



Muscogee County School District Columbus, Georgia

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ADDENDUM 4 **RFP #26-024 Career-Infused Curriculum for a New Middle School Model**

July 29, 2026

Dear Vendors,

The following questions were discussed and further clarified during the pre-proposal meeting for RFP #26-024 Career-Infused Curriculum for a New Middle School Model. The responses below provide additional clarification and information for prospective proposers.

1. I have read the RFP and I did see a lot of the requirements, but one of the requirements that made me very nervous was the insurance portion. With me being a small business, would that be one of the disqualifying requirements?

Answer: (Edwin Joseph) You are still encouraged to submit your proposal. Insurance requirements will be reviewed after the proposal process by our Risk Management Department. Depending on the level of risk involved, certain insurance requirements may be waived. However, if the services require on-site interaction with students, some insurance requirements may remain in place to ensure the safety of students and protect the district.

2. I had a question about the revenue sharing portion of the RFP. Could you talk a little bit about the co-development of the curriculum and shared ownership of the curriculum?

Answer: (Timothy Smith) We have instructional specialists across different content areas who can collaborate on this work. Within the district, we also have our MCSD Blueprints, which are the curriculum resources our teachers use in the classroom, and those could possibly be leveraged as part of this effort. Those are conversations we would have with whoever is awarded the contract. As for the revenue-sharing piece, that would be negotiated with the selected vendor. This is new territory for us as well, so we would want to work through it together and come to an agreement that both parties can live with.

(David Lewis) We know that there are a lot of districts looking for something very similar to this, and the fact that it would be co-designed with a school district is something that seems to be well received. Because we would be helping to co-design and develop the curriculum, we feel the district should receive some remuneration for those efforts so we can continue to invest in developing and improving it as we move forward.

(Edwin Joseph) Just to add to that, revenue sharing is not part of the bid scoring. However, if you already have a process or model for profit sharing, you are welcome to include that as part of your bid submission.

3. I am curious about the model of the school. Would this be a traditional school in the sense of like one period per year, per subject, or do you all have a different model that you are using for how the school day is set up?



Muscogee County School District Columbus, Georgia

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Purchasing Manager

Answer: (Timothy Smith) We are in the very initial planning stages right now. We are developing an innovative model in partnership with some folks from the state, and the structure could look very different from a traditional middle school model. At this point, the specific model and how the school day will be structured have not been fully developed or laid out yet.

(David Lewis) And it is a traditional middle school at this point. Depending on the level of interest we receive, it could start as a school-within-a-school model and then grow into a full middle school and beyond. The goal would be to create a model that could be replicated throughout our district and potentially in other districts as well.

4. Following up on that, given that you all are still kind of working through that component of it, in my mind as a curriculum designer, that does impact how the design of the curriculum, how do you see the partnership in figuring that out, even if you don't have it landed on before these due dates?

Answer: (Timothy Smith) There would be on-going collaboration with the awarded vendor.

5. In the appendix, there are standards for math and ELA. Are those the standards that we are expected to use for the sample unit or are those just sample standards? Because there's 8th grade standards, but my thought was that you would want us to give a 6th grade since the 6th grade is the first group that is going to be learning and there are 8th grade standards at the end.

Answer: (Christine Hull) We are looking at the scope of this long term as well. While we are thinking about beginning with 6th grade, we also want to be able to forecast how this will build out over time. We would like to see samples for both 6th and 8th grade in each of those content areas. We also need to ensure that the curriculum is standards-based and aligned with the standards established by the Georgia Department of Education. That alignment will be an important part of whatever curriculum is designed. All of that information is publicly available on the Georgia Department of Education website. We can follow up with any additional questions and provide that information as needed.

(David Lewis) And while they are discrete standards, we recognize that for this to have an applied focus, there may be opportunities for interdisciplinary work. That could include connecting what you might typically think of as elective courses with the core academic classes where it is appropriate.

6. Do you have a mix of some digital assets as well as physical assets? I know you are doing this in a traditional classroom, but have you considered any kind of digital assets versus traditional or do you want things to be traditional print-based?

Answer: (Timothy Smith) We have moved away from textbooks by and large, but on the flip side, we are also having ongoing conversations at the state level and with parents about too much screen time. Yes, we need to have digital resources available. At the same time, there needs to be the capacity for print-ready materials so that resources can be printed and used during instruction without students always having to be on screens.

7. The intent of the RFP is to develop collaboratively over the course of the school year to have it be released the following year. Is that the intent or is the intent for us to have stuff ready for you during this school year? What is your objective?



Muscogee County School District Columbus, Georgia

Aileen Arrighi, CPPB
Purchasing Manager

Answer: (Timothy Smith) If developed during this school year, we would be starting with 6th grade the following year, then adding 7th grade the year after, and 8th grade the year after that. It would not have to be the entire 6th through 8th grade curriculum completed all at once, but we would need to have the 6th grade curriculum completed to begin.

8. Do you have an estimate of how many students you have in 6th grade that will be interested?

Answer: (Timothy Smith) We do not.

9. How many students do you have?

Answer: (Timothy Smith) We do not have the number of students yet. It is going to be based on interest.

(David Lewis) We envision the school is probably going to be at a capacity of around 800, so you can kind of do the math from there. That is our general thinking of the school and it is consistent with our typical middle school enrollment numbers across the district. This will most likely be a school-of-choice option for students throughout the district. We are a district of about 28,000 students, so you can kind of extrapolate from there when thinking about the potential interest from middle school students. Our whole idea is to innovate and create something new and different that is more engaging for students and that will generate demand within the community.

10. The RFP states that the lowest bidder received 400 points. Would you recommend we put in a bare bones' curriculum meeting all your needs rather than going above and beyond? And then a possibility of putting in options that you can decide if you want?

Answer: (Timothy Smith) We have not established a specific budget for this project at this time. However, we are entering some tighter budget years, so we also have to be fiscally responsible.

(Edwin Joseph) We've done this in the past where vendors submitted good, better, and best options. Since the evaluation committee does not see pricing, they will only evaluate the curriculum against the RFP criteria. Pricing is reviewed separately by the Purchasing Department. So, if you would like to provide multiple options, you are welcome to do that. You can identify which proposal is your good, better, and best option, and then include the corresponding pricing in your financial submission. That gives us the flexibility to compare proposals based on the curriculum the evaluation committee recommends while also considering cost. It helps us make more of an apples-to-apples comparison and find the best balance between a high-quality curriculum and a cost-effective solution for the district.

11. Could you speak to what successful PD and implementation support might look like, and particularly in the first year with the 6th graders?

Answer: (Christine Hull) As we onboard our teachers and they begin using this newly designed curriculum, there may be elements of the instructional approach that they are not as familiar with. We would want to partner with the vendor to map out that professional development experience so teachers not only have the curriculum and know what to do, but also understand how to implement it effectively with students in the classroom. It would really be a partnership with the vendor to determine the best



Muscogee County School District Columbus, Georgia

Aileen Arrighi, CPPB
Purchasing Manager

approach for professional development so our teachers can use the curriculum in the most effective way possible.

(David Lewis) And to add to that, we envision the possibility of reconstituting the whole school. That would mean that people would have to reapply for their positions, or others can apply for them throughout the district and beyond. We have developed what we believe is a really good profile of the type of teacher who will thrive in this kind of environment. As those teachers are hired, they will be selected with that profile in mind, and the professional learning would need to align with that profile once it's fully defined and communicated.

12. You mentioned in the core curriculum area, obviously you have 6th, 7th, and 8th grade math, science, social studies, and English. But then you also mentioned that you offer physical science and algebra as high school options in the middle school. Would those be included in curriculums you would want developed?

Answer: Yes.

13. So, it would be 4 math, 4 science, 3 social studies, 3 English for the core, and then any electives that we might feel fit a career tech mode?

Answer: Yes.

14. Are you open, or opposed to including a personality assessment that would provide strengths and weaknesses for the career-based curriculum?

Answer: No. We are not opposed to personality assessments.

15. When you stated that it would be a choice school, does that mean that it will be a charter school as well, or will it all remain regular?

Answer: (David Lewis) It will not be a charter school. We have a magnet system here in Muscogee County, so we envision it functioning within that framework, opening up for students who are interested. The idea is to reengage students and provide an innovative option that encourages families to choose to remain in or return to our district.

16. Are there any current curriculums that the district uses that you cannot let go of and you would love to see this integrated as we plan and design? For example, iReady, IXL, Lexia.

Answer: (David Lewis) iReady, IXL, Lexia are not curriculums, we treat them as supplements. We want a curriculum and those will still be utilized in some capacity where it is appropriate as supplements.

17. Are you opposed to a tutorial-based curriculum for something in this nature, in place of a regular curriculum, as an additional option?

Answer: (David Lewis) A supplemental is fine, but we still believe direct teaching and the teacher themselves is the key to quality instruction. A curriculum is non-negotiable.



Muscogee County School District Columbus, Georgia

Aileen Arrighi, CPPB
Purchasing Manager

18. Is one of your goals to also have these students prepare for like credential attainment or industry certification pass rates? Are there any gaps that you want to make sure students have or you want to target?

Answer: (Victoria Thomas) At the middle school level, we're not necessarily interested in students earning industry-recognized credentials. That's not to say they couldn't, but our focus is different. We will likely be developing our own badges or other forms of recognition, in consultation with the selected vendor, that are meaningful to our employer partners and are age appropriate for middle school students. As far as career exploration is concerned, what we're really interested in is exposing students to all 14 modern career clusters so they can get a broad view of the opportunities available to them. As they move into high school, they can begin narrowing their focus based on their interests. We already have an extensive range of high school career pathways where students can earn industry credentials, so we're not necessarily looking for middle school students to earn certifications like Microsoft Office or similar credentials at this stage.

(David Lewis) We are looking for employability skills, otherwise known as soft skills. Embedding those skills throughout the curriculum is something we have consistently heard from our business community is important.

19. Regarding social studies, I believe Georgia studies is 8th Grade and then World Skills one and two. Since you are taking an innovative approach, are you going to still continue that same path to where you are using that three-course path?

Answer: (David Lewis) Yes. We still have to be aligned to the state standards and to the expectations because the students will be assessed at the end of each year as part of their integrated assessment.

20. Do you have more emphasis on the ability for you to actually develop the curriculum versus a vendor to actually create the curriculum? Do you lean one way or another?

Answer: (David Lewis) That is negotiable at this point. We have not really determined that yet. It depends on what is presented to us. We certainly want to have input, obviously. Given our resources, one of the reasons we're putting this out as an RFP is that we do not have the bandwidth to do the full curriculum development ourselves. That's why we're looking for assistance from a vendor.

21. If we were to give you tooling that was similar to what our development team uses, would that be advantageous for you to be more of the driving position on the actual output of the curriculum is going to be designed versus the vendor taking the front state? Do you lean one way or another?

Answer: (David Lewis) It is an interesting concept. Yes.

(Timothy Smith) From time constraints on our side, we would lean more towards the vendor taking more of the lead.

22. Do you have career tech ed electives currently at the middle schools? Or are looking to support the career focus at the core with career tech ed courses?

Answer: (Victoria Thomas) We do have career tech courses at the middle school level. The way it's structured in Georgia is that we have offerings that represent all 14 career clusters, but they are not as distinct at the middle school level because we are providing more of an overview. For example, where you might have information technology as a course area in middle school, when you get into high



Muscookee County School District Columbus, Georgia

Aileen Arrighi, CPPB
Purchasing Manager

school, it becomes more specific, such as Internet of Things or AI, and those become full pathways that are more distinct. As far as what we're looking for, we are looking for English, math, science, and social studies to incorporate more career-related lessons and instruction. We want students to be able to apply those content areas to a career concept. That is not to say we would not still offer middle school information technology and those types of courses. We are hoping there will be congruence and continuity across all content areas because the model is more project-based versus being built around separate courses. At the same time, we want to make sure it maintains the rigor of all academic standards across English, math, science, and social studies.

23. Is there just a basic career tech ed 6th, 7th, and 8th, or are there a variety of electives that kids take?

Answer: (Victoria Thomas) There are a variety of courses, and every middle school is different. This middle school will be different as well. But in terms of what you are asking, there are Georgia State Standards for middle school courses like marketing, business, and construction. Those standards already exist. Some of our middle schools offer two or three of them, but not every middle school can offer all of them. There are options available.

24. Will this middle school also offer career tech ed classes? And do you have a slate of the specific ones that they are looking to offer or has that not been decided yet?

Answer: (Victoria Thomas) That has not been decided yet. But it will definitely offer career tech classes.

25. Is the curriculum primarily focusing on engagement for practice or in skill application, or assessments, or all of the above?

Answer: (Timothy Smith / David Lewis) All of the above.

26. Are the existing courses, internal or external, that you want this curriculum to match or exceed based on your request?

Answer: (Victoria Thomas) Think about it from this context: we want middle school to be a time of discovery. We want students exposed to all 14 modern career clusters and not put limitations on that. We want them to experience a little bit of accounting, nursing, construction, and other areas so they can start figuring out what they may want to focus on in high school. We are not saying we are only going to focus on skilled trades, healthcare, IT, or any one area. We want vendors to use their creativity in thinking about how English, math, science, and social studies can be delivered through authentic experiences where students can apply what they are learning to different career fields. The other important piece is those soft skills, or durable skills, that apply across all careers. Our employers have told us they can teach students many things, but they need students to come in with the ability to think critically, problem-solve, and apply their knowledge. So, that is a major focus, how students are thinking through real-world problems and demonstrating their understanding through things like reports, projects, and other authentic work.

27. What balance are you looking for when it comes to delivery of the activity versus lecture?



Muscogee County School District Columbus, Georgia

Aileen Arrighi, CPPB
Purchasing Manager

Answer: (Victoria Thomas) It is going to vary throughout, but obviously we want students doing a lot of things hands-on activities. It is going to be more student-led and involve less time on Chromebooks.

(Christine Hull) There are instructional frameworks for the state of Georgia that are mandatory learning frameworks and teaching frameworks. Those are both student-facing and teacher-facing instructional frameworks that we would expect to be followed.

28. Is there a particular authorizing tool or learning management system that you would prefer us to present this information in or provide a link to, whether it is going to be SCORM, HTML, or API?

Answer: (Ronald Pleasant) We currently use Canvas as our learning management system, so you can plug SCORM into that. I do not think we have a requirement that fits Canvas, but it would not be our desire that it fits within Canvas.

29. Does it have to be compatible and compliant with that section 508 and the WAG 2.1?

Answer: (Ronald Pleasant) Yes.

30. When they come out of eighth grade and go into the high school level, is there going to be a place for them to expand on what they've learned, the innovation and the way they'll be thinking and engaging at the middle school level, mentally, career-wise, and academically, to help them continue to grow in high school? Or are you possibly looking down the road to have that same kind of innovative approach at the high school level?

Answer: (Victoria Thomas) We already have that in place at the high school level. We have an extensive magnet system, and we have a College and Career Academy and other opportunities. Where we would like to build up and shop up is at the middle school level.