COMPASS ACADEMY CHARTER SCHOOL

REQUEST FOR PROPOSALS

INSTRUCTIONAL COACHING AND LITERACY SUPPORT (PREK-5)

TWO PART-TIME INSTRUCTIONAL COACHES

ONE-YEAR CONTRACT PERIOD
2026-2027 SCHOOL YEAR

PROPOSALS DUE
THURSDAY, AUGUST 27, 2026 AT 10:00 A.M.

Compass Academy Charter School
23 W. Chestnut Avenue
Vineland, New Jersey 08360

NOTICE FOR REQUEST FOR PROPOSALS

Notice is hereby given that the Compass Academy Charter School Board of Trustees is requesting proposals from qualified individuals, teams, and firms to provide two part-time instructional coaches for learner-centered instructional support and literacy coaching for grades PreK-5.

The Board intends to select one respondent capable of assigning two qualified part-time coaches. Both coaches must demonstrate substantial experience with learner-centered instructional frameworks, including the Let Me Learn (LML) Process, student learning profiles, classroom-based coaching, small-group literacy instruction, guided reading practices, and reading-comprehension improvement.

A copy of this Request for Proposals may be inspected or obtained at the School Business Office between 8:30 A.M. and 1:00 P.M., Monday through Friday, except holidays. Respondents must complete all required forms and include all information requested in this RFP.

One (1) original and two (2) copies of the proposal must be submitted in a sealed envelope clearly marked:

RFP - INSTRUCTIONAL COACHING
AND LITERACY SUPPORT (PREK-5)

Proposals must be received by the Compass Academy Charter School Board of Trustees no later than Thursday, August 27, 2026 at 10:00 A.M. Proposals received after the date and time specified will be returned unopened. Facsimile and email proposal submissions will not be accepted.

Proposals will be publicly opened immediately after the submission deadline on Thursday, August 27, 2026 at 10:00 A.M. at Compass Academy Charter School, 23 W. Chestnut Avenue, Vineland, New Jersey 08360. The names of the respondents will be announced at the opening. No evaluation or award decision will be made at the proposal opening.

Written questions concerning this RFP must be received by the School Business Administrator/Board Secretary no later than Thursday, August 20, 2026 at 12:00 P.M. Questions may be mailed or hand-delivered to the address below or transmitted by fax to (856) 431-7971. Oral interpretations are not binding. Any material clarification, revision, or addendum will be issued in writing to known recipients of the RFP and made available at the School Business Office. Respondents are responsible for acknowledging all addenda in their proposals.

Proposals must be mailed or hand-delivered to:

Mr. Douglas McGarry
School Business Administrator/Board Secretary
Compass Academy Charter School
23 W. Chestnut Avenue
Vineland, New Jersey 08360

All proposals shall remain firm for sixty (60) days after the proposal due date. The Board reserves the right to reject any or all proposals, waive minor informalities, request clarification, and award a contract in the best interests of the school, consistent with applicable law.

COMPASS ACADEMY CHARTER SCHOOL

OFFICE OF THE SCHOOL BUSINESS ADMINISTRATOR/BOARD SECRETARY
23 W. Chestnut Avenue, Vineland, New Jersey 08360
Phone: (856) 899-5570 Fax: (856) 431-7971

REQUEST FOR PROPOSALS

Instructional Coaching and Literacy Support (PreK-5)

I. PURPOSE

Compass Academy Charter School is a public charter school serving approximately 190 students in PreK through Grade 5. The school seeks proposals from qualified respondents to provide a coordinated team of two part-time instructional coaches who will support all instructional staff with effective implementation of a schoolwide learner-centered instructional framework, including the Let Me Learn (LML) Process, and evidence-informed small-group literacy instruction.

The selected respondent will provide embedded, job-embedded coaching that strengthens teacher practice, builds staff capacity, and supports improved student literacy and reading comprehension. Services will be directed by the Chief School Administrator or designee and coordinated with school administrators and instructional staff.

The contract period will be for one school year only, beginning on the date stated in the Board-approved contract and continuing through June 30, 2027. There are no automatic renewal or extension options. Any services sought after June 30, 2027 will require separate Board action and a procurement process authorized by then-applicable law.

Procurement Authority and Fair and Open Process

This solicitation is intended to constitute a fair and open professional-services selection process pursuant to N.J.S.A. 19:44A-20.7 and is issued under the Public School Contracts Law, N.J.S.A. 18A:18A-1 et seq., including N.J.S.A. 18A:18A-5(a)(1). The Board has determined that the requested services require advanced educational knowledge and appropriately credentialed educators. Any award shall be made by resolution of the Board of Trustees at a public meeting. The award resolution shall state the reasons supporting the selection, and the Board Secretary shall publish any notice of award required by law.

II. PROGRAM GOALS

The selected coaching team will help Compass Academy establish a consistent, sustainable approach to learner-centered instruction and literacy support across classrooms. The principal goals are to:

- Build staff understanding of the Let Me Learn Process, including the Learning Connections Inventory (LCI), the four Learning Patterns - Sequence, Precision, Technical Reasoning, and Confluence - and how individual pattern combinations influence engagement, task completion, and academic performance.
- Support teachers in using LCI and learner-profile information, shared Let Me Learn language, and metacognitive strategies to plan instruction, communicate task expectations, differentiate support, and strengthen student ownership of learning.
- Improve the quality and consistency of developmentally appropriate small-group literacy and guided reading instruction across grades PreK-5.
- Coach teachers to use literacy data to establish flexible groups, select appropriate texts and tasks, and target decoding, fluency, vocabulary, comprehension, and written response skills as appropriate to grade level and student need.
- Increase teacher skill in integrating Let Me Learn strategies into small-group and guided reading instruction to support engagement, perseverance, reading comprehension, and transfer of learning.
- Develop internal staff capacity so that effective learner-centered and literacy practices are sustained beyond the contract period.

III. SCOPE OF SERVICES

The respondent shall provide two named part-time instructional coaches. Both proposed coaches must be capable of performing the full scope of services below. The proposal must clearly identify each coach, the proposed allocation of responsibilities, and the anticipated onsite and remote schedule for the 2026-2027 contract period.

A. Learner-Centered Instructional Framework Support

- Assess current staff knowledge, prior Let Me Learn training, classroom use, and schoolwide readiness related to the Let Me Learn Process, learner-centered instructional practices, and student learning profiles.
- Develop an annual implementation plan with school leadership that identifies priorities, coaching cycles, professional learning activities, deliverables, and measures of progress.
- Provide initial, refresher, and advanced professional learning on the Let Me Learn Process for teachers, paraprofessionals, intervention staff, specialists, and administrators.
- Coach staff in interpreting and appropriately using Learning Connections Inventory results and student learning profiles to understand how individual learners approach tasks, respond to challenge, and demonstrate understanding.
- Support teachers in intentionally designing directions, learning tasks, materials, questioning, and student supports that recognize varied combinations of Sequence, Precision, Technical Reasoning, and Confluence, including whether a learner uses a pattern first, as needed, or avoids its use.
- Help teachers use consistent, age-appropriate Let Me Learn language and strategies so students can describe how they learn, identify sources of frustration, select intentional strategies, and reflect on their performance.
- Model, co-plan, co-teach, observe, and provide timely non-evaluative feedback on implementation of the schoolwide learner-centered instructional framework and the Let Me Learn Process in classrooms.
- Develop or adapt practical tools, planning templates, reflection protocols, and staff resources that support consistent classroom application of Let Me Learn concepts throughout the school.

B. Small-Group Literacy and Guided Reading Coaching

- Assist teachers in establishing and maintaining flexible, data-informed small groups based on student strengths, needs, and current literacy performance.
- Coach teachers in planning concise, purposeful, developmentally appropriate small-group lessons with a clear literacy objective and aligned text or task.
- Model and support instruction in foundational skills, phonemic awareness, phonics, word recognition, fluency, vocabulary, oral language, comprehension, and written response, as appropriate to the grade level and instructional program.
- Support teachers in selecting texts and questions that promote literal, inferential, analytical, and evidence-based comprehension.
- Help teachers integrate Let Me Learn principles into guided reading by anticipating how students may approach or avoid particular learning demands, designing responsive prompts and supports based on Learning Pattern combinations, and encouraging students to use intentional strategies while reading.
- Support effective classroom routines, literacy centers, independent practice, transitions, and progress-monitoring systems that allow the teacher to conduct focused small-group instruction.
- Observe small-group instruction and provide actionable feedback through collaborative coaching conversations, demonstration lessons, and follow-up support.
- Support teachers in documenting student progress and adjusting group composition, text complexity, pacing, and instructional focus based on evidence.

C. Coaching Cycles and Professional Learning

- Conduct recurring coaching cycles that may include goal-setting, co-planning, modeling, co-teaching, observation, feedback, reflection, and follow-up.
- Provide differentiated support for novice teachers, experienced teachers, paraprofessionals, interventionists, and school leaders.
- Facilitate grade-level, vertical-team, and whole-staff professional learning sessions as requested by the administration.
- Maintain a supportive, confidential, growth-oriented coaching approach. Coaches are not evaluators and shall not make formal personnel recommendations unless specifically requested and legally permitted.

- Coordinate the work of both coaches so that staff receive consistent guidance, common language, and aligned expectations.

D. Data Analysis and Continuous Improvement

- Assist staff in reviewing available screening, diagnostic, benchmark, formative, and classroom-based literacy data.
- Help teachers connect data findings to small-group instructional goals, lesson design, intervention decisions, and progress monitoring.
- Track coaching participation, implementation milestones, recurring instructional needs, and evidence of growth in teacher practice.
- Provide school leadership with concise, non-confidential summaries of progress, barriers, recommended next steps, and resource needs.
- Support the school in identifying reasonable indicators of program impact without guaranteeing specific student test-score outcomes.

IV. REQUIRED DELIVERABLES AND 2026-2027 IMPLEMENTATION PRIORITIES

At a minimum, the selected respondent shall provide the following deliverables during the 2026-2027 contract period. The final schedule and format will be established with the Chief School Administrator or designee.

1. **Implementation Plan. A written plan submitted within thirty (30) calendar days after the start of services identifying goals, coach assignments, proposed schedules, professional learning, coaching cycles, deliverables, and progress indicators.**
2. **Coaching Schedule.** A monthly or quarterly schedule showing anticipated onsite days, staff or grade-level focus, professional learning sessions, and availability for follow-up.
3. **Coaching Documentation.** Confidential coaching logs that document dates, general focus areas, type of support provided, and next steps without including unnecessary personally identifiable student information.
4. **Professional Learning Materials.** Agendas, presentation materials, planning tools, model lessons, and resources used during professional learning and coaching, subject to applicable proprietary rights.
5. **Quarterly Progress Reports.** Brief reports summarizing services delivered, implementation progress, recurring needs, challenges, and recommendations for school leadership.
6. **Midyear and End-of-Year Reviews. Collaborative reviews of progress, staff needs, available literacy data, and recommended next steps.**
7. **Year-End Sustainability Plan. Recommendations for strengthening internal capacity, teacher leadership, shared resources, and continued implementation after the contract period.**

2026-2027 Implementation Priorities

- Establish baseline information regarding staff knowledge and classroom practice.
- Provide foundational and refresher professional learning on the schoolwide learner-centered instructional framework, including the Let Me Learn Process, LCI results, Learning Patterns, and intentional learning strategies.
- Establish consistent expectations for small-group literacy instruction and coaching cycles.
- Model high-leverage practices and develop common tools and language across grade levels.

V. STAFFING MODEL AND SERVICE EXPECTATIONS

- The respondent must provide two named part-time coaches. Generic staffing descriptions without identified personnel may be considered non-responsive.
- Both coaches must demonstrate strong practical expertise in the Let Me Learn Process and learner-centered instructional practices and must be qualified to coach elementary staff in classroom implementation, small-group literacy, and guided reading instruction.
- The proposal must identify a measurable base service plan for the 2026-2027 contract period, including the estimated number of onsite days or hours for each coach, the proposed weekly or monthly frequency, the number and type of professional learning sessions and coaching cycles, any remote support included, and an annual not-to-exceed amount. Proposals that do not state a clear service level and pricing basis may be considered non-responsive.

- Coaches must be available during the instructional day for classroom-embedded coaching and, when requested, before school, after school, or on professional development days.
- Replacement of either proposed coach requires prior written approval from the Chief School Administrator or designee and must involve a replacement with equal or greater qualifications.
- The selected respondent must coordinate coach schedules and communication to avoid duplication and ensure continuity of support.
- All personnel must comply with school safety, confidentiality, visitor, technology, and professional-conduct requirements, including all required criminal-history and background clearances.
- Any modeling, co-teaching, demonstration lesson, or direct work with students shall occur only with the knowledge and under the supervision of authorized school personnel and within the coach's credentials and the final contract. The contractor shall not independently assume responsibility for a class, intervention caseload, or student evaluation unless separately authorized in writing and legally qualified to do so.

VI. MINIMUM QUALIFICATIONS

The proposal must demonstrate that each of the two proposed coaches meets or exceeds the following minimum qualifications:

- Bachelor's degree in elementary education, early childhood education, literacy, curriculum and instruction, educational leadership, or a closely related field; a master's degree is preferred.
- Valid teaching certificate or other appropriate educational credential; New Jersey certification is preferred.
- At least five (5) years of successful teaching, coaching, intervention, curriculum, or instructional-leadership experience in elementary education.
- Documented training and successful implementation experience with the Let Me Learn Process. Each coach must be able to interpret Learning Connections Inventory results, explain the four Learning Patterns, and coach teachers in applying LML concepts to planning, instruction, differentiation, student reflection, and classroom problem-solving.
- Demonstrated ability to coach teachers in applying Let Me Learn within whole-group, small-group, intervention, and guided reading settings, with particular attention to student engagement, intentional strategy use, literacy development, and reading comprehension.
- Demonstrated experience coaching adults and providing job-embedded professional learning in a non-evaluative, collaborative manner.
- Strong knowledge of elementary literacy development, small-group instruction, guided reading practices, reading comprehension, differentiation, and progress monitoring.
- Experience using student data to plan instruction, form flexible groups, and monitor response to instruction.
- Strong written and oral communication, organization, collaboration, and interpersonal skills.
- Ability to work effectively with teachers, paraprofessionals, administrators, families, and diverse learners.
- Ability to provide evidence of required background clearances and insurance prior to beginning services.
- Ability to document all licenses, permissions, credentials, or authorizations required to provide Let Me Learn training and coaching and to access, administer, interpret, reproduce, or use the Learning Connections Inventory or other proprietary Let Me Learn materials.

VII. CONTRACT PERIOD AND COMPENSATION

The contract will cover the period beginning on the effective date stated in the fully executed, Board-approved agreement and ending June 30, 2027. The contract is for one year only and contains no automatic renewal. Services may not begin before Board approval, execution of the agreement, issuance of an authorized purchase order, receipt of required compliance documents, confirmation of insurance, and completion of required background clearances.

The respondent must provide a complete, all-inclusive fee proposal for the 2026-2027 contract period and an annual not-to-exceed amount. Pricing must identify the cost attributable to each coach, the rate basis, estimated hours or days, professional learning sessions, remote consultation, travel, materials, licensing costs, and every other charge. Any cost not separately identified shall be presumed included in the proposed price.

The Board will not be responsible for costs incurred in preparing or submitting a proposal. Compensation under any awarded contract will be based on services actually authorized and performed, subject to the final contract and purchase-order requirements.

VIII. FORMAT OF RESPONSE

Respondents shall prepare a clear, complete, and organized proposal package using the order below. Tabs or labeled sections are strongly encouraged.

A. Transmittal Letter

Identify the respondent, principal contact, legal business name, address, telephone number, email address, and the person authorized to bind the respondent. Confirm the respondent's commitment to provide two part-time coaches and comply with the RFP.

B. Executive Summary and Understanding of Need

Summarize the respondent's understanding of Compass Academy's goals and explain how the proposed approach will strengthen implementation of the Let Me Learn Process, learner-centered instructional practice, small-group literacy instruction, and reading comprehension.

C. Proposed Coaching Approach

Describe the proposed coaching model, coaching-cycle process, professional learning approach, use of data, coordination between the two coaches, and methods for building internal capacity.

D. Staffing Plan for Two Coaches

Identify both coaches and include resumes, credentials, documented Let Me Learn training and implementation experience, experience interpreting LCI results and coaching teachers in LML, elementary literacy experience, proposed responsibilities, availability, and anticipated schedule.

E. Work Plan and Timeline

Provide a proposed 2026-2027 implementation timeline, including deliverables, milestones, anticipated coaching cycles, professional learning dates or windows, reporting schedule, and methods for reviewing progress.

F. Qualifications and Relevant Experience

Provide evidence of the respondent's and both coaches' qualifications, including Let Me Learn training, classroom implementation, teacher-coaching experience, examples of similar engagements, and demonstrated success supporting elementary educators.

G. References

Provide at least three references from boards of education, charter schools, educational institutions, or comparable organizations served within the last three years.

H. Fee Proposal

Complete the pricing information requested in Appendix A and identify all assumptions, limits, optional services, travel, materials, licensing costs, and other charges.

I. Required Compliance Documents

Include all documents listed in the submission checklist. The Board may request updated forms before award.

J. Exceptions and Additional Information

Clearly identify any exception, condition, departure, or proposed modification to the RFP. Include any additional information that will assist the Board in evaluating the proposal.

IX. PROPOSAL SUBMISSION REQUIREMENTS

The proposal must be received no later than Thursday, August 27, 2026 at 10:00 A.M. One (1) original and two (2) copies must be enclosed in a sealed envelope marked with the RFP title. Submissions shall be mailed or hand-delivered to:

Mr. Douglas McGarry
School Business Administrator/Board Secretary
Compass Academy Charter School

23 W. Chestnut Avenue
Vineland, New Jersey 08360

No facsimile or email proposal submissions will be accepted. The respondent is solely responsible for timely delivery. Proposals received after the deadline will be returned unopened. Proposals will be publicly opened immediately after the deadline at Compass Academy Charter School, 23 W. Chestnut Avenue, Vineland, New Jersey 08360. All proposals shall remain firm for sixty (60) days after the opening date unless an extension is agreed to in writing.

X. REFERENCES

Provide at least three references for organizations for which the respondent or proposed coaches have provided Let Me Learn implementation support, learner-centered instructional coaching, elementary literacy coaching, guided reading support, or services of similar size and scope within the last three years. At least one reference should be able to address the respondent's or proposed coaches' ability to support teacher implementation of Let Me Learn. For each reference, include:

- Organization name and location.
- Contact person, title, telephone number, and email address.
- Dates and length of engagement.
- Description of services and grade levels served.
- Names of the proposed coach or coaches who performed the work, when applicable.

The Board reserves the right to contact any reference and to consider other documented information regarding the respondent's past performance.

XI. EVALUATION AND AWARD OF CONTRACT

Proposals will first be reviewed for responsiveness and responsibility and then evaluated by a committee of school administrators or other Board designees using only the criteria and weights published in this RFP. The award, if made, will be to the responsible respondent whose proposal is determined to be most advantageous to Compass Academy Charter School, price and other factors considered. The Board is not required to award to the lowest-priced respondent.

Evaluation Category	Description	Weight
1. Let Me Learn and learner-centered implementation expertise	Demonstrated knowledge and practical experience with the Let Me Learn Process, including the LCI and four Learning Patterns; quality, practicality, and coherence of the proposed schoolwide implementation and teacher-coaching approach.	25%
2. Literacy, guided reading, and coaching expertise	Demonstrated expertise in elementary literacy, small-group instruction, reading comprehension, adult learning, and job-embedded coaching.	25%
3. Qualifications and availability of both coaches	Credentials, relevant experience, references, continuity, proposed allocation of responsibilities, and availability of both named coaches.	20%
4. One-year work plan, deliverables, and capacity	Feasibility of the 2026-2027 schedule, coaching cycles, reporting, coordination, measurable service level, and ability to begin and sustain services through June 30, 2027.	15%
5. Pricing and overall value	Clarity, reasonableness, competitiveness, annual not-to-exceed amount, disclosed assumptions, and overall value of the proposed services.	15%

The Board may request written clarification, verification of submitted information, or a presentation or interview applied in a fair and consistent manner. Clarifications may not materially alter a proposal, cure a material omission, or provide an unfair competitive advantage. The Board anticipates taking award action within sixty (60) days after proposal opening, subject to completion of the evaluation, required compliance review, and Board approval.

XII. BOARD RIGHTS

- Reject any or all proposals, in whole or in part.
- Waive minor informalities or non-material irregularities when permitted by law.
- Request clarification or additional information from any respondent.
- Verify qualifications, references, credentials, and representations.
- Finalize a written agreement consistent with this RFP, the selected proposal, and applicable law. No material scope or price change will be permitted after proposal opening unless authorized by law and applied without unfair advantage.
- Make no award or cancel and reissue the RFP when determined to be in the Board's best interests and permitted by law. The Board intends to make one award to one respondent providing both required coaches and will not split or partially award the two-coach scope.
- Disqualify a proposal that is incomplete, materially non-responsive, conditioned, misleading, or submitted by a respondent that cannot demonstrate responsibility.

XIII. GENERAL TERMS AND CONDITIONS

A. Compliance with Laws

The successful respondent shall comply with all applicable federal, State of New Jersey, and local laws, regulations, policies, and governmental orders. The resulting agreement shall be governed by the laws of the State of New Jersey.

B. Contract Documents

This RFP, the successful proposal, written clarifications, Board resolution, purchase order, and final agreement will constitute the contract documents. In the event of a conflict, the order of precedence will be established in the final agreement.

C. Independent Contractor

The contractor and its personnel shall be independent contractors and not employees, agents, or representatives of the Board. The contractor is responsible for compensation, supervision, taxes, benefits, insurance, and all employment obligations for its personnel.

D. Confidentiality and Student Records

The contractor shall protect confidential school, employee, and student information and comply with FERPA and all applicable privacy requirements. Personally identifiable information shall be accessed only when authorized and necessary to perform the services.

E. Background Clearances and School Safety

Before beginning onsite services or having regular contact with students, each coach and other assigned personnel must provide evidence of all criminal-history, fingerprinting, background, and school-safety approvals required by New Jersey law, including N.J.S.A. 18A:6-7.1 et seq., as applicable. The Board may deny or suspend access until satisfactory documentation is received. Personnel must comply with visitor procedures, emergency protocols, mandated-reporting duties, and staff conduct requirements.

F. Non-Discrimination and Affirmative Action

During performance of the contract, the contractor and any approved subcontractor shall comply with all applicable anti-discrimination and affirmative-action laws, including the mandatory equal-employment-opportunity language required by N.J.S.A. 10:5-31 et seq. and N.J.A.C. 17:27.

G. Indemnification

To the fullest extent permitted by law, the contractor shall indemnify, defend, and hold harmless the Board, school, trustees, officers, employees, and agents from claims, damages, losses, and expenses arising from the contractor's negligent acts, omissions, misconduct, or breach of contract. Final terms will be set forth in the agreement.

H. Insurance

Before beginning services, the contractor shall provide certificates of insurance from insurers authorized to do business in New Jersey evidencing at least: (1) workers' compensation as required by law and employers' liability of $500,000;

(2) commercial general liability of $1,000,000 per occurrence and $2,000,000 aggregate; (3) professional liability/errors and omissions of $1,000,000 per claim and $2,000,000 aggregate; (4) automobile liability of $1,000,000 combined single limit when vehicles are used in connection with the services; and (5) cyber/privacy liability of $1,000,000 when the contractor electronically accesses, stores, or transmits personally identifiable student or staff information. Compass Academy Charter School and its Board of Trustees shall be named as additional insureds on the commercial general liability policy. Coverage shall be maintained throughout the contract period, and certificates shall provide notice of cancellation or material reduction to the extent available under the policy.

I. Business Registration

The successful respondent and any approved subcontractor shall provide a valid New Jersey Business Registration Certificate and comply with N.J.S.A. 52:32-44 and related requirements.

J. Political Contribution and Disclosure Requirements

The respondent shall complete all required political-contribution disclosures and comply with N.J.S.A. 19:44A-20.4 et seq., N.J.S.A. 19:44A-20.27, and other applicable pay-to-play and disclosure requirements.

The respondent shall submit any required ownership disclosure under N.J.S.A. 52:25-24.2 and disclose actual or potential conflicts of interest. Respondents and their representatives shall not offer gifts, gratuities, favors, or anything of value to Board members or school employees in connection with this procurement.

Proposals and related procurement records may become public records subject to the New Jersey Open Public Records Act and other applicable law. A respondent may clearly identify information it believes is exempt from disclosure and state the legal basis, but the Board will determine disclosure obligations and does not guarantee confidential treatment merely because information is marked confidential.

K. Prohibited Activities and Debarment

The respondent must complete all required certifications concerning prohibited activities in Iran, Belarus, and Russia, and must not be suspended, debarred, or otherwise legally ineligible to contract with a New Jersey public entity.

L. Assignment and Subcontracting

The contractor may not assign the contract or subcontract material portions of the work without prior written approval of the Board. Any approved subcontractor must meet all applicable qualifications, clearances, insurance, and compliance requirements.

M. Ownership and Use of Materials

Compass Academy shall have a perpetual right to use school-specific plans, reports, templates, and resources created and paid for under the contract for its internal educational purposes. The contractor retains ownership of pre-existing proprietary materials, subject to any license expressly granted in the final agreement. The contractor shall identify all proposed restrictions on the school's use of deliverables in its proposal.

The contractor represents that it has, and will maintain throughout the contract, all permissions, licenses, credentials, and authorizations necessary to provide Let Me Learn coaching and professional learning and to use the Learning Connections Inventory and related proprietary content. The contractor shall not reproduce, distribute, administer, or use proprietary Let Me Learn materials beyond the scope of its authorization. All licensing, assessment, and proprietary-material costs must be disclosed in the fee proposal.

N. Records and Audit

The contractor shall maintain accurate records supporting invoices and services and shall make such records available to the Board or authorized auditors upon reasonable notice, subject to confidentiality requirements.

O. Funding and Non-Appropriation

All obligations are subject to the lawful availability and appropriation of funds and to an authorized purchase order. The Board may reduce, suspend, or terminate services if funds are unavailable, reduced, restricted, or not appropriated, without liability beyond payment for authorized services properly performed before the effective date of the action.

P. Termination

Either party may terminate the agreement upon thirty (30) days written notice, subject to the terms of the final contract. The Board may terminate immediately or on shorter notice for material breach, safety concerns, legal noncompliance, loss of required credentials or insurance, or other cause specified in the agreement.

Q. No Guarantee of Minimum Work

The respondent shall propose a measurable base service plan and annual not-to-exceed amount. The Board anticipates recurring part-time services from both coaches but does not guarantee a minimum number of hours, days, coaching cycles, or expenditures beyond services expressly authorized in the final agreement and by purchase order. The Board may adjust scheduling and priorities within the awarded scope and not-to-exceed amount.

XIV. REQUIRED SUBMISSION CHECKLIST

Current official compliance forms supplied with or identified in the advertised RFP package must be completed in the form provided. The Board may require updated or additional documents before award when required by law.

☐ Proposal prepared in the order required by Section VIII.

☐ Signed transmittal letter.

☐ Executive summary and proposed coaching approach.

☐ Named staffing plan for two part-time coaches.

☐ Resume or curriculum vitae for each coach.

☐ Evidence of Let Me Learn training, implementation experience, and teacher-coaching experience for each proposed coach.

☐ Certification/evidence of required Let Me Learn, LCI, and proprietary-material licenses, permissions, credentials, or authorizations.

☐ Evidence of literacy, guided reading, and instructional-coaching experience.

☐ 2026-2027 work plan, service schedule, deliverables, and capacity-building approach.

☐ At least three professional references.

☐ Completed 2026-2027 fee proposal, measurable base service plan, and annual not-to-exceed amount.

☐ New Jersey Business Registration Certificate.

☐ Statement of Ownership Disclosure, if applicable.

☐ Signed acknowledgment of all addenda issued.

☐ Disclosure of Investment Activities in Iran and prohibited activities in Belarus/Russia, as applicable.

☐ Affirmative Action documentation or questionnaire.

☐ Non-Collusion Affidavit.

☐ Chapter 271 Political Contribution Disclosure Form.

☐ Certificate of insurance or written evidence of ability to provide required coverage.

☐ Any exceptions, conditions, or additional information clearly identified.

APPENDIX A - FEE PROPOSAL FORM

Respondent Legal Name: _____

The respondent shall provide complete, all-inclusive pricing for the 2026-2027 contract period. Attach additional detail when necessary. All travel, preparation, reporting, materials, licensing, assessments, remote support, and other costs must be identified.

Service Component	Unit Rate	Estimated Units	Extended / NTE Cost	Included Services / Notes
Coach 1 - onsite coaching				
Coach 2 - onsite coaching				
Professional learning sessions				
Remote consultation / planning				
Travel, materials, LML/LCI licensing or assessments				
Other / optional services (clearly identify)				

Maximum 2026-2027 Contract Amount (Not to Exceed): $_____

Pricing Assumptions, Travel, Materials, Licensing, Optional Services, or Other Costs:

_____

_____

_____

_____

The undersigned certifies that the above pricing is complete and that all costs necessary to perform the proposed services have been disclosed.

_____ Authorized Signature

_____ Printed Name and Title

_____ Date

APPENDIX B - PROPOSED COACHING TEAM

Complete one section for each proposed part-time coach and attach a resume or curriculum vitae.

COACH 1

Name: _____

Current Title/Organization: _____

Highest Degree and Field: _____

Teaching/Administrative Certification(s): _____

Years of Elementary Education Experience: _____

Years of Instructional Coaching Experience: _____

Relevant Let Me Learn Training/Credentials: _____

Let Me Learn Classroom Implementation and Teacher-Coaching Experience: _____

Literacy/Guided Reading Qualifications: _____

Proposed Role and Responsibilities: _____

Proposed Availability/Schedule: _____

COACH 2

Name: _____

Current Title/Organization: _____

Highest Degree and Field: _____

Teaching/Administrative Certification(s): _____

Years of Elementary Education Experience: _____

Years of Instructional Coaching Experience: _____

Relevant Let Me Learn Training/Credentials: _____

Let Me Learn Classroom Implementation and Teacher-Coaching Experience: _____

Literacy/Guided Reading Qualifications: _____

Proposed Role and Responsibilities: _____

Proposed Availability/Schedule: _____

COORDINATION OF THE TWO-COACH MODEL

Describe how the coaches will coordinate planning, communication, grade-level coverage, professional learning, coaching documentation, and continuity of services:

_____

_____

_____

_____

_____

APPENDIX C - RESPONDENT ACKNOWLEDGMENT

The respondent acknowledges that it has read and understands this Request for Proposals and all issued addenda, has identified all exceptions, and agrees that its proposal may be incorporated into a final contract if selected. The respondent certifies that the proposal is submitted independently, is accurate and complete, and is made without collusion, fraud, or improper influence.

Respondent Legal Name: _____

Business Address: _____

Telephone: _____ Email: _____

Federal Employer Identification Number: _____

_____ Authorized Signature

_____ Printed Name and Title

_____ Date

FINAL SUBMISSION LABEL

RFP - INSTRUCTIONAL COACHING
AND LITERACY SUPPORT (PREK-5)

DUE: THURSDAY, AUGUST 27, 2026 AT 10:00 A.M.

Submit to:

Mr. Douglas McGarry
School Business Administrator/Board Secretary
Compass Academy Charter School
23 W. Chestnut Avenue
Vineland, New Jersey 08360