

NORTHSHORE SCHOOL DISTRICT

Request for Information (RFI# 2026-09-27)

K–5 Mathematics Curriculum Materials

Pilot Year: 2027–28 | Issued: Summer 2026

RFI SOLICITATION DATE: August 26, 2026

RESPONSES DUE BY: September 28, 2026 on or before 10:00 am

PROPOSAL SUBMITTAL EMAIL: <https://mailfile.nsd.org/filedrop/bids>

SUBJECT LINE: RFI# 2026-09-27 K-5 Mathematics Curriculum Materials

1. Purpose and Background

Northshore School District (NSD) is seeking information from qualified publishers and developers of K–5 mathematics curriculum materials. The District is in the early stages of a comprehensive curriculum adoption process and intends to pilot a new K–5 mathematics program during the 2027–28 school year, with full adoption to follow.

This RFI is intended to gather information about available programs and to inform the development of a formal Request for Proposal (RFP). Responses to this RFI are non-binding and will not result in a contract award. NSD is committed to selecting high-quality, research-based instructional materials that meet the needs of all students across the district.

Vendors shall submit their proposals to the email provided: and in the format indicated in this RFI. Must include “RFI# 2026-09-27 K-5 Mathematics Curriculum Materials” in the subject line of all responses and/or questions.

2. District Context

Northshore School District serves approximately 10,000 K-5 students in 21 elementary schools within King and Snohomish counties of Washington State. The District is committed to equitable access to rigorous mathematics instruction for all learners and is seeking materials that reflect this commitment across all grade levels, K–5.

The District is approaching this adoption with particular attention to the following priorities, drawn from input by instructional staff and curriculum specialists:

- Alignment to the new Washington State K–12 Mathematics Learning Standards, with particular attention to the new data literacy standards
- Support for all learners, including multilingual learners, students with disabilities, and students performing above and below grade level
- High-quality, coherent instructional design that reduces teacher cognitive load

- Meaningful digital tools that complement and enhance — rather than replace — classroom instruction

3. Curriculum Specifications and Desired Characteristics

Respondents should address each of the following specification areas. For each area, please describe how your program meets, partially meets, or does not yet meet the specification.

3.1 Standards Alignment

- Full alignment to the new Washington State K–12 Mathematics Learning Standards
- Explicit alignment to the new Washington State data literacy standards at each grade level (K–5)
- Alignment to the NCTM Standards for Mathematical Practice (SMPs), with evidence of how each practice is embedded throughout instruction
- Clear, logical scope and sequence that builds mathematical understanding coherently within and across grade levels
- Explicit connections between conceptual understanding, procedural fluency, and application

3.2 Instructional Design

- A coherent, inquiry-based instructional model that guides students through exploration, sense-making, and mathematical reasoning
- Conceptual development that precedes procedural practice, with clear progression from concrete to representational to abstract (CRA framework)
- Lessons structured around fewer, more focused instructional strategies per grade level — avoiding overwhelming teachers with excessive pedagogical variation year-over-year
- Built-in structures for mathematical discourse, including student discussion, mathematical argumentation, and collaborative problem-solving
- Engaging lesson design that motivates student curiosity and mathematical identity
- Rich math tasks, including games and applied problem contexts, that provide authentic practice and promote mathematical reasoning
- Fluency development embedded across units, with intentional, varied practice structures

3.3 Differentiation and Accessibility

- Robust supports for multilingual learners (MLL), including materials available in languages other than English — at minimum, Spanish; additional languages preferred
- Embedded scaffolds and extensions to support a full range of learners in the same classroom, including students with IEPs and 504 plans and students performing above grade level
- Universal Design for Learning (UDL) principles reflected in lesson and material design

- Differentiation supports that are built into the core program — not siloed as supplemental add-ons
- Accessible digital materials that meet WCAG 2.1 AA standards or equivalent

3.4 Manipulatives and Physical Materials

- Grade-appropriate physical manipulatives included or clearly specified, with sufficient quantities for full classroom use
- Manipulatives that support conceptual understanding and are used with intentionality across the program, not as isolated activities
- Student materials (workbooks, recording sheets) that are clearly designed, not text-heavy, and support student thinking without replacing it
- Materials kits that are practical to organize, store, and distribute in elementary classroom settings

3.5 Digital Resources and Technology

- Digital resources that are purposeful and enhance instruction — not digitized versions of print materials
- Teacher-facing digital tools for planning, pacing, and progress monitoring
- Student-facing digital practice that is interactive, engaging, and connected to core instructional goals
- Platform compatibility with NSD's existing technology infrastructure (details available upon request)
- Digital materials accessible on multiple device types, including Chromebooks
- Clear guidance on recommended use of digital vs. print components

3.6 Assessment and Progress Monitoring

- Formative assessment tools embedded throughout units to support instructional decision-making
- Diagnostic assessments to identify student entry points and guide differentiation
- Summative assessments aligned to Washington State standards and assessment formats
- Data literacy embedded in assessment design, consistent with the new WA State data literacy standards
- Teacher-friendly data reporting and interpretation tools

3.7 Teacher Support and Professional Learning

- Comprehensive teacher's editions with clear, lesson-level guidance that supports both novice and experienced teachers
- Embedded coaching and facilitation notes to support mathematical discourse and student reasoning

- Professional learning materials and structures that can be implemented by district instructional coaches and TOSAs
- Implementation support from the publisher, including initial onboarding and ongoing technical assistance
- Clear guidance on pacing, including options for both standard and accelerated implementation

3.8 Coherence and Usability

- A clear, coherent instructional framework that is consistent across grade levels, reducing the cognitive load for teachers moving between grade bands
- Materials organized in a way that is easy for teachers to navigate, plan with, and adapt
- Student-facing materials that center mathematical thinking over word-heavy directions or procedurally dense text
- Built-in suggestions for mathematical discussion, including sentence frames and talk structures for multilingual learners

4. Equity and Inclusion Requirements

NSD is committed to providing every student with access to high-quality mathematics instruction that affirms their identity and supports their success. Respondents should describe how their program:

- Reflects diverse cultural contexts and avoids culturally narrow or biased representations
- Avoids stereotype-reinforcing contexts or imagery in problem scenarios and illustrations
- Supports multilingual learners through embedded language supports, not only translation
- Includes representation of a variety of student identities, family structures, and communities
- Has been reviewed for cultural responsiveness and bias, and can provide documentation of that review

5. Pilot Year and Implementation Timeline

NSD anticipates a pilot of selected programs during the 2027–28 school year, with a full district adoption to follow. Respondents should be prepared to:

- Provide pilot materials at no cost or reduced cost for the 2027–28 school year
- Offer pilot-year professional learning and implementation support
- Engage in ongoing feedback loops with NSD curriculum and instructional staff during the pilot
- Provide a clear timeline from pilot launch to full adoption readiness

6. Response Requirements

Interested respondents should submit a written response addressing each specification area in Section 3, along with the equity and inclusion requirements in Section 4. Responses should include:

- Program name, grade levels covered, and most recent edition or version
- Evidence of Washington State standards alignment (cross-reference documents, correlation guides)
- Evidence of research base and efficacy data
- Pricing structure for materials, including print, digital, and professional learning components. Proposals are not to include sales tax.
- References from Washington State districts or comparable demographics
- Sample materials for at least two grade levels (digital or print)
- Pilot program overview

7. Submission Instructions

Please submit your response by September 28, 2026 on or before 10:00 AM, via secure email to <https://mailfile.nsd.org/filedrop/bids> and include “**RFI# 2026-09-27 K–5 Mathematics Curriculum Materials**” in the subject line.

Proposals must include the following information to be considered responsive:

1. (Attachment A) Company Information with Brief History and (3) References
2. **Responses** to Section 3 and Section 4 specifications
3. Overview of pilot program
4. (Attachment B) Proposal Certification: Responses must be fully completed in the name of the Responder and must bear the title and signature of the person duly authorized to sign the proposal
5. (Attachment C) Debarment Certification
6. (Attachment D) Wage Certification
7. (Attachment E) Cost Proposal

The vendor shall bear all costs, directly or indirectly related to preparing a Response, presentation and any supplements, and/or clarifying a Response as required by District.

Withdrawal of Response: Any Vendor may withdraw its Response, by written request/email, at any time prior to the scheduled date and time for receipt of Responses.

The Board of Directors of Northshore School District 417 reserves the right to reject any or all responses and waive any informalities or irregularities in the process. This RFI is for planning purposes only and does not constitute a formal solicitation or implied purchase.

Contact Information :

Northshore School District

Department of Teaching and Learning

Email: Teachingandlearning@nsd.org

Address: 3330 Monte Villa Pkwy, Bothell, WA 98021

Please include “RFI# 2026-09-27 K–5 Mathematics Curriculum Materials” in any correspondence.

8. General Terms and Conditions

Distribution of this RFI or receipt of any proposal shall not constitute a commitment by the District to any Bidders. If it is determined that the submitted proposals are not economically beneficial to the District or for other business reasons, the District may, at its sole discretion, reject all proposals or waive informalities in the request for information process.

8.1 CONFLICTS OF INTEREST: No district employee may employ or use any person, money, or school property under the employee’s official supervision, control or direction for the private gain of that employee or another. Purchasing decisions are made on the basis of objectivity and shall not be influenced by friendships or other personal relationships.

8.2 PUBLIC RECORDS/PROPRIETARY INFORMATION/CONFIDENTIALITY: The District understands that Bidders may include within their proposal information that is deemed confidential in the opinion of the Bidder. The Bidder must understand that the District is subject to clear legislation governing open records and public information requests within the State of Washington. Bidders must clearly mark portions of their proposal that they feel are exempt from disclosure pursuant to RCW 42.56 or any other state and federal statute and include an explanation as to why they believe the indicated documents are exempt. The District will not be bound by any blanket confidentiality agreements, and the District makes no assurances that confidential materials will be held in confidence if they are not deemed qualified for exemption.

Bidder acknowledges the obligations for maintaining the confidentiality of student records and access to the parents and students of such records in accordance with the Family Education Rights and Privacy Act (FERPA).

8.3 DEBARMENT: Awarded Vendor is subject to WAC 262-03 and warrants that it is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded for the award of contracts by any local, state or federal agency or department.

8.4 DISCLAIMER: The contents and information provided in this RFI are meant to provide general information to potential responders and does not constitute an obligation to purchase. In the event that following issuance of this RFI the District elects to proceed with a purchase, the successful responder may be required to execute an agreement with the District which will govern the rights, duties and obligations between the District and the successful responder. The terms set forth within this RFI does not constitute any contract between the District and the

successful responder. The District accepts no responsibility for any omissions or deletions relating to this RFI

8.5 POST RFI PURCHASE: Contingent upon the District's decision to proceed with a purchase of any good or service described in this RFI, the District reserves the right to issue an Invitation for Bid (IFB) or Request for Proposal (RFP) and award the purchase to the lowest responsive (1) and responsible (2) Responder(s). The District is therefore not bound to proceed with the purchase strictly on the basis of lowest price.

8.6 DISTRICT STATEMENT OF RIGHTS:

- To select and enter into an agreement with a responder whose response best satisfies the interests of NSD.
- To determine in NSD's sole discretion which responders are responsive and deemed qualified. NSD may reject non-responsive responses without evaluation but also has the right, in its sole discretion, to waive minor non-compliance.
- To issue amendments to this RFI.
- To conduct investigations with respect to the qualifications of each responder.
- To negotiate with responders required amendments or other modifications to their response.

*This RFI does not constitute a commitment by NSD to issue an RFP or to award a contract.
All information submitted will be used solely for planning purposes.*

ATTACHMENT A

COMPANY INFORMATION AND REFERENCES

I. Brief Resume of Bidder

Company Name: _____

Date Established: _____

Former Names (if any): _____

Type of Ownership or Legal Structure: _____

WA Department of Revenue UBI# : _____

Federal Tax Identification Number: _____

Corporate Address: _____

Branch Address (if applicable): _____

II. References

Three references are required. References may be contacted, therefore accurate contact information is required. Failure to provide accurate contact information may result in scoring deductions.

Reference 1: _____

Contact Name: _____

Phone Number: _____

Email Address: _____

Brief Description of Work Performed: _____

Reference 2: _____

Contact Name: _____

Phone Number: _____

Email Address: _____

Brief Description of Work Performed: _____

Reference 3: _____

Contact Name: _____

Phone Number: _____

Email Address: _____

Brief Description of Work Performed: _____

ATTACHMENT B

CERTIFICATION

Pursuant to and in compliance with this Request for Information and all documents relating thereto, the undersigned hereby certifies the ability to furnish and deliver any or all of the articles proposed within their response.

The Undersigned further declares that this Proposal is, in all respects, fair and without fraud, that it is made without collusion with any representative of the District, and that the Bid is made without any connection or collusion with any person submitting another Bid on this Project.

Authorized Signature: _____ **Date:** _____

Printed Name & Title: _____

Legal Company Name: _____

Telephone: _____

Email Address: _____

UBI Number: _____

DUNS Number: _____

Acknowledge receipt of addendum # _____ through _____.

ATTACHMENT C

DEBARMENT AND ANTI-LOBBYING CERTIFICATION

_____ certifies that to the best of their knowledge/belief that neither _____ as an individual and/or the company and its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded for the award of contracts by any Federal governmental agency or department.

“Principals”, for the purposes of this certification, means officers; directors; owners; partners; and persons having primary management or supervisory responsibilities within a business entity (e.g. general manager, plant manager, head of subsidiary, division, or business segment, and similar positions).

_____ shall provide immediate written notice to Northshore School District if at any time during the term of this Agreement, including any renewals hereof, if such certification was erroneous when made or has become erroneous by reason of changed circumstances. Based on such notification, or if Northshore School District should determine at any time that this certification is false, Northshore School District reserves the right to review the status of the organization and if necessary, terminate this agreement.

Should individual/company enter into a covered transaction with another person at the next lower tier, we agree by signing this agreement that we will verify that the person with whom we intend to do business is not excluded or disqualified. We will do this by:

- (a) Checking the federal Excluded Parties List System (EPLS); or
- (b) Collecting a certification from that person if allowed by this rule; or
- (c) Adding a clause or condition to the covered transaction with that person.

Individual and/or company agree by signing this agreement that it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous.

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

The following certification and disclosure regarding payments to influence certain federal transactions are made per the provisions contained in FAR 52.203 - 11 and 52.203 - 12 and 31 U.S.C. 1352, the "Byrd Anti - Lobbying Amendment."

(a) FAR 52.203 - 12, "Limitation on Payments to Influence Certain Federal Transactions" is hereby incorporated by reference into this certification

(b) The offeror, by signing its offer, hereby certifies to the best of his or her knowledge and belief that:

(1) No Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress on his or her behalf in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement;

(2) If any funds other than Federal appropriated funds (including profit or fee received under a covered Federal transaction) have been paid, or will be paid, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress on his or her behalf in connection with this solicitation, the offeror shall complete and submit, with its offer, OMB standard form LLL, Disclosure of Lobbying Activities, to the Contracting Officer; and

(3) He or she will include the language of this certification in all subcontract awards at any tier and require that all recipients of subcontract awards in excess of \$150,000 shall certify and disclose accordingly.

(c) This certification is a material representation of fact upon which reliance is placed when this transaction was made or entered into. Submission of this certification and disclosure is a prerequisite for making or entering into this contract imposed by section 1352, title 31, United States Code. Any person making an expenditure prohibited under this provision or who fails to file or amend the disclosure form to be filed or amended by this provision, shall be subject to a civil penalty of not less than \$10,000, and not more than \$100,000, for each such failure.

Authorized Signature: _____ Date: _____

Printed Name

Company

ATTACHMENT D

CONTRACTOR CERTIFICATION

Wage Theft Prevention – Responsible Bidder Criteria Northshore School District Goods & Services Contracts

Prior to awarding a contract, Northshore School District is required to determine that a bidder is a 'responsible bidder'. Pursuant to legislative enactment in 2017, RCW 39.26.160(2) & (4) requires responsible bidder criteria to include contractor certification that the contractor has not willfully violated Washington's wage laws.

On behalf of the firm identified below, I hereby certify as follows (check one):

☐ No Wage Violations. This firm has NOT been determined by a final and binding citation and notice of assessment issued by the Washington Department of Labor and Industries or through a civil judgment entered by a court of limited or general jurisdiction to have willfully violated, as defined in [RCW 49.48.082](#), any provision of RCW chapters [49.46](#), [49.48](#), or [49.52](#) within three (3) years prior to the date of the above-referenced procurement solicitation date.

or

☐ Violations of Wage Laws. This firm has been determined by a final and binding citation and notice of assessment issued by the Washington Department of Labor and Industries or through a civil judgment entered by a court of limited or general jurisdiction to have willfully violated, as defined in [RCW 49.48.082](#), a provision of RCW chapters [49.46](#), [49.48](#), or [49.52](#) within three (3) years prior to the date of the above-referenced procurement solicitation date.

I hereby certify, under penalty of perjury under the laws of the State of Washington, that the certifications herein are true and correct and that I am authorized to make these certifications on behalf of the firm listed herein.

Firm Name: _____
Name of Contractor/Bidder – Print full legal entity name of firm

By: _____
Signature of authorized person

Print Name of person making certifications for firm

Title: _____
Title of person signing certificate

Place: _____
Print city and state where signed

Date: _____

ATTACHMENT E

RFI Cost Proposal

Budgetary / Rough Order of Magnitude (ROM) Pricing

Purpose: Pricing provided herein represents a Rough Order of Magnitude (ROM) estimate for planning and budgeting purposes only. The estimates are based on the information available at the time of this response and are not intended to constitute a binding quotation or contractual offer. Final pricing will depend on scope, enrollment, implementation requirements, support levels, and contract terms.

1. Budgetary / ROM Pricing

Estimated investment range: \$_____ annually depending on enrollment, implementation complexity, and selected services. This estimate is not a firm quote.

2. Pricing Model Structure

Model	Description
Per-Student	Annual fee based on enrolled students
Per-Seat	License fee per named user
Site License	District-wide unlimited usage
Subscription	Recurring annual/multi-year subscription
Perpetual	One-time software license plus maintenance
Tiered Pricing	Volume discounts based on enrollment tiers

3. Cost Drivers

Cost Driver	Typical Range	Notes
Implementation	\$5K-\$50K	Configuration, project management, setup
Professional Development/Training	\$2K-\$25K	Administrator and end-user training
Ongoing Support	\$1K-\$20K annually	Help desk, technical support, success management
Data Migration	\$2K-\$30K	Legacy system conversion and validation
Hosting/Cloud Services	\$1K-\$40K annually	Infrastructure, storage, security and backups

K-5 Mathematics Curriculum

Materials RFI# 2026-09-27

4. Multi-Year Cost Trajectory

Year	Estimated Cost	Primary Drivers	Comments
Year 1	\$XX,XXX-\$XXX,XXX	Implementation + subscription	Highest cost due to onboarding
Year 2	\$XX,XXX-\$XXX,XXX	Subscription + support	Stabilized operating costs
Year 3	\$XX,XXX-\$XXX,XXX	Subscription + enhancements	Potential volume growth or expanded use
Years 4-5	Typically 2%-7% annual increase	Renewal adjustments	Subject to contract terms and inflation factors

5. Assumptions and Exclusions

Assumptions: standard implementation, customer-provided project resources, and scope consistent with RFI requirements. Taxes, optional services, and custom development are excluded unless otherwise stated.