



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

DUE DATE: TO BE RETURNED BY FRIDAY, APRIL 22, 2022 at 12:00 P.M. EASTERN STANDARD TIME

INQUIRIES: Refer ALL Inquiries no later than April 15, 2022 at 5:00 p.m. in writing to:

Dr. Meghan S. Doyle
Chief of Schools and Achievement
Orange County Schools
meghan.doyle@orange.k12.nc.us

Notice to Proposers:

Bids, subject to the conditions made a part hereof, will be received via email until 12:00 P.M., EST on the day of opening and then opened, for furnishing and delivering the commodity as described herein. Refer to Page 2 for proper submission instructions.

EXECUTION

In compliance with this Invitation for Bids, and subject to all the conditions herein, the undersigned offers and agrees to furnish and deliver any or all items or services 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 (G.S. 143-54), that none of our officers, directors, or owners of an unincorporated business entity has been convicted of any violations of Chapter 78A of the General Statutes, the Securities Act of 1933, or the Securities Exchange Act of 1934 (G.S. 143-59.2), and that we are not an ineligible vendor as set forth in G.S. 143-59.1. False certification is a Class I felony.

Failure to execute/sign bid prior to submission shall render bid invalid. Late bids are not acceptable.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

BIDDER:		FEDERAL ID OR SOCIAL SECURITY NO.
STREET ADDRESS:	P.O. BOX	ZIP:
CITY & STATE & ZIP	TELEPHONE NUMBER:	TOLL FREE TEL. NO (800)
PRINCIPAL PLACE OF BUSINESS ADDRESS IF DIFFERENT FROM ABOVE:		
TYPE OR PRINT NAME & TITLE OF PERSON SIGNING:		FAX NUMBER:
AUTHORIZED SIGNATURE:	DATE:	E-MAIL:

Offer valid for 60 days from date of bid opening unless otherwise stated here.

I. INSTRUCTIONS

● **Proposal contents**

- Cover letter identifying vendor, including legal name of vendor, address, telephone number, type of business entity (e.g. corporation, partnership)
- Name and contact information for bidder's principal point of contact
- Completed and signed execution page (Page 1 of this RFP)
- Completed pricing proposal in a spreadsheet (MS Excel Format). Attach to the proposal
- All proposals shall be labeled **"Bid Response - OCS CORE Social and Emotional Learning Curriculum"**
- All proposals must be submitted in electronic format only via email to: meghan.doyle@orange.k12.nc.us. Email bids will be held unopened until the designated bid opening date and time, where receipts will be noted and basic bid details (vendor, equipment quoted, total price) recorded.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum

- All email bids must have the following subject line: **"Bid Response - OCS CORE Social and Emotional Learning Curriculum"**
- It is the sole responsibility of the bidder to submit its proposal by the due date. Late proposals will not be considered.

II. OVERVIEW

Orange County Schools ("OCS") is a public school district in Orange County, North Carolina with approximately 7,300 students and 1,300 staff. OCS is seeking proposals to solicit one or more established providers/vendors of elementary and secondary K-12 curricula to provide Orange County Schools with evidence-based, researched, and reviewed curricular and instructional materials for teachers to facilitate the systematic development of social and emotional learning skills for students. Proposals must support effective teaching and learning of all learners in all classrooms from pre-Kindergarten through Grade 12 and include the specifications detailed below. Vendors shall demonstrate how they will provide fully adaptable curricular materials and approaches that :

- align to [North Carolina's vision for social and emotional learning \(Appendix A\)](#), and align with the North Carolina Standard Course of Study (NCSCOS) core instruction in English/Language Arts and math (at a minimum),
- facilitate the development of the CASEL core competencies ([Appendix B](#)) of
 - self awareness
 - self-management
 - responsible decision making
 - relationships skills, and
 - social awareness
- easily implemented by beginning teachers and adapted and enhanced by experienced educators,
- facilitate the development of and embed into classroom and school procedures and cultures (processes, procedures, policies, and practices) skills and behaviors that improve students ability to "[develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions](#) (CASEL, 2020),"
- approach SEL instruction through a lens of equity,
- are cohesive and developmentally appropriate for each grade-level and grade span,
 - include daily instructional lessons that build social and emotional skills throughout the school year and grade-span and also provide flexibility for teachers to enhance and expand the instruction, and
- are differentiated,
 - demonstrate cultural and linguistic relevance and responsiveness,
 - explicitly support English Language Learners, students with disabilities, academically/intellectually gifted students and students in need of additional intervention,



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum





- facilitate instruction in multiple settings (in-person, hybrid instruction, virtual and remote if necessary),
- provide a means to systematically assess the development and growth of the five core SEL competencies in students throughout the preK-12 grade continuum (and provide for measures of curriculum effectiveness).

NOTE: With regard to alignment, [the North Carolina Department of Public Instruction has provided the overview below](#). This should assist vendors in understanding the intention of **alignment** for the purposes of this proposal.

Aligning The Work

Operation Polaris

The vision and work of the NC Social and Emotional Learning Implementation Team closely support the work of Operation Polaris and its four priorities: literacy, student support services, accountability and testing, and human capital.

Polaris Priority	SEL Alignment
 Literacy	The integration of social and emotional learning competencies into literacy instruction helps teachers meet the developmental needs of the whole child while ensuring that every student can fully engage and participate in the classroom.
 Student Support Services	When social and emotional instruction is intentionally implemented throughout the school, student support services are bolstered and the result is a positive school climate and a safe and healthy classroom environment in which students can learn.
 Accountability & Testing	When social and emotional competencies are applied to accountability and testing, a school's climate and the level of student engagement improves as students feel supported and encouraged with skills that better prepare them for life after high school.
 Human Capital	The implementation of social and emotional learning as it pertains to school leaders like principals and teachers helps to build supportive classroom environments, create a strong school culture, and instill a sense of belonging for school staff and students.

(Source: NC Social and Emotional Learning:
<https://www.dpi.nc.gov/districts-schools/districts-schools-support/nc-social-and-emotional-learning>)



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

III. IMPLEMENTATION

Desired implementation date within 45 calendar days after approval of the RFP or June 15, 2022 (whichever comes first).



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

IV. REQUIREMENTS

Offeror Response Template

Vendor shall review the Technical Requirements in the table below, and in the space provided below each, describe their proposed approach or ability to meet or exceed each Technical Requirement. Vendor’s responses shall be complete and comprehensive with a corresponding emphasis on being concise and clear. Vendor may include additional materials in a separate appendix in their offer and reference these additional materials in the applicable response below. Vendor shall not add or delete rows in this attachment, or change the order of the rows in the tables.

Vendor Name:	
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Technical Requirements

Technical Requirements	
TR1	<p>Vendors instructional materials shall align with the following:</p> <ul style="list-style-type: none"> ● North Carolina’s vision for social and emotional learning (Appendix A). <ul style="list-style-type: none"> ○ NCDPI Social and Emotional Learning Guidance for Healthful Living (<i>This document is designed to provide a crosswalk between the five core competencies of SEL and Healthful Living objectives and instruction.</i>) ● North Carolina Standard Course of Study (NCSCOS) core instruction in <ul style="list-style-type: none"> ○ Healthful Living (K-2, 3-5, 6-8, 9-12) ○ English/Language Arts ○ Math ● CASEL core competencies (Appendix B)
TR2	<p>Vendor shall state whether their proposal meets or does not meet the specification.</p> <ul style="list-style-type: none"> ○ Curriculum materials facilitate efficiency and effectiveness for teacher preparation and implementation (i.e., easily implemented by beginning teachers and adapted and enhanced by experienced educators) <ul style="list-style-type: none"> ■ Lessons require limited preparatory time,



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

	<ul style="list-style-type: none">■ Lessons and materials are easily accessible for educators to integrate into daily classroom activities as stand-alone or embedded into core instructional programs,■ Lessons have multiple avenues for educators to adapt, enhance, and improve lessons, materials, and associated SEL processes, and procedures.
TR3	<p>Vendor shall demonstrate how they will provide fully adaptable curricular materials that:</p> <ul style="list-style-type: none">● facilitate the development of skills and behaviors that improve students ability to “develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2020),”● embed into classroom and school procedures and cultures (i.e., these are processes, procedures, policies, and practices that create a positive, empowering classroom culture where results, processes, and relationships are all tended to equally, productively and positively),● facilitate and foster the development of equity in classroom relationships, processes, and results,● are cohesive and developmentally appropriate for each grade-level and grade span (activities build on one another within a grade span and from K-12),<ul style="list-style-type: none">○ include daily instructional lessons that build social and emotional skills throughout the school year and grade-span and also provide flexibility for teachers to enhance and expand the instruction,● demonstrate cultural and linguistic relevance and responsiveness,● facilitate instruction in multiple settings (in-person, hybrid instruction, virtual and remote if necessary),● explicitly support English Language Learners, students with disabilities, academically/intellectually gifted students and students in need of additional intervention, and● provide a means to systematically assess the development and growth of the five core SEL competencies in students throughout the preK-12 grade continuum (and provide for measures of curriculum effectiveness).



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

TR4	<p>Vendor shall state whether their proposal meets or does not meet the specification.</p> <ul style="list-style-type: none">● Embedded in classroom processes and procedures:<ul style="list-style-type: none">○ Help to create a systematic classroom culture where the processes, practices, and policies support the development and application of social and emotional learning skills and dispositions.<ul style="list-style-type: none">■ develop healthy identities,■ manage emotions,■ achieve personal and collective goals,■ feel and show empathy for others,■ establish and maintain supportive relationships, and■ make responsible and caring decisions
TR5	<p>Vendor shall state whether their proposal meets or does not meet the specification.</p> <ul style="list-style-type: none">● Facilitates and fosters the development of equity in student/classroom relationships, processes, and results that<ul style="list-style-type: none">○ Approaches SEL work with the purpose of facilitating equitable learning environments and outcomes.○ Assists educators in developing their own social and emotional competencies,○ Acknowledges that learning is social and emotional for all (students and adults).○ Utilizes SEL practices to facilitate the creation of empowering, happy, and liberating learning environments.○ Simultaneously, focus on dismantling policies and practices that reproduce inequity and build new opportunity structures and pathways to existing opportunities to create greater equity.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

TR 6	<p>Vendor shall state whether their curriculum materials meets or does not meet the specification.</p> <ul style="list-style-type: none">○ Cohesive and developmentally appropriate:<ul style="list-style-type: none">■ Content builds from the beginning of the school year to the end and from Pre-K through 12th grade,■ Develops skills and deepens understanding of application that is scaffolded towards continued developmental application and appropriateness,■ Responds to the skills needed to facilitate social and emotional growth through the unique developmental needs of each grade span: preK-2, 3-5, 6-8, and 9-12),■ Provides instructional activities, examples, resources, and outcomes which are appropriate for each grade span.
TR 7	<p>Vendor shall state whether their proposal meets or does not meet the specification.</p> <ul style="list-style-type: none">○ Supports the equitable growth and development of social and emotional skills, behaviors, and dispositions for ALL groups of learners, specifically:<ul style="list-style-type: none">■ Demonstrate cultural and linguistic relevance and responsiveness,■ Differentiated<ul style="list-style-type: none">● Must include intervention and enrichment opportunities as well as materials to support differentiation.● Clear outline of various learning formats and opportunities for hands-on strategies and engaging activities.● Students are provided opportunities to respond through various modalities: visual, auditory, and kinesthetic when possible.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum

	<ul style="list-style-type: none">• Explicitly support English Language Learners, students with disabilities, academically/intellectually gifted students and students in need of additional intervention; allow for enrichment and acceleration• Scaffolds: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the NC State Standards (NCSCOS) (ie. audio text, text to speech features). Vendor will include a plan for how the resources meet the diverse strengths and needs of our students.
TR 8	<p>Vendor shall state whether their proposal meets or does not meet the specification.</p> <ul style="list-style-type: none">• Facilitate the delivery of instruction in multiple settings to include in-person, hybrid instruction, virtual and remote if necessary.<ul style="list-style-type: none">○ Online Platform:<ul style="list-style-type: none">■ Must be able to integrate with the district's SIS-PowerSchool.○ Digital Resources:<ul style="list-style-type: none">■ May include a fully web-based version of the complete text, including interactive, and multimedia features appropriate for student use, and including home use.■ May include supplemental digital materials and enhancements such as virtual manipulatives, interactive games, and video appropriate for collaborative and individual learning environments.■ All electronic textbooks, digital components, features, demonstrations, virtual labs, and content must be fully accessible and operational on Apple iOS, MacOS, Windows 7, and Windows 10 platforms.■ Flash-only video resources must also be available in HTML5 or comparable language for iOS delivery. All digital content must be exportable as PDF or locally stored library on a



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

	student device, even if temporarily, for students needing to access material while offline.
TR 9	Vendor shall state whether the curriculum materials meets or does not meet the specification. <ul style="list-style-type: none">○ Ability to systematically assess the development and growth of the five core SEL competencies in students throughout the preK-12 grade continuum (and provide for measures of curriculum effectiveness).<ul style="list-style-type: none">■ Provides formative and summative measures of student growth and development which will inform the improvement in learning processes, practices, and policies.■ Provides formative and summative measures of student growth and development which assist students and their families in understanding progress and opportunities for continued growth and development.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS **CORE Social and Emotional Learning Curriculum**

V. PAYMENT AND FINANCING

Vendors are required to complete a pricing proposal spreadsheet (MS Excel Format) and submit the completed spreadsheet as part of its response.

VI. EVALUATION AND AWARD

Response to Requirements

Provide a point-by-point response to each specified requirement in the project description. Include research studies, whitepapers, external/ independent evaluations and customer case studies where possible and crosswalk alignment of the program with the North Carolina Standard Course of Study as an appendix. Include any technology or infrastructure requirements at the school level, home or community level that would be needed for a successful implementation and fee and non-fee training available for students, family members or teachers using the program and school or district staff.

Implementation Plan

Delineate an implementation plan—from contract execution (on or before May 31, 2022) through summer planning and 2022/2023 school year implementation (July 1, 2022 - June 30, 2022) for all related tasks and deliverables, with assigned personnel, expected outcomes, and estimated timelines for each activity. Include timeline for school and district level staff training (if needed) and how the provider will work with the school and district to progress monitor the implementation for continuous improvement. Describe customer service, to both the school system and individual users, and technical support—hours, staff qualifications, escalation process, and methods of contact.

Restrictions on Communications

From the issue date of this RFP until a provider is determined eligible or the RFP is canceled, providers are prohibited from communications regarding this RFP with Orange County Schools, evaluation committee members, or other associated individuals, except the point of contact.

Proposal Evaluations and Selections

The evaluations committee will conduct a comprehensive, fair, and impartial evaluation of all proposals received in response to this RFP. Each proposal received will be analyzed to determine overall responsiveness and completeness as defined in the scope of work and in the instructions on submitting a proposal. The review and evaluation of vendor responses will determine the providers most capable of delivering the best overall value tool to Orange County Schools.

Preliminary Evaluation



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS **CORE Social and Emotional Learning Curriculum**

The proposals will first be reviewed to determine if the RFP requirements are met. Failure to meet mandatory requirements will result in the proposal being rejected. In the event all vendors do not meet one or more of the mandatory requirements, Orange County Schools reserves the right to continue the evaluation of the proposals and to select the proposal(s) that most closely meets the requirements specified in this RFP or to extend the window for proposal submission and evaluation period.

Proposal Scoring

Proposals will be reviewed by an evaluation committee and scored against the criteria stated below.

Proposal Evaluation Criteria

Each vendor's response will be reviewed for completeness and adherence to the submission requirements and evaluation criteria. Proposals will be ranked based on the evaluation criteria referenced in the table below. Orange County Schools will be the sole judge of the quality of proposals and reserves the right, at its own discretion, to disqualify any vendor that submits a proposal that is incomplete, does not properly adhere to the solicitation requirements, and/or clearly does not meet the requirements of Orange County Schools. A vendor's response that is disqualified will not be scored nor ranked. If the evaluation committee has reasonable grounds to believe that the provider is unable to provide the required tool to the satisfaction of Orange County Schools, OCS reserves the right to exclude the provider from the approved listed.

Proposals must identify:

1. How the curriculum aligns with North Carolina's vision for social and emotional learning, the North Carolina Standard Course of Study, and the CASEL core competencies (TR1).
2. How the curriculum facilitates efficiency and effectiveness for teacher preparation and implementation (TR2).
3. How the program will provide fully adaptable curricular materials (TR3).
4. How the curriculum will be embedded in classroom processes and procedures (TR4).
5. How the curriculum facilitates and fosters the development of equity in classroom relationships, processes, and results (TR5).
6. How the curriculum materials and desired outcomes for students are cohesive and developmentally appropriate (TR 6).
7. How the curriculum materials support the equitable growth and development of social and emotional skills, behaviors, and dispositions for ALL groups of learners (TR 7).
8. How the curriculum materials facilitate the delivery of instruction in multiple settings to include in-person, hybrid instruction, virtual and remote if necessary (TR 8).
9. How the curriculum and assessment materials enable the district, educators, students and their families to systematically assess and report the development and growth of



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS **CORE Social and Emotional Learning Curriculum**

the five core SEL competencies in students throughout the preK-12 grade continuum (TR 9).

10. Research used to develop program
11. Minimal and optimal technology requirements: outline technical specifications of the program, including but not limited to:
 - a. How the program is hosted
 - b. Minimum technical specifications required to effectively run the program
 - c. Optimal and available platform(s) and operating system(s)
 - d. Availability of remote or home based access
 - e. Other technical specifications

Criteria Weighted Scoring

1. Ability to meet the Technical Requirements (TR 1 - 8) 50%
2. Evidence-based 20%
3. Implementation plan and reporting functions 15%
4. References 15%
 - a. Please attach a list of names of **no less than three (3) school districts and key contacts from that district** (name, title, work email, and work phone number) who can attest to the
 - i. quality of curriculum materials,
 - ii. support for implementation, and
 - iii. ongoing customer service and support.
 - b. At least one of these references must be a public education district in North Carolina.

Total 100%

Presentations and Demonstrations

Top scoring vendors based on the evaluation of the written proposal will be required to participate in presentations or demonstrations of their tool, if requested by Orange County Schools. OCS will make every reasonable attempt to schedule each presentation at a time and location that is agreeable to the vendor. Failure of a vendor to conduct a presentation or demonstration on the date scheduled may result in rejection of the vendor's proposal.

Approved providers who do not provide the data requested/reporting components necessary for completion of the evaluation of the effectiveness of the tool shall be removed from the



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

Approved Provider List. This reporting may include student level data as applicable to the tool being evaluated.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS **CORE Social and Emotional Learning Curriculum**

General Terms and Conditions

1. 1. **READ, REVIEW, AND COMPLY:** It shall be the bidder's responsibility to read this entire document, review all enclosures and attachments, and comply with all requirements specified herein.
2. 2. **NOTICE TO BIDDERS:** All bids are subject to the provisions of special terms and conditions specific to this Invitation for Bids, the specifications. Orange County Schools ("OCS") objects to and will not evaluate or consider any additional terms and conditions submitted with a bidder response. This applies to any language appearing in or attached to the document as part of the bidder's response. **DO NOT ATTACH ANY ADDITIONAL TERMS AND CONDITIONS.** By execution and delivery of this document, the bidder agrees that any additional terms and conditions, whether submitted purposely or inadvertently, shall have no force or effect.
3. 3. **DEFINITIONS:**
 - a. Bidder: Company, firm, corporation, partnership, individual, etc. submitting a response to a Request for Proposals.
4. 4. **EXECUTION:** Failure to sign under EXECUTION section will render the bid invalid.
5. 5. **ORDER OF PRECEDENCE:** In cases of conflict between specific provisions in this bid, the order of precedence shall be (1) special terms and conditions specific to this bid, (2) requirements/specifications, and (3) Instructions to Bidders.
6. 6. **TIME FOR CONSIDERATION:** Unless otherwise indicated on the first page of this document, bidder's offer shall be valid for 45 days from the date of bid opening. Preference may be given to bids allowing not less than 45 days for consideration and acceptance.
7. 7. **SPECIFICATIONS:** Any deviation from specifications indicated herein must be clearly pointed out; otherwise, it will be considered that items offered are in strict compliance with these specifications, and bidder will be held responsible therefore. Deviations shall be explained in detail. The bidder shall not construe this paragraph as inviting deviation or implying that any deviation will be acceptable.
8. 8. **CLARIFICATION/INTERPRETATIONS:** Any and all questions regarding this document must be addressed to the purchaser named on the cover sheet of this document. Any and all revisions to this document shall be made only by written addendum to OCS. The bidder is cautioned that the requirements of this bid can be altered only by written addendum and that verbal communications from whatever sources are of no effect.
9. 9. **ACCEPTANCE AND REJECTION:** OCS reserves the right to reject any and all bids, to waive any informality in bids and, unless otherwise specified by the bidder, to accept any item in the bid. If either a unit price or extended price is obviously in error and the other is obviously correct, the incorrect price will be disregarded.
10. 10. **AWARD OF CONTRACT:** As directed by statute, qualified bids will be evaluated and acceptance may be made of the lowest responsible bidder most advantageous to OCS as determined upon consideration of the factors identified in this RFP and such other factors deemed by OCS to be pertinent or peculiar to the purchase in question. Unless



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS **CORE Social and Emotional Learning Curriculum**

otherwise specified by OCS or the bidder, OCS reserves the right to accept any item or group of items on a multi-item bid. OCS also reserves the right to reject any and all bids. This RFP does not obligate OCS to enter into an agreement with any bidder or to pay any costs incurred by bidders in preparation and submission of the bidder's proposal.

11. 11. HISTORICALLY UNDERUTILIZED BUSINESSES: Pursuant to General Statute 143-48, OCS invites and encourages participation in this procurement process by businesses owned by minorities, women, disabled, disabled business enterprises and non-profit work centers for the blind and severely disabled.
12. 12. CONFIDENTIAL INFORMATION: As provided by statute and rule, OCS will consider keeping trade secrets which the bidder does not wish disclosed confidential. Each page shall be identified in boldface at the top and bottom as "CONFIDENTIAL" by the bidder. Cost information shall not be deemed confidential. In spite of what is labeled as a trade secret, the determination whether it is or not will be determined by North Carolina law.
13. 13. AWARD PROCEDURES: Contract award notice shall be posted on the OCS website. Contract award notices are sent only to those actually awarded contracts, and not to every person or firm responding to this solicitation.
14. 14. ANTI-NEPOTISM: The Bidder warrants that, to the best of its knowledge and in the exercise of due diligence, none of its corporate officers, directors or trustees and none of its employees who will directly provide services under this Contract are immediate family members of any member of the Orange County Board of Education or of any principals or central office staff administrator employed by the Owner. For purposes of this provision, "immediate family" means spouse, parent, child, brother, sister, grandparent, or grandchild, and includes step, half and in-law relationships. Should the Bidder become aware of any family relationship covered by this provision or should such a family relationship arise at any time during the term of this Contract, the Bidder shall immediately disclose the family relationship in writing to OCS. Unless formally waived by OCS, the existence of a family relationship covered by this Contract is grounds for immediate termination by OCS without further financial liability to the Bidder.
15. 15. DEFAULT AND PERFORMANCE BOND: In case of default by the Bidder, OCS may procure the articles or services from other sources and hold the Bidder responsible for any excess cost occasioned thereby. OCS reserves the right to require performance bond or other acceptable alternative guarantees from successful bidder without expense to OCS.
16. 16. GOVERNMENTAL RESTRICTIONS: In the event any Governmental restrictions are imposed which necessitate alteration of the material, quality, workmanship or performance of the items offered prior to their delivery, it shall be the responsibility of the Bidder to notify in writing OCS, indicating the specific regulation which required such alterations. OCS reserves the right to accept any such alterations, including any price adjustments occasioned thereby, or to cancel the contract.
17. 17. TAXES: Any applicable taxes shall be invoiced as a separate item. OCS is not a tax-exempt entity.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS **CORE Social and Emotional Learning Curriculum**

18. 18. **SITUS:** The place of this contract, its situs and forum, shall be Orange County, North Carolina, where all matters, whether sounding in contract or tort, relating to its validity, construction, interpretation and enforcement shall be determined.
19. 19. **GOVERNING LAWS:** This contract is made under and shall be governed and construed in accordance with the laws of the State of North Carolina.
20. 20. **PAYMENT TERMS:** Payment terms are Net not later than 30 days after receipt of correct invoice or acceptance of goods, whichever is later.
21. 21. **PATENT:** The Bidder shall hold and save OCS, its officers, agents and employees, harmless from liability of any kind, including costs and expenses, on account of any confidential information, copyrighted material, patented or unpatented invention, articles, device or appliance manufactured or used in the performance of this contract, including use by OCS or disclosure of any information pursuant to the NC Public Records Act.
22. 22. **INSURANCE:** a. Worker's Compensation including Occupational Disease and Employer's Liability Insurance if required under North Carolina law. b. Public liability and Property Damage Insurance - The Bidder shall procure insurance coverage for direct operations, contractual liability and completed operations with limits not less than those stated below: Occurrence: General Aggregate \$1,000,000. c. Applicable only if vendor will be providing direct on-site services, not applicable for virtual services: Comprehensive Automobile Liability Insurance, including coverage for owned, hired and non-owned vehicles: A Combined Single Limit for bodily injury and property damage limit of not less than \$1,000,000; and \$2,000 medical payments. d. Certificates of Insurance acceptable to the OCS shall be filed with the OCS prior to commencement of the Work. The successful bidder agrees to hold harmless and indemnify the OCS Board of Education for any liability that may arise from the negligent or illegal acts of the bidder's employees or agents.
23. 23. **LUNSFORD ACT/CRIMINAL BACKGROUND CHECKS:** The Bidder shall conduct at its own expense sexual offender registry checks on each of its employees, agents, ownership personnel, or contractors ("contractual personnel") who will engage in any service on or delivery of goods to school system property or at a school system sponsored event. The checks shall include at a minimum checks of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry ("the Registries"). For the Bidder's convenience only, all of the required registry checks may be completed at no cost by accessing the North Carolina Sex Offender Registry website at <http://sexoffender.ncdoj.gov/>. The Bidder shall provide certification on Sexual Offender Registry Check Certification Form that the registry checks were conducted on each of its contractual personnel providing services or delivering goods under this Contract prior to the commencement of such services or the delivery of such goods. The Bidder shall conduct a current initial check of the registries (a check done more than 30 days prior to the date of this Contract shall not satisfy this contractual obligation). In addition, Bidder agrees to conduct the registry checks and provide a supplemental certification form before any additional contractual personnel are used to deliver goods or provide services



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum

pursuant to this Contract. Bidder further agrees to conduct annual registry checks of all contractual personnel and provide annual certifications at each anniversary date of this Contract. Bidder shall not assign any individual to deliver goods or provide services pursuant to this Contract if said individual appears on any of the listed registries. Bidder agrees that it will maintain all records and documents necessary to demonstrate that it has conducted a thorough check of the registries as to each contractual personnel, and agrees to provide such records and documents to the school system upon request. Bidder specifically acknowledges that the school system retains the right to audit these records to ensure compliance with this section at any time in the school system's sole discretion. Failure to comply with the terms of this provision shall be grounds for immediate termination of the Contract. In addition, the school system may conduct additional criminal records checks at Bidder's expense. If the school system exercises this right to conduct additional criminal records checks, Bidder agrees to provide within seven (7) days of request the full name, date of birth, state of residency for the past ten years, and any additional information requested by the school system for all contractual personnel who may deliver goods or perform services under this Contract. Bidder further agrees that it has an ongoing obligation to provide the school system with the name of any new contractual personnel who may deliver goods or provide services under the Contract. OCS reserves the right to prohibit any contractual personnel of Bidder from delivering goods or providing services under this Contract if OCS determines, in its sole discretion, that such contractual personnel may pose a threat to the safety or wellbeing of students, school personnel or others.

24. 24. ACCESS TO PERSONS AND RECORDS: OCS auditors shall have access to any records as a result of this bid or the Contract. OCS may audit the records of the Bidder during the term of the Contract to verify accounts and data affecting fees or performance.
25. 25. COMPLIANCE WITH E-VERIFY: Bidder shall comply with all applicable laws and regulations in providing services under this Contract. In particular, Bidder shall not employ any individuals to provide services to the School System who are not authorized by federal law to work in the United States. Bidder represents and warrants that it is aware of and in compliance with the Immigration Reform and Control Act and North Carolina law (Article 2 of Chapter 64 of the North Carolina General Statutes) requiring use of the E-Verify system for employers who employ twenty-five (25) or more employees and that it is and will remain in compliance with these laws at all times while providing services pursuant to this Contract. Bidder shall also ensure that any of its subcontractors (of any tier) will remain in compliance with these laws at all times while providing subcontracted services in connection with this Contract.
26. 26. COMPLIANCE WITH AFFORDABLE CARE ACT: Bidder is responsible for providing affordable health care coverage to all of its full-time employees providing services to the School System. The definitions of "affordable coverage" and "full-time employee" are governed by the Affordable Care Act and accompanying IRS and Treasury Department regulations.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

27. 27. RESTRICTED COMPANIES LIST: Bidder certifies that as of the date of this Contract, Bidder is not included on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147- 86.58.



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS
CORE Social and Emotional Learning Curriculum

APPENDIX A

Vision for Social and Emotional Learning (SEL) in North Carolina Public Schools



North Carolina PK-12 **public schools** are safe, productive, restorative, and enjoyable learning communities where each student, staff, and family member experiences mutual respect and a sense of belonging.



In **partnership** with families and communities, our schools provide equitable academic, social, emotional, and behavioral learning through positive relationships and modeling by compassionate adults.



Immersed in a **supportive system**, our staff value their own social and emotional learning as a form of self-care, care for colleagues, and care for students. The same supportive system produces resilient students who graduate empowered to solve problems, communicate effectively, empathize with others, and pursue goals for further education, employment, and contribution to their communities.

NC SEL Implementation Team



**Orange
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NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum

APPENDIX B - CASEL CORE COMPETENCIES

CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas
and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: www.casel.org/what-is-SEL



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.* The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.case1.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others



**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum

THE KEY SETTINGS:

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

CLASSROOMS. Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

SCHOOLS. Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged.

Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

Continue to families/caregivers and communities...

www.casel.org/what-is-SEL





**Orange
County
Schools**
NORTH CAROLINA

REQUEST FOR PROPOSALS CORE Social and Emotional Learning Curriculum

THE KEY SETTINGS (CONT.)

FAMILIES/CAREGIVERS. When schools and families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are children's first teachers, and bring deep expertise about their development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they extend into the home, and families are far more likely to form partnerships with schools when their schools' norms, values, and cultural representations reflect their own experiences. Schools need inclusive decision-making processes that ensure that families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL.

Schools can also create other avenues for family partnership that may include creating ongoing two-way communication with families, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussions into homes, and coordinating family services with community partners. These efforts should engage families in understanding, experiencing, informing, and supporting the social and emotional development of their students.

COMMUNITIES. Community partners often provide safe and developmentally rich settings for learning and development, have deep understanding of community needs and assets, are seen as trusted partners by families and students, and have connections to additional supports and services that school and families need. Community programs also offer opportunities for young people to practice their social and emotional skills in settings that are both personally relevant and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on common language and coordinate strategies and communication around SEL-related efforts and initiatives.

Students, families, schools, and communities are all part of broader systems that shape learning, development, and experiences. Inequities based on race, ethnicity, class, language, gender identity, sexual orientation, and other factors are deeply ingrained in the vast majority of these systems and impact young people and adult social, emotional, and academic learning. While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can create the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices, create more inclusive learning environments, and reveal and nurture the interests and assets of all individuals.

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