally or by written request, at any time prior to the scheduled date and time for receipt of Responses.

**5. GENERAL REQUIREMENTS**

**5.1. LAW**

The laws of the State of Washington shall govern this RFI.

**5.2. PUBLIC RECORDS / PROPRIETARY INFORMATION**

This RFI and one copy of each Response received in response to it, together with copies of all documents pertaining to the award, shall be kept by the District and made part of a file or record, which shall be available to public inspection in accordance with Washington State laws. If a Response contains any information that is considered proprietary and/or a trade secret, the District shall, upon written request by the Vendor, either exempt from public inspection and copying such proprietary data or give notice to the Vendor of the public records request in order for the Vendor to seek a restraining order from the production of any documents a Vendor considers exempt. Each page of proprietary information shall be marked with the following caption:

“This data is proprietary information and/or constitutes a trade secret and shall not be disclosed except in accordance with the Public Records Act of the State of Washington”

Sheets containing proprietary and/or trade secret information must not contain any non-trade secret material. A violation of this requirement shall result in the entire sheet being subject to public disclosure. The District will not be held liable in the disclosure of proprietary information and/or trade secret material.

### **5.3. NONDISCRIMINATION**

#### **5.3.1. Nondiscrimination Requirement**

During the term of this Contract, Contractor, including any subcontractor, shall not discriminate on the bases enumerated at RCW 49.60.530(3). In addition, Contractor, including any subcontractor, shall give written notice of this nondiscrimination requirement to any labor organizations with which Contractor, or subcontractor, has a collective bargaining or other agreement.

#### **5.3.2. Obligation to Cooperate**

Contractor, including any subcontractor, shall cooperate and comply with any Washington state agency investigation regarding any allegation that Contractor, including any subcontractor, has engaged in discrimination prohibited by this Contract pursuant to RCW 49.60.530(3).

#### **5.3.3. Default**

Notwithstanding any provision to the contrary, District may suspend Contractor, including any subcontractor, upon notice of a failure to participate and cooperate with any state agency investigation into alleged discrimination prohibited by this Contract, pursuant to RCW 49.60.530(3). Any such suspension will remain in place until District receives notification that Contractor, including any subcontractor, is cooperating with the investigating state agency. In the event Contractor, or subcontractor, is determined to have engaged in discrimination identified at RCW 49.60.530(3), District may terminate this Contract in whole or in part, and Contractor, subcontractor, or both, may be referred for debarment as provided in RCW 39.26.200. Contractor or subcontractor may be given a reasonable time in which to cure this noncompliance, including implementing conditions consistent with any court-ordered injunctive relief or settlement agreement.

#### **5.3.4. Remedies for Breach**

Notwithstanding any provision to the contrary, in the event of Contract termination or suspension for engaging in discrimination, Contractor, subcontractor, or both, shall be liable for contract damages as authorized by law including, but not limited to, any cost difference between the original contract and the replacement or cover contract and all administrative costs directly related to the replacement contract, which damages are distinct from any penalties imposed under Chapter 49.60, RCW. District shall have the right to deduct from any monies due to Contractor or subcontractor, or that thereafter become due, an amount for damages Contractor or subcontractor will owe District for default under this provision.

#### **5.4. SUSPENSION AND DEBARMENT**

Awarded Vendor is subject to WAC 262-03 and warrants that it is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded for the award of contracts by any local, state or federal agency or department.

#### **5.5. RIGHT TO REJECT**

The District reserves the right to reject any and all Responses and negotiate terms, including the award amount, with the selected Vendor prior to placing any orders. If negotiations cannot be concluded successfully with the highest scoring Vendor, the District reserves the right to negotiate with the next highest scoring Vendor(s).

#### **6. POST RFI PURCHASE**

Contingent upon the District's decision to proceed with a purchase of any good or service described in this RFI, the District reserves the right to issue an Invitation for Bid and award the purchase to the lowest responsive (1) and responsible (2) Responder(s). The District is therefore not bound to proceed with the purchase strictly on the basis of lowest price.

(1) Proper submittal of all information as required by this RFI.

(2) The ability, capacity, and skill of the Proposer to perform the services or provide the product required; the character, integrity, reputation, judgment, experience, and efficiency of the Proposer; whether the Proposer can perform the contract within the time specified; the quality of performance of previous contracts or services; the previous and existing compliance by the Proposer with laws relating to the contract or services; such other information as may be secured having a bearing on the decision to award the contract.

#### **7. DISCLAIMER**

The contents and information provided in this RFI are meant to provide general information to potential responders and does not constitute an obligation to purchase. In the event that following issuance of this RFI the District elects to proceed with a purchase, the successful responder will be required to execute an agreement with the District which will govern the rights, duties and obligations between the District and the successful responder. The terms set forth within this RFI does not constitute any contract between the District and the successful responder. The District accepts no responsibility for any omissions or deletions relating to this RFI.

LWSD accepts no responsibility for any omissions or deletions relating to this RFI.

**LWSD - Statement of Rights:**

1. To select and enter into an agreement with a responder whose response best satisfies the interests of LWSD.
2. To determine in LWSD's sole discretion which responders are responsive and deemed qualified. LWSD may reject non-responsive responses without evaluation but also has the right, in its sole discretion, to waive minor non-compliance.
3. To issue amendments to this RFI.
4. To conduct investigations with respect to the qualifications of each responder.
5. To negotiate with responders required amendments or other modifications to their response.