




Request for Proposal (RFP)
Grades 5 & 8 Science & Biology Curriculum Adoption
Cumberland County Schools

A.

 CUMBERLAND COUNTY SCHOOLS	CUMBERLAND COUNTY SCHOOLS Request for Proposals Academic Services 2465 Gillespie Street Fayetteville, NC 28306
Refer all inquiries to Craig Wilson Email: craigwilson@ccs.k12.nc.us (See Bid Questions on page 4.)	Item: 6-Year Science Curriculum Adoption Bid Number: 173-26003 Source of Funds: Budgeted Funds and Federal Grants
DUE DATE FOR PROPOSAL: February 2, 2026, at 2:00 pm	

A1. Notice to Bidders

The Cumberland County Board of Education/Cumberland County Schools (CCS) Academic Services department is requesting sealed bid proposals for the provision of new core instructional materials in science for grades 5 and 8, as well as Biology, that will support the district's academic goals, align with state standards, and engage students in rigorous, meaningful learning. Interested bidders are invited to submit a written proposal.

A2. Execution:

In compliance with this Request for Proposals, and subject to all the conditions herein, the undersigned offers and agrees to furnish and deliver any or all items upon which prices are bid, at the prices set opposite each item within the time specified herein. By executing this bid, I certify that this bid is submitted competitively and without collusion (GS. 143-54)

Late submissions will not be accepted.

BIDDER:	Federal Tax ID or Social Security No:	
Street Address:	PO Box:	
City, State, Zip:	Telephone No:	Fax No:
Type or Print Name & Title of Person Signing:		Date:
Authorized Signature:	E-Mail:	

Request for Proposal (RFP)
Science Curriculum Materials for Cumberland County Schools

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Dear Vendor:

Cumberland County Schools invites you to submit your proposal to provide our district with core instructional materials in science for grades 5 and 8, as well as Biology, that will support the district's academic goals, align with state standards, and engage students in rigorous, meaningful learning for the 2026-2027 school year through the 2031-2032 school year. The instructional materials should meet the needs of all learners, including those with special needs, English language learners, and those who require enrichment opportunities. The selected materials must be comprehensive, research-based, and user-friendly for teachers and students alike.

It is the purpose of this Request for Proposal (RFP) to

Identify and select a company(s) to provide core instructional materials in science for grades 5 and 8, as well as Biology, for Cumberland County Schools. CCS will consider multiple curriculum material products for different grade levels and courses (5th, 8th, and Biology) for standard alignment and to best meet the needs of students.

Proposals submitted shall be evaluated by a committee that includes district instructional leadership, district and school-based administrators, and teachers. Complete information can be found in the Request For Proposal.

- The RFP post date is January 14, 2026.
- All questions and inquiries should be emailed to craigwilson@ccs.k12.nc.us and are due by January 20, 2026 at 12:00 pm.
- District responses to questions will be available January 23, 2026 by 5:00 pm.
- Written proposals must be received by Susan Riddle by February 2, 2026, at 2:00 pm. See page 4 for delivery addresses.
- Proposals must include five (5) sets of sample materials, which must be received by Craig Wilson at 810 Gillespie Street, Fayetteville, NC, by February 2, 2026 at 2:00 pm.
- Finalist presentations and sample PD are scheduled for March 17, 2026.

Please see the attached RFP for all information, instructions, and requirements. We look forward to reviewing your proposal.

Academic Services
Cumberland County Schools



I. Invitation to Submit Proposal

Cumberland County School’s district requests the submission of technical and cost proposals from all interested parties. Submission must be by hardcopy only. Proposals shall be submitted as a “sealed bid.” You must provide 8 copies of your proposal and mail the proposal packet to **2465 Gillespie Street, Fayetteville, NC 28306.**

Proposals will be accepted from vendors that will provide highly effective core instructional materials in science for grades 5 and 8, as well as Biology. CCS will consider multiple curriculum material products for different grade levels and courses for standard alignment and to best meet the needs of students. Submitted proposals shall be evaluated by a committee that includes district executive and superintendent leadership, district and school-based administrators, and teachers.

Bid Questions: Upon review of the RFP document, bidders may have questions to clarify or interpret the RFP to submit the best proposal possible. To accommodate the questions process, bidders shall submit any such questions via email to craigwilson@ccs.k12.nc.us and by January 20, 2026 at 12:00 pm.

Mailing Instructions: Submit **eight (8)** fully executed bid documents in a sealed envelope, marked with the CCS bid number on the outside of the envelope, by the instructions below. If a bidder is submitting more than one bid, each bid shall be submitted in separate sealed envelopes and marked accordingly. **For delivery purposes, the bidder is asked to please include separate sealed bids in the same outer package.**

DO NOT SUBMIT AN ELECTRONIC OR FAXED COPY OF YOUR BID. THIS SHALL BE CAUSE FOR REJECTION OF YOUR BID. It is the responsibility of the bidder to have the bid in this office by the specified time and date of opening.

Delivered By US Postal Service, FedEx, UPS, or other courier services	Hand Delivered
Attn: Susan Riddle Purchasing Bid: 173-26003 Cumberland County Schools 810 Gillespie Street Fayetteville NC 28306 (910) 678-2384	Attn: Susan Riddle Purchasing 173-26003 Cumberland County Schools Finance 2491 Gillespie Street Fayetteville NC 28306
IMPORTANT: The Bid Number from page 1 must be shown on the outside of the envelope.	

II. Bid Opening

Sealed bids are due by the date and time stated on page 1 at which time the bids shall be opened and the names of the bidders read aloud. A bid tabulation will be provided to all bidders after the bids have been evaluated.

III. Introduction

Cumberland County Schools (CCS) is the fifth-largest school district in North Carolina, serving approximately 48,400 students across 86 schools, including 50 elementary, 17 middle, 17 high, and 2 virtual schools. As the second-largest employer in Cumberland County, behind the military, the district employs more than 6,600 full-time staff members. CCS serves a highly diverse and mobile population, with 45.9% Black, 24.3% White, 16.4% Hispanic, 1.96% Asian, 1.3% Native American, 0.49% Hawaiian/Pacific Islander, and 9.66% identifying as two or more races. Due to its proximity to Fort Bragg, approximately 15,400

students (28%) are military- or federally connected, and the district supports learners from 118 native language backgrounds, with Spanish, Arabic, and Haitian Creole among the most commonly spoken languages.

The district provides specialized support to approximately 7,200 students receiving Exceptional Children (EC) services and 5,500 students enrolled in Academically or Intellectually Gifted (AIG) programs. In the most recent graduating class, CCS awarded diplomas and certificates to approximately 3,667 graduates, reflecting the district's ongoing commitment to student achievement, workforce readiness, and equitable access to educational opportunities.

Through CCS's Strategic Plan, all are committed to ensuring a safe, positive, and rigorous learning environment to prepare lifelong learners to reach their maximum potential. Our district has great schools, dedicated teachers, committed parents, and supportive community partners to help each child achieve success in the classroom and beyond. Essential elements of quality instruction include but are not limited to, implementation of the district curriculum, teaching the standards, utilizing effective methods of delivery, providing rigorous content, assessing, re-teaching, and providing expanded opportunities in the learning process. It is important to provide students with multiple avenues to accelerate academically.

IV. Purpose

The objective of this Request for Proposal (RFP) is to contract with a qualified proposer that will provide new core instructional materials in science for grades 5 and 8, as well as Biology. The instructional materials should meet the needs of all learners, including those with special needs, English language learners, and those who require enrichment opportunities.

The selected materials should include:

- A comprehensive curriculum aligned with the North Carolina K-12 Science Standards.
- Professional development for educators to ensure successful implementation and integration of materials.
- Digital and/or physical resources that support in-class instruction, differentiation, and student engagement.
- Teacher and student assessments that track student progress and help inform instructional decisions.

CCS seeks any of the following formats in student and teacher materials for evaluation:

- a. Physical textbooks, instructional materials, tools, and ancillary resources.
- b. Digital textbooks, instructional materials, tools, and ancillary resources (PDF, online book, digital platform suite, etc.)
- c. Access to the digital textbook platform with interactive content and/or assessment features for teachers, if applicable.
- d. CCS prefers to award ancillary resources for these courses in series but reserves the right to award resources that are not in the series if in the best interest of CCS.

Cumberland County Schools through the Office of Academics is soliciting competitive written proposals from qualified vendors. Materials must address measures outlined in the RFP proposal to meet our district's

needs. CCS will procure a vendor to meet all of the requirements and best serve our district's strategic vision and mission.

V. Requirements of Proposal Response

Vendors interested in submitting proposals must include the following information:

1. **Cover Letter** – A brief introduction to the vendor and their product, along with a statement of interest in the project.
2. **Product Overview** – A summary of the proposed instructional materials, including, but not limited to:
 - a. A description of the research and pedagogical approach that underpins your curriculum.
 - b. The extent to which your curriculum can be adapted to meet the unique needs of our school district, including English Language Learners, students with disabilities, and academically and intellectually gifted students.
 - c. How the curriculum supports a Multi-Tiered System of Supports (MTSS).
 - d. How your curriculum integrates technology to enhance the learning experience.
 - e. The data collection and reporting capabilities of your curriculum.
 - f. How your curriculum supports our Dual Language Immersion programs. We currently have two elementary and two middle schools with Spanish Immersion programs and one elementary and one middle school with Mandarin Chinese programs.
3. **Response to Criteria** – A response that addresses how the materials meet the Vendor Scorecard criteria outlined below (Attachment C). Vendors should also provide specific examples from their materials to demonstrate how they meet North Carolina standards.
4. **Sample Materials** – Vendors must provide five (5) sets of sample materials for review, including teacher guides, student materials, assessments, and other ancillary materials. Access to digital components, if applicable, must also be included. Any materials must contain the vendor name and bid number.
5. **Pricing Information** – A complete breakdown of pricing, including any subscription costs for digital materials, cost of print materials, professional development services, applicable taxes, and shipping estimates. Costs should be based on the following student and teacher projections:

Grade/Course	Students	Teachers
5th Grade	4,100	300
8th Grade	3,800	125
Biology	4,200	100

6. **Professional Development Plan** – A proposal for a comprehensive professional development plan provided for teachers and instructional leaders, including formats, timelines, and costs. These costs should be separate from the costs of the materials themselves and can be adjusted as needed.
7. **Implementation Timeline** – A timeline for the implementation of the materials, including any necessary training and support.
8. **References** – Contact information for at least three school districts or educational organizations that have used the proposed materials, preferably from North Carolina.

The evaluation of proposals will be based on the following process:

- **Step 1: Review and Scoring of Proposals:** A team of educators and instructional leaders from Cumberland County Schools will review and rate each proposal based using the VENDOR SCORECARD (Attachment C below).
- **Step 2: Vendor Presentations and Materials Reviews:** Based on the VENDOR SCORECARD results, vendors may be invited to present their products in person to a committee of reviewers on March 17, 2026. Presentations will be recorded and shared with other educators, as well. Materials will be reviewed and scored by various stakeholders, including district leaders, instructional coaches, teachers, and administrators, using the INSTRUCTIONAL MATERIALS REVIEW CRITERIA (Attachment D below).
- **Step 3: Final Decision:** The final decision will be based on the product's alignment with the district's needs, the effectiveness of the materials, cost, and vendor reputation.

A. OFFICIAL BID PRICE SHEET

All payments to the contractor are dependent upon and subject to the availability of funds to Cumberland County Schools (CCS) for the purpose outlined in this agreement. No goods or services should be shipped or provided prior to issuance of an official purchase order to the vendor/contractor by CCS. CCS is NOT exempt from N.C. sales tax (7%). Any applicable taxes shall be invoiced as a separate item.

Please provide the following in your price bid. Indicate your cost structure and price proposal:

1. Vendor's Price Proposal
2. Any add-ons (not part of the base system) should be included, identified/described, including whether they are required.
3. Training, support, or implementation costs should be included and identified and described, including whether they are required.

For each of the above, you must provide and include the cost for the first year and all subsequent years of the Term of the Contract.

B. ATTACHMENT: REFERENCES

Vendors shall provide at least three (3) references, for similar size and scope projects, for which comparable services and supplies have been provided.

Reference #1:

Name of School District		Contact Person Name	
School District Size (Number of Students)		Contact Person Title	
Annual Contract Value		Contact Person Phone	
Contract Start Date		Contact Person Email	
Contract End Date			

Reference #2:

Name of School District		Contact Person Name	
School District Size (Number of Students)		Contact Person Title	
Annual Contract Value		Contact Person Phone	
Contract Start Date		Contact Person Email	
Contract End Date			

Reference #3:

Name of School District		Contact Person Name	
School District Size (Number of Students)		Contact Person Title	
Annual Contract Value		Contact Person Phone	
Contract Start Date		Contact Person Email	
Contract End Date			

C. ATTACHMENT: VENDOR SCORECARD

Factor	Rubric	Score / Notes
High quality instructional materials aligned to North Carolina Standards (40 points total)		
Alignment to North Carolina Standards (10 points)	<ul style="list-style-type: none"> ● Score 9-10: The proposed materials are fully aligned with North Carolina State Standards across all relevant subject areas and grade levels. Clear correlations to standards are provided, with evidence of research or validation supporting the alignment. ● Score 6-8: The materials align with the standards in most areas, with some gaps or minor mismatches identified in the correlation to specific standards. ● Score 3-5: Some alignment is evident, but several key standards are not clearly addressed or the correlation is insufficiently detailed. ● Score 0-2: There is little to no evidence of alignment to North Carolina Standards. Many standards are not addressed in the proposal. 	_____ / 10
Evidence of positive impact on student performance (10 points)	<ul style="list-style-type: none"> ● Score 9-10: The materials include clear, documented evidence of effectiveness in improving student performance. Includes data, case studies, or research studies demonstrating measurable improvements. ● Score 6-8: There is some evidence of positive impact on student performance, but it is either not comprehensive or lacks sufficient detail. ● Score 3-5: Evidence is minimal or indirect, with no clear demonstration of impact on student achievement. ● Score 0-2: No evidence of effectiveness or impact on student performance is provided. 	_____ / 10
Effectively differentiated materials (10 points)	<ul style="list-style-type: none"> ● Score 9-10: The proposal includes well-developed differentiation, including materials and lessons to support remediation, enrichment, English Language Learners, and students with IEPs. ● Score 6-8: The materials provide some differentiation, but they may not be comprehensive or fully tailored to all student needs. ● Score 3-5: Differentiated options are limited or not well-designed for a broad range of student needs. ● Score 0-2: No adequate differentiated materials are provided. 	_____ / 10
Variety of high-quality materials (10 points)	<ul style="list-style-type: none"> ● Score 9-10: The proposal offers a variety of materials that are high-quality, engaging for a diverse student population, and easy to navigate and use. ● Score 6-8: The proposal offers some variety, but one or more resources is ineffective, outdated, or difficult to navigate or use. 	_____ / 10

	<ul style="list-style-type: none"> ● Score 3-5: The materials lack variety, or several resources are ineffective, outdated, or difficult to navigate or use. ● Score 0-2: The materials provide minimal variety, and some resources are either non-existent or poor in quality. 	
Vendor support for comprehensive professional learning and program implementation (30 points total)		
Comprehensive professional development plan for teachers (10 points)	<ul style="list-style-type: none"> ● Score 9-10: A clear, comprehensive professional development plan for teachers is provided, featuring well-defined goals, measurable outcomes, and continuous support tailored to educators at all levels of experience. Strong alignment with district goals. ● Score 6-8: The plan is clear but may lack full detail or coordination. Some follow-up support is included, but may not be fully continuous or comprehensive. ● Score 3-5: The plan is vague or incomplete, with limited strategies and unclear follow-up support. Goals and outcomes may not be measurable or aligned with district priorities. ● Score 0-2: The plan is missing or lacks structure, with no clear goals, strategies, or ongoing support. 	____ / 10
Comprehensive professional development plan for instructional leadership teams (10 points)	<ul style="list-style-type: none"> ● Score 9-10: A clear, comprehensive professional development plan for instructional leadership teams is provided, featuring school level implementation training and support. Strong alignment with district goals. ● Score 6-8: The plan is clear but may lack full detail or coordination. Some follow-up support is included, but may not be fully continuous or comprehensive. ● Score 3-5: The plan is vague or incomplete, with limited strategies and unclear follow-up support. Goals and outcomes may not be measurable or aligned with district priorities. ● Score 0-2: The plan is missing or lacks structure, with no clear goals, strategies, or ongoing support. 	____ / 10
Clear plan for ongoing district-wide implementation support (10 points)	<ul style="list-style-type: none"> ● Score 9-10: A clear, comprehensive support plan is provided to support implementation, including professional development, follow-up assistance, troubleshooting, and district-wide coordination. Continuous access to help is offered for long-term success. ● Score 6-8: Support is offered but may not be sufficiently detailed, coordinated, or continuous. There may be gaps in access to support after the initial phase of implementation. ● Score 3-5: Limited or ad hoc support offered, with few follow-up resources or unclear channels for ongoing assistance. ● Score 0-2: No comprehensive plan for ongoing support is provided. 	____ / 10
Experience and qualifications of the company (10 points total)		

Vendor Experience and Reputation (10 point)	<ul style="list-style-type: none"> ● Score 9-10: The vendor provides strong references from large school districts with similar needs, preferably in North Carolina, showing consistent success in implementation and service. The vendor is well-established, with a proven track record of success in educational publishing and service provision. ● Score 6-8: References are provided, though experience may be limited or varied in success. The vendor is moderately established with some reputation but lacks a fully proven track record. ● Score 3-5: The vendor has limited experience with similar districts, or references may not reflect the needs of a district like ours. The company lacks a solid reputation in the educational field. ● Score 0-2: No references or insufficient evidence of relevant experience. The vendor is unestablished or has a questionable reputation. 	_____ / 10
Cost to Cumberland County Schools (20 points total)		
Competitive and appropriate cost for materials (10 points)	<ul style="list-style-type: none"> ● Score 9-10: The cost for materials is reasonable and competitive. It provides good value for the quantity and quality of the materials offered. ● Score 6-8: The cost is acceptable but may be slightly higher than other proposals, with limited justification for the price. ● Score 3-5: The cost is higher than expected with minimal justification or value for the price. ● Score 0-2: The cost is unreasonable or prohibitive for the district. 	_____ / 10
Competitive and appropriate cost for professional development and support (10 points)	<ul style="list-style-type: none"> ● Score 9-10: The costs associated with professional development and ongoing support are competitive and reasonable. The pricing is transparent, with clear breakdowns for training, resources, and follow-up support. ● Score 6-8: The costs for professional development and support are reasonable, but may be slightly higher than average with less clarity or justification. ● Score 3-5: The costs are above average, or the proposal lacks clarity regarding what is included in the price for professional development. ● Score 0-2: The costs for professional development and support are excessive or poorly justified. 	_____ / 10
Total (100 points)	Comments:	_____ / 100

D. ATTACHMENT: INSTRUCTIONAL MATERIALS REVIEW CRITERIA

Criterion 1	Description	Rating (1-5)
Phenomena and Problem Drive Learning	<ul style="list-style-type: none"> Materials assess grade/course-level content and give all students extensive work with grade/course-level problems to meet the full intent of the Standards. Each grade’s materials are coherent and consistent with the Standards. Materials leverage science phenomena in the context of driving learning and student performance. 	1 2 3 4 5

What to Look For (K-8)
1a. Materials are designed to include both phenomena and problems.
1b. Materials or problems require student use of grade-level Disciplinary Core Ideas.
1c. Phenomena and/or problems are presented in a direct manner to students.
1d. Materials intentionally leverage students’ prior knowledge and/or experiences related to phenomena or problems.
1e. Phenomena and/or problems drive student learning using key elements of all three dimensions. Phenomena and/or problems drive student learning using key elements of all three dimensions.
1f. Phenomena and/or problems drive student learning using key elements of all three dimensions.
What to Look For (9-12)
1g. Materials are designed to include both phenomena and problems.
1h. Materials or problems require student use of grade-level Disciplinary Core Ideas.
1i. Phenomena and/or problems are presented in a direct manner to students. 0 1 2
1j. Materials intentionally leverage students’ prior knowledge and/or experiences related to phenomena or problems.
1k. Phenomena and/or problems drive student learning using key elements of all three dimensions. Phenomena and/or problems drive student learning using key elements of all three dimensions.

Criterion 2	Description	Rating (1-5)
Three-Dimensional Learning	<ul style="list-style-type: none"> Materials are designed for three-dimensional learning and assessment. 	1 2 3 4 5

What to Look For
2a. Materials are designed to incorporate the three dimensions in student learning opportunities.
2b. Materials consistently support meaningful student sensemaking with the three dimensions
2c. Materials clearly represent three-dimensional learning objectives within the learning sequences.
2d. Materials include a formative assessment system that is designed to reveal student progress on targeted learning objectives.
2e. Materials include a summative assessment system designed to elicit direct, observable evidence of student achievement of claimed standards.
2f. Materials are designed to incorporate three-dimensional assessments that incorporate uncertain phenomena or problems.

Criterion 3	Description	Rating (1-5)
Coherence and Scope	<ul style="list-style-type: none"> Materials are coherent in design, scientifically accurate, and support grade-band endpoints made for all three dimensions 	1 2 3 4 5

What to Look For (K-8)
2a. Materials provide opportunities for students to fully learn and develop all grade-level Disciplinary Core Ideas.
2a.i Physical Sciences
2a.ii Life Sciences
2a.iii Earth and Space Sciences
2a.iv Engineering, Technology, and Applications of Science
2b. Materials provide opportunities for students to fully learn and develop all grade-band Science and Engineering Practices.
2b.i Materials incorporate grade-level appropriate SEPs within each grade.
2b.ii Materials incorporate all SEPs across the grade band.
2c. Materials provide opportunities for students to fully learn and develop all grade-band Crosscutting Concepts.
2d. Materials present Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs) in a way that is scientifically accurate
2e. Materials do not inappropriately include scientific content and ideas outside of the grade-band Disciplinary Core Ideas.
2f. Materials incorporate NCCOS Connections to Nature of Science and Engineering
2g. Materials support understanding of how the dimensions connect across contexts.
2h. Materials are designed for student tasks related to explaining phenomena and/or solving problems to increase in sophistication.

What to Look For (9-12)
3a. Materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards.
3b. Materials support the intentional development of reasoning and explaining (MPs 2 and 3), in connection to the high school content standards.
3c. Materials support the intentional development of modeling and using tools (MPs 4 and 5), in connection to the high school content standards.
3d. Materials attend to the intentional development of MP6: Attend to precision; and attend to the specialized language of mathematics for students, in connection to the grade-level content standards.
3e. Materials support the intentional development of seeing structure and generalizing (MPs 7 and 8), in connection to the high school content standards.

Criterion 4	Description	Rating (1-5)
TeacherSupport	<ul style="list-style-type: none"> ● Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content. ● Materials are designed for each child's regular and active participation in grade-level/grade-band/series content. ● Materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers. 	1 2 3 4 5

What to Look For Teacher Support
4a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students in figuring out phenomena and solving problems.
4b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.
4c. Materials include standards correlation information, including connections to college- and career-ready Science standards, that explains the role of the standards in the context of the overall series
4d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.
4e. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.

4f. Materials provide a comprehensive list of supplies needed to support instructional activities.
4g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps.
4h. Materials provide clear science safety guidelines for teachers and students across the instructional materials.
4i. Materials designated for each grade are feasible and flexible for one school year.

Criterion 5	Description	Rating (1-5)
Intentional Design	<ul style="list-style-type: none"> The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers. 	1 2 3 4 5

What to Look For
5a. Materials integrate interactive tools and/or dynamic software in ways that support student engagement in the three dimensions, when applicable.
5b. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable
5c. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.
5d. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.

Criterion 6	Description	Rating (1-5)
Student Supports	<ul style="list-style-type: none"> The program includes materials designed for each child's regular and active participation in grade-level content. 	1 2 3 4 5

What to Look For
6a. Materials include tasks and activities that align with varying levels of Depth of Knowledge, providing opportunities for students to engage in deep, critical thinking.
6b. Materials provide strategies and supports for students in special populations to support their regular and active participation in learning grade-level/series mathematics.
6c. Materials provide extensions and/or opportunities for students to engage with grade-level/course-level mathematics at higher levels of complexity.

6d. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.
6e. Materials provide opportunities for teachers to use a variety of grouping and high-yield instructional strategies.
6f. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level mathematics.
6g. Materials provide a balance of images or information about people, representing various demographic and physical characteristics.
6h. Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.
6i. Materials provide supports for different reading levels to ensure accessibility for students.
6j. Manipulatives, both virtual and physical, are accurate representations of the mathematical objects they represent and, when appropriate, are connected to written methods.

VI. Conditions and Terms

With proposal submission, bidder provides a cost overview. This is an estimate and not a guarantee of the total contract. Should it become necessary, CCS reserves the right to reduce or increase the number of materials or licenses, based on population and budgetary changes. It should be understood that CCS is not limited to the initial needs and the number of users in any given year. Please note that selection of the bidder is not solely based upon the lowest bid but accounts for the bid that best meets the needs of Cumberland County Schools.

CCS reserves the right to award to multiple bidders if such shall be considered by CCS to be most advantageous or to constitute its best interest.

VII. Invitation to Submit Proposal

Cumberland County School District requests the submission of cost proposals from all interested parties. Proposals will be accepted for a districtwide instructional materials adoption that provides and meets all of the required expectations and adheres to the needs of CCS for all students, schools, and the district. Proposals submitted shall be evaluated by a committee that includes district associate superintendents, executive district instructional leadership, district, and school-based administrators, and teachers. All proposals must adhere to the sealed bid to be considered.

VIII. GENERAL CONTRACT TERMS AND CONDITIONS

- 1. Availability of Funds:** Any and all payments to the contractor are dependent upon and subject to the availability of funds to Cumberland County Schools (CCS) for the purpose set forth in this agreement. No goods or services should be shipped or provided prior to issuance of an official Purchase Order to

the vendor/contractor by CCS.

2. **Taxes:** CCS is NOT exempt from N.C. sales tax (7%). Any applicable taxes shall be invoiced as a separate item. By execution of the bid document, the vendor certifies that it and all of its affiliates, (if it has affiliates); collect the appropriate taxes.
3. **Situs:** The place of this contract, its situs, and forum, shall be North Carolina, where all matters, whether sounding in contract or tort, relating to its validity, construction, interpretation, and enforcement shall be determined.
4. **Governing Laws:** This contract is made under and shall be governed and construed in accordance with the laws of the State of North Carolina.
5. **Inspection at Contractor's Site:** CCS reserves the right to inspect, at a reasonable time, the equipment/item, plant, or other facilities of a prospective contractor prior to contract award, and during the contract term as necessary for CCS' determination that such equipment/item, plants or other facilities conform with the specifications/requirements and are adequate and suitable for the proper and effective performance of the contract.
6. **Payment Terms:** Payment terms are Net 30 days after receipt of correct invoice or acceptance of goods, whichever is later.
7. **Affirmative Action:** The contractor will take affirmative action in complying with all Federal and State requirements concerning fair employment and employment of people with disabilities, and concerning the treatment of all employees without regard to discrimination by reason of race, color, religion, sex national origin or disability.
8. **Standards:** All manufactured items and/or fabricated assemblies subject to operation under pressure, operation by connection to an electric source, or operation involving a connection to a manufactured, natural, or LP gas source shall be constructed and approved in a manner acceptable to the appropriate state inspector which customarily requires the label or re-examination listing or identification markings of the appropriate safety standard organization; such as the American Society of Mechanical Engineers for pressure vessels; the Underwriters Laboratories and/or National Electrical Manufacturers' Association for electrically operated assemblies; or the American Gas Association for gas-operated assemblies, where such approvals of listings have been established for the type of device offered and furnished. Further, all items furnished shall meet all requirements of the Occupational Safety and Health Act (OSHA), and state and federal requirements relating to clean air and water pollution.
9. **Condition and Packaging:** Unless otherwise provided by special terms and conditions or specifications, it is understood and agreed that any item offered or shipped has not been sold or used for any purpose and shall be in first-class condition. All containers/packaging shall be suitable for handling, storage, or shipment.
10. **Patent:** The contractor shall hold and save the CCS, its officers, agents, and employees, harmless from liability of any kind, including costs and expenses, on account of any copyrighted material, patented or unpatented invention, articles, device, or appliance manufactured or used in the performance of this contract, including use by the government.
11. **Assignment:** No assignment of the contractor's obligations nor the contractor's right to receive payment hereunder shall be permitted. However, upon written request approved by the issuing

purchasing authority and solely as a convenience to the contractor, CCS may:

- a. Forward the contractor's payment check directly to any person or entity designated by the contractor and;
- b. Include any person or entity designated by the contractor as a joint payee on the contractor's payment check.

In no event shall such approval and action obligate the Cumberland County Board of Education / Cumberland County Schools to anyone other than the contractor and the contractor shall remain responsible for fulfillment of all contract obligations.

12. **Iran Divestment Act and Divestment from Companies Boycotting Israel:** No contract may be entered into with a restricted company as listed by the State Treasurer in accordance with N.C.G.S. Chapter 147, Articles 6E or 6G, except as permitted by those laws. By entering into this contract ("Contract") and providing materials, equipment, or services described in the Contract (the "Work"), Contractor acknowledges and represents that it is not a restricted company as defined in N.C.G.S. Chapter 147, Articles 6E or 6G.
13. **Lunsford Act:** Contractor acknowledges that N.C.G.S. 14-208.18 prohibits anyone required to register as a sex offender from knowingly being present upon the premises of any school, and Contractor shall ensure that neither Contractor, its subcontractors, nor its suppliers shall allow any person registered as a sex offender to come on or about the premises of any subject school in any manner or for any reason related to the Work or the Contract.
14. **Policy Compliance:** Contractor, its subcontractors, and suppliers shall comply with all Board policies relating to visitors in the schools while engaged in the Work.

IX. Timeline

Date	Action Steps
January 14, 2026	RFP posted to the district website and sent to identified vendors. Proposals must be mailed or hand-delivered. See above for mailing details.
January 20, 2026	All inquiries regarding the RFP are due by 12:00 pm via email to Craig Wilson.
January 23, 2026	All district responses to questions will be available by 5:00 pm .
February 2, 2026	Written proposals are due by 2:00 pm .
February 5, 2026	Finalists are notified by 5:00 pm and may be invited to present materials to a review committee.
March 17, 2026	Finalist Presentations - Selected finalists are requested to complete an in-person presentation as part of the finalist selection.