



Muscogee County School District Columbus, Georgia

Aileen Arrighi, CPPB
Purchasing Manager

ADDENDUM 2 **RFP #26-024 Career-Infused Curriculum for a New Middle School Model**

July 17, 2026

Dear Vendors,

The Purchasing Department received the following questions concerning RFP 26-024 Career-Infused Curriculum for a New Middle School Model:

1. Will the pre-proposal call be recorded for those on our team who can't attend?
Answer: Yes. A recording of the pre-proposal will be available upon request.
2. Our company does not provide health & physical education, world languages, and visual and performing arts curricula at the middle school level--does this disqualify us from consideration?
Answer: No.
3. How is the Advanced High School Content area as noted on the chart on p. 24 of the RFP relevant for Grades 6-8?
Answer: We provide 3 high school level courses at the middle school level - Algebra Concepts & Connections, Physical Science and Spanish I.
4. What is your budget for this project and source of funding?
Answer: We are looking for proposals to help establish a budget; funding sources will be a variety of internal and external.
5. What is your anticipated timeline for completion of deliverables? (i.e., 6 months, 1 year, 2 years, etc.).
Answer: Our desire is to have Grade 6 curriculum ready by 1/1/27; grade 7 & grade 8 unit samples ready by 5/1/27- first year will be 6th grade only - we'll add 7th and 8th over the following two years.
6. With this new curriculum replace all current middle school curricula?
Answer: Ultimately, within the school - we may entertain expansion in future years based on the success of implementation.
7. Do you intend to adopt this curriculum throughout the entire district, or do you plan to pilot it first?
Answer: Not at this time.
8. Does the District envision selecting a lead strategic partner responsible for integrating multidisciplinary expertise across the full scope of work, or does it anticipate awarding contracts to multiple specialized firms based on distinct areas of expertise?
Answer: Ideally, we would like to work with one, but we recognize this may not be achievable.



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9. Could the District provide additional clarification regarding its anticipated implementation timeline, including the expected periods for curriculum design, pilot activities (if applicable), educator preparation, and full Year One implementation.
Answer: Our desire is to have Grade 6 curriculum ready by 1/1/27; grade 7 & grade 8 unit samples ready by 5/1/27- first year will be 6th grade only - we'll add 7th and 8th over the following two years; initial educator prep would take place in Spring 2027.
10. Beyond demonstrated curriculum development experience, how will the District balance innovation, systems thinking, workforce alignment, implementation capacity, and organizational experience when evaluating proposals?
Answer: MCSD will be evaluating proposals with the rubric in the RFP.
11. How will the District evaluate an offeror's demonstrated ability to cultivate and sustain partnerships with employers, postsecondary institutions, workforce organizations, and community stakeholders in support of authentic career-connected learning experiences?
Answer: We are not looking for the offeror to build and sustain partnerships.
12. Could the District provide additional guidance regarding its vision for intellectual property ownership, licensing, commercialization, and the proposed revenue-sharing framework associated with curriculum developed through this initiative?
Answer: As the originator of the concept and a substantive contributor to the build, the district expects a negotiated share of any revenue generated from broader distribution or licensing of the resulting curriculum. The actual method by how this happens will be mutually negotiated.
13. Has the District developed foundational planning resources such as learner profiles, competency frameworks, career pathway maps, graduate outcomes, or instructional frameworks that the selected partner will be expected to leverage during curriculum development?
Answer: Yes. Those products will be shared with the selected partner post the award process.
14. Could the District elaborate on its expectations regarding educator professional learning, instructional coaching, implementation support, and capacity-building throughout Year?
Answer: We would need the vendor to support a district team in developing the training plan and resources for professional learning.
15. What role does the District envision for families, business and industry partners, higher education, and community organizations throughout curriculum development, implementation, and continuous improvement?
Answer: Stakeholders are providing feedback in the early stages for setting the vision. They are not directly involved in the development or implementation of the curriculum. Their feedback will be used for ongoing continuous improvement.

Business and industry partners will assist with curriculum development and providing authentic learning experiences for students throughout the life of this school. Representatives from all stakeholder groups (families, business and industry partners, higher education, and community organization) will



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provide continuous feedback through an advisory council that will be established and will meet at least quarterly.

16. Beyond Canvas compatibility, are there additional instructional technology platforms, interoperability requirements, accessibility standards, or data reporting expectations the selected partner should consider during curriculum development?

Answer: No.

17. Beyond curriculum completion, what instructional, educator, and student outcomes will define success for the selected partner during Year One? Additionally, could the District elaborate on its expectations for integrating the Multi-Tiered System of Supports (MTSS), including Tier 2 and Tier 3 interventions, in a manner that aligns with the District's instructional framework, student support model, and desired implementation outcomes?

Answer: We cannot answer the first part of the question at this time. There are discussions of possible alternative state assessments being developed or permitted. If this occurs, we will entertain that option. For question 2, rather than looking at it from a pure MTSS perspective, we prefer we look at it through personalized learning - how is the curriculum going to support students on multiple levels: students with learning gaps (sometimes defined as Tier 2 and Tier 3), ESOL, students with disabilities, gifted, and specialized student populations.

18. Does the District anticipate that the selected partner will establish a continuous improvement process that incorporates implementation data, educator feedback, student outcomes, and stakeholder engagement to refine the curriculum throughout the contract period?

Answer: We are not asking the partner to establish that but to be a partner with us in continuous improvement of the product.

19. As the District looks beyond initial implementation, what characteristics will distinguish a successful long-term strategic partner from a successful curriculum developer?

Answer: Characteristics we look for in our strategic partnerships include adaptability, collaboration, transparency, ability to keep up with current education trends/education law, embraces an innovative culture, and can keep pace with us as a thought partner.

20. What is the anticipated implementation timeline?

Answer: Open new program in SY28 with 6th grade, add 7th grade the following year and 8th grade the year after.

21. Does the District envision a phased rollout, pilot implementation, or districtwide launch?

Answer: Phased rollout within one middle school.

22. How many total courses are expected across grades 6–8?

Answer: Four core and a minimum of 3 electives for each grade level.

23. How many courses are intended to be year-long versus semester-long?

Answer: All courses are tentatively year-long - but flexible scheduling models will be entertained.



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24. Should each course be designed as a complete replacement curriculum, or are there existing district resources that should be incorporated?

Answer: Complete replacement curriculum, but must be include state standards in all coursework.

25. Can the District provide an anticipated budget or budget range for this initiative?

Answer: We are looking for proposals to help establish a budget.

26. Does the District prefer virtual, onsite, or hybrid professional learning?

Answer: Onsite professional learning.

27. What accessibility standards are required (e.g., WCAG 2.1 AA, Section 508, NIMAS)?

Answer: Coursework must adhere to all Federal requirements to include the example.

28. Are translated or multilingual materials anticipated?

Answer: Yes, we have 35 languages represented within our district - Spanish is the predominant 2nd language.

29. Is a bid bond required with proposal submission?

Answer: A bid bond is not required with the proposal submission.

30. Are print samples required with proposal submission?

Answer: No, but materials must be print ready.

31. Are digital samples required with proposal submission?

Answer: Yes.

32. Page 16: Section D. Proposal Format and Organization does not match the proposal organization requested by Section 5.0 Technical Proposal. Which sequence are vendors to follow when organizing their proposals?

Answer: Vendors should organize their Technical Proposal using the sequence and headings identified in Section D, Proposal Format and Organization (Page 16). However, vendors are also responsible for addressing all information requested in Section 5.0, Technical Proposal. Where the requirements in Section 5.0 are not expressly identified as separate headings in Section D, vendors should incorporate that information into the most appropriate section of their proposal. The proposal will be evaluated based on the extent to which all requested information is provided, regardless of where it appears within the Technical Proposal.

33. The RFP references co-development of a comprehensive Career-Infused Curriculum. Can the district clarify whether it is seeking a wholly new curriculum designed specifically for MCSD?

Answer: The expectation is a wholly new, standards-aligned curriculum designed specifically for MCSD.

34. Can publishers propose existing, off the shelf standards-aligned curriculum products and career exploration programs as the solution?



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Answer: No, the curriculum should be career-infused. Solutions that treat career exploration as a separate program do not meet the vision for our model.

35. If proposers leverage existing standards-aligned curriculum products and career exploration programs as the foundation of the solution, would customization and enhancement to that curriculum be required to meet district goals?

Answer: Solutions that treat career exploration as a separate program do not meet the vision for our model.

36. Is MCSD open to a licensing arrangement (IE: Per student license) for the program, in lieu of shared ownership?

Answer: No.

37. When MCSD references shared ownership and revenue sharing, does the district expect those provisions to apply to existing publisher intellectual property brought into the solution, or only to newly created content developed specifically through this partnership?

Answer: The expectation is that you're creating novel content for our use, and that we would share ownership with any final product.

38. When the RFP references shared ownership of the curriculum product, does this apply to:

- Newly developed content created specifically for MCSD?
- Existing publisher content incorporated into the solution?
- Both?

Answer: The expectation is that you are creating novel content for our use, and that we would share ownership with any final product.

39. What ownership rights does MCSD expect to retain in the final curriculum?

Answer: This will be negotiated with the selected vendor.

40. Does MCSD envision joint copyright ownership, licensing rights, or another ownership structure?

Answer: This will be negotiated with the selected vendor.

41. How would the proposed revenue-sharing model operate?

Answer: This will be negotiated with the selected vendor.

42. Is revenue sharing expected on?

- The complete curriculum solution?
- Newly developed components only?
- Existing publisher products incorporated into the solution?

Answer: The expectation is that you are creating novel content for our use, and that we would share ownership with any final product.



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43. Would publishers retain full ownership of their pre-existing intellectual property and products?

Answer: The expectation is that you're creating novel content for our use, and that we would share ownership with any final product.

44. Does MCSD envision career-connected learning being embedded within core academic subjects, or through dedicated career exploration courses?

Answer: The career-connected (career-infused) learning should be fully embedded.

45. What percentage of instructional time is expected to be dedicated to career-focused learning experiences?

Answer: The vendor should not be targeting a percentage of instructional time. The vision for this curriculum is for the career-focused learning experiences to be fully embedded so that it is infused and is a component of the instruction, not an add-on. In this way, a percentage of time is impossible to calculate.

46. Is the district seeking career contextualization within existing academic standards, or curriculum specifically organized around career pathways?

Answer: The vision is for career-infused academics. All core, academic content should meet Georgia standards and also employ real-world career applications.

47. Are there specific career clusters, industries, or workforce priorities the district wants emphasized?

Answer: No.

48. Does MCSD have existing CTAE programs that the curriculum should align with?

Answer: The MCSD offers a diverse range of offerings across the 14 modern career clusters. It is not necessary to align the proposals to MCSD's specific offerings. The vendor should reference information about CTAE standards information from the Georgia Department of Education's website.

49. How will student exposure to careers be measured and evaluated?

Answer: The vision is that all students will be exposed to the 14 modern career clusters after completing 6th - 8th grade using the curriculum that will be developed. Evaluation of student learning will be accomplished in a variety of ways, but eventually the students will demonstrate exposure and learning through a comprehensive multi-year portfolio.

50. Can the district define what they mean by 'project based'?

Answer: From our perspective, project-based learning is defined as authentic investigations designed around real-world, complex problems that allow students to demonstrate academic and career skills.

51. Is the expectation to build an entirely new curriculum from the ground up, or adapt existing high-quality instructional materials?

Answer: The expectation is a wholly new curriculum designed specifically for MCSD.

52. How much flexibility is there in leveraging existing publisher content?

Answer: There may be some flexibility as long as the ultimate curriculum solution satisfies our goals.



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53. Which subject areas are considered highest priority for the initial implementation?

Answer: The highest priorities for the initial implementation are English, Math, Science, and Social Studies because we desire the core curriculum to demonstrate career-infusion.

54. We understand the district reserves the right to select single or multiple vendors. Does MCSD prefer to select a single vendor?

Answer: Yes, but we realize that may not be realistic.

55. Are curriculum components expected to be fully integrated across all disciplines, or may some subjects remain distinct?

Answer: The preference is for the components to be fully integrated across all disciplines, but there may be some room for variances. The vendor will need to make a strong case for those distinctions.

56. What level of customization is expected beyond standards alignment?

Answer: In our view, customization comes after standards-alignment, and we expect it to be fully customized.

57. What level of ongoing vendor participation is expected after initial development?

Answer: The expectation is long-term vendor participation throughout the phased implementation and shared ownership of the curriculum.

58. Does MCSD envision a multi-year curriculum design partnership beyond the initial contract term?

Answer: Yes.

59. Who are the primary district stakeholders responsible for curriculum design decisions:

- Curriculum & Instruction – Executive Director of Secondary Education
- CTAE – Senior Director of CTAE, STEAM & Robotics
- School Leadership – Chief Academic Officer
- Other Departments – Executive Director of Program for Exceptional Students

Answer: The primary decision-makers for curriculum design are the Chief Academic Officer and directors within the Division of Teaching & Learning.

60. Are there existing models, districts, or programs that influenced MCSD's vision for this middle school redesign?

Answer: No, this vision has been influenced by the needs of our students and our community.

61. Which specific classes/courses require curriculum deliverables beyond the four core subjects (ELA, Math, Science, Humanities)?

Answer: Eventually, all courses could require curriculum deliverables. Vendors are encouraged to focus on the deliverables requested in the proposal.

62. What is the school's instructional model — are students cohorted/teamed across core classes?

Answer: The students are not cohorted or teamed. All students in the school will be provided with personalized learning plans.



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63. Is the project school a current operating middle school with traditional curriculum and settings?

Answer: Yes.

64. What is the broader vision for this redesign? In 5 years, what are you hoping this school becomes?

Answer: In 5 years, we hope this school becomes a model that can be replicated within our school district, the state, or the nation.

65. What is the expected development and delivery schedule after the October 19 award? When does Year 1 implementation begin and what must be delivered before the first day of school?

Answer: See RFP for upcoming dates. Other dates will be coordinated with the selected vendor.

66. Would a phased implementation approach be acceptable such as a 3-year phase in by grade level?

Answer: Yes.