



## Request for Qualifications (RFQ)

**#32-SPED-0524**

**Special Education Instructional & Related Services-Ohio**

**Closing Date:**

**2:00 PM CST**

**Thursday, March 28, 2024**

**IDEA Greater Cincinnati, Inc.** (herein referred to as IDEA or the organization) is seeking Statement of Qualifications from qualified Respondents or individuals in response to this Request for Qualifications (RFQ) for **Special Education Instructional & Related Services**. The qualified Respondent must be able to execute duties and provide services with the utmost diligence, cooperation, and ethical behavior in addition to being knowledgeable of industry standards as it relates to special education instructional & related services for public schools. The chosen Respondent should also demonstrate high levels of trust, competence, and integrity.

IDEA reserves the right to revise and amend the qualifications prior to the date set for the receipt of the Statement of Qualifications. Respondents are requested to clarify any ambiguity, conflict, discrepancy, omission or other error(s) in the RFQ in writing. Revisions or amendments, if any, will be made by issuing an addendum. Every effort will be made to send addenda issued to the parties known to have been furnished a complete copy of the RFQ. It is the responsibility of each respondent, prior to submitting the Statement of Qualifications, to contact IDEA to determine if addenda were issued and, if so, to obtain such addenda for attachment to the Statement of Qualifications.

Please contact [solicitations@ideapublicschools.org](mailto:solicitations@ideapublicschools.org) to submit questions or comments concerning this solicitation, or to determine if addenda were issued and, if so, to obtain applicable addenda. The e-mail subject line should read: **Questions - #32-SPED-0524 Ohio - Special Education Instructional & Related Services Ohio.**

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## PART I – GENERAL INFORMATION AND INSTRUCTIONS

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IDEA Greater Cincinnati, Inc. (“IDEA”) is a Ohio nonprofit corporation and a tax-exempt organization pursuant to the Section 501(c)(3) of the Internal Revenue Code. Pursuant to Title 33 of the Ohio Revised Code and its Contract for Charter with the Thomas B. Fordham Foundation, IDEA is an open-enrollment charter school, governmental entity and public school. IDEA prepares Ohio students from underserved communities for success in college and citizenship. IDEA serves students at two campuses located in the Cincinnati area. Although IDEA’s growth is rapid, it is also carefully planned.

IDEA’s mission is College for All. IDEA serves primarily low-income students in underserved areas of both rural and urban communities. Over 80% of IDEA students are considered low-income and one of every three students is the first in their family to go to college. Since the first graduating class in 2007, 100% of seniors have been accepted and matriculated to a college or university every year for fourteen consecutive years. Thanks to a rigorous path to college that begins in Pre-K, IDEA students attend selective universities throughout the country, win national awards and scholarships, and complete college at a rate six times the national average for low-income students.

***Note: While IDEA’s affiliates serve students in other states, this Request for Qualifications and any subsequent contract is only for goods or services provided to IDEA Greater Cincinnati, Inc.***

### Scope of Services

IDEA Greater Cincinnati, Inc. is seeking Statement of Qualifications from Respondents qualified and experienced in providing exemplary special education instructional & related services that will be essential to scholar growth and development in schools within IDEA Greater Cincinnati, Inc. Qualified Respondent will be placed on a list of qualified vendors available for campus/departmental use. Respondents should be able to meet and uphold the following standards and qualifications as specified in this RFQ:

- a) Vendor shall ensure compliance with all applicable federal, state, local statutory requirements, State Board of Education and Department of Health & Human Services rules, as well as IDEA’s local board policy with respect to special education and/or related aids and services.
- b) Vendor shall ensure adherence to appropriate safety procedures and report potential health or safety hazards to the designated campus administrator.
- c) Vendor’s assigned staff members shall be responsible for the following, as applicable:

1. Providing special education and/or related aids and services as determined for each assigned student;
2. Maintain logs and therapy notes for student services;
3. Provide logs with invoices for therapy;
4. Attending IEP meetings;
5. Maintaining and submitting individual student reports to IDEA Regional SPED Teams (LSSPs/SLPs/Leads);
6. Completing or assisting with individual educational plans (IEP);
7. Completing progress reports for services;
8. Consulting with school staff;
9. Completing evaluations, IEPs, and Progress reports on the SameGoal/Go Solutions system;
10. Assisting IDEA staff with their student's IEP progress reports;
11. Assisting school staff with equipment orders if applicable;
12. Creating collaborative relationships on school campuses;
13. Tracking services on Medicaid for each assigned student, if applicable.
14. Attend On-Boarding (required)

d) To guarantee uninterrupted service delivery and minimize any potential delays or disruptions bidders shall ensure they have a qualified and available staff in place at the time the contract is implemented to meet the contract's demands and service students promptly and efficiently. Awarded vendor(s) shall also bill for each school/region by sending invoices to Accounts Payable ([payableOH@ideapublicschools.org](mailto:payableOH@ideapublicschools.org)), Special Programs Grant and Budget Manager, Elianey Moya ([elianey.moya@ideapublicschools.org](mailto:elianey.moya@ideapublicschools.org)), and the Regional Director.

## Requested Services

IDEA is requesting the following Special Education Instructional & Related Services in **Ohio** for the 2024-2025 school year:

- Adaptive Physical Education
- Assistive Technology Evaluations (Autism)
- Auditory Impairment/Deaf Ed Teacher
- Board Certified Behavior Analyst (BCBA)
- Braillist
- Certified Dyslexia Teacher
- Certified Occupational Therapist Assistant
- Certified Intervention Specialists

- Educational Diagnostician
- Licensed Master Social Worker
- Nursing
- Occupational Therapist
- Orientation and Mobility
- Physical Therapist
- School Psychologist
- Sensory Evaluations (Autism)
- Speech Language Pathologist
- Speech Language Pathologist Assistant
- Visual Impairment Teacher

## Qualifications to Perform Requested Services

The qualifications to perform one or all the required special education instructional & related services mentioned above are outlined below. Please note that resumes and/or certifications of individuals who will be servicing scholars must be submitted with each qualification.

Respondents must also complete the *Geographic Coverage Questionnaire* in Attachment G of this RFQ.

### Adaptive Physical Education (APE) Teacher

- a. **Primary Purpose:** Provide direct APE services, complete evaluations, and implement instructional programs in physical and motor fitness, fundamental motor skills and patterns, and skills in individual and group games, and sports for students with disabilities. The APE teacher also consults with school general education and special education school staff to assist in modifying and adapting general physical education to allow access.
- b. **Minimum Education/Certification Qualifications:** Physical education may be provided by special education instructional or related service personnel who have the necessary skills and knowledge, or physical education teachers, or occupational therapists, or physical therapists, or occupational or physical therapy assistants working under the supervision of certified personnel in accordance with the standards of their profession.

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

- c. **Major Responsibilities and Duties:** Provide direct or indirect IEP APE services, maintain logs for direct and indirect services, assist special education teacher in IEP development or develop IEPs, assist special education teacher in progress report completion or complete progress reports for direct services. Complete evaluations, IEPs, and progress reports in Frontline.

### Assistive Technology Evaluations (Autism)

- a. **Primary Purpose:** Complete Evaluations using evidence-based tools or assessments to

determine Assistive Technology solutions.

- b. Minimum Education/Certification Qualifications:** Assistive Technology Professional (ATP) Certification
- c. Major Responsibilities and Duties:** Provide services using a variety of methods: monitoring, consulting, and working directly with students and teams. Provide training and technical support for school staff in activities and accommodation to be implemented throughout the student's day to increase independence and success.

## Auditory Impairment/Deaf Ed Teacher

- a. Primary Purpose:** Provide direct and indirect support for students identified with Auditory Impairment.
- b. Minimum Education/Certification Qualifications:** An assignment for Teacher of Students with Auditory Impairments is allowed with one of the following certificates. (1) Deaf and Severely Hard of Hearing. (2) Hearing Impaired. (3) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

- c. Major Responsibilities and Duties:** Direct and indirect AI services, consultation with parents and school staff, training for school staff, consultation and support in ordering and maintaining equipment to help student access general education. Assist and consult with assessment personnel and SLPs to gather necessary evaluations such as Ontological and Audiological evaluations. Consult with outside providers for equipment, evaluations, etc. Complete and assist in IEP development, complete, and assist in progress reports, maintain logs for direct and indirect services.

## Board Certified Behavior Analyst (BCBA)

- a. Primary Purpose:** Provide behavior support for special education students and students in Response to Intervention (RTI) or in the process of being referred for Special Education.
- b. Minimum Education/Certification Qualifications:** Certification as a BCBA

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

- c. Major Responsibilities and Duties:** Complete Functional Behavior Assessment and Behavior Intervention Plans in the Frontline system, consult with school staff, consult with parents, provide training as needed.

## Braillist

- a. **Primary Purpose:** Provides the transcribing educational materials into alternative formats for students who are blind or visually impaired. In addition, the Braillist will provide support to the district's program for students with visual impairments.
- b. **Minimum Education/Certification Qualifications:** knowledge of various braille codes including UEB, Foreign Languages, UEB Math, Nemeth Code, Tactile Graphics. Experience working with children who are blind or visually impaired strongly preferred.
- c. **Major Responsibilities and Duties:** Transcribes print materials, including textbooks and other books not readily available into literary braille. Uses computer software and technology required for transcription to braille. Produces adaptive instructional materials for students with visual impairments in accordance with the specification from the visually impaired teacher. Embosses, re-edits, and binds materials using various methods. Creates tactile graphics of maps, charts, pictures, routes, and other tactile displays using various tools, materials, and resources. Manages and maintains all braille, large-print, and instructional material. Implements lessons and activities with students with visual impairments in classrooms, one-to-one, and/or small group setting while under the direction of the visually impaired teacher.

## Certified Dyslexia Teacher

- a. **Primary Purpose:** Provide students identified with dyslexia and other related learning difficulties with an individualized, intensive multisensory, phonics instructional program that includes a variety of writing, spelling, and reading components. Apply knowledge of federal, state and district "Procedures Concerning Dyslexia" for general and special education. Provide instructional support and/or direct instruction, as mandated by Ohio law, for students with dyslexia. Provide special education students identified with dyslexia with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student ability levels. Provide students the opportunity to make significant gains in reading and develop competencies and skills to function successfully in society.
- b. **Minimum Education/Certification Qualifications:** Certified Dyslexia Teacher may be provided by service personnel who have the necessary skills and knowledge in accordance with the standards of their profession. Required bachelor's or master's degree from accredited college or university, along with a valid Ohio teacher certification.  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. **Major Responsibilities and Duties:**
  - Knowledge of Admission, Review, and Individualized Education Plan (IEP) goal setting process and implementation.
  - Collaborate on all areas of the student's IEP and progress monitoring.

- Collaborate to develop an IEP through the IEP Committee process for each student assigned.
- Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required. Prepare lesson plans that reflect accommodations for individual student differences.
- Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to guidelines established by certification, board policies, and administrative regulations.
- Work with other members of staff to determine instructional goals, objectives and methods.
- Implement formal and informal assessments to track each individual student's progress and learning needs, adjust lesson plans accordingly and update grade book weekly.

## Certified Occupational Therapist Assistant (COTA)

- Primary Purpose:** Provides a powerful learning environment, plans, and delivers purposeful, educational-based occupational therapy, follows treatment plans for fine motor, visual motor integration, and coordinator deficits, as well as dysregulation, sensory issues, and behavioral deficits, tracks student progress toward goals, analyzes data to intervene and adjusts therapy. The COTA will consult with general education and special education school staff to assist in modifying and adapting scholar's general education to allow access.
- Minimum Education/Certification Qualifications:** Occupational Therapy may be provided by special education instructional or related service personnel who have the necessary skills and knowledge, working under the supervision of certified personnel in accordance with the standards of their profession. Required associate degree from an AOTA accredited program, 1+ year experience as an Occupational Therapist Assistant, certification from the National Board for Certification in Occupational Therapy and valid COTA license from the State of Ohio.  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- Major Responsibilities and Duties:** Review IEPs and ensure implementation of extensive knowledge in appropriate implementation of assessment tools, interpreting, and identifying students with the presence of fine motor deficits, dysregulation, sensory issues, and/or behavioral deficits and determine eligibility for services according to IDEA Public Schools policies and procedures, TEA and licensing boards. Provide top quality direct or indirect IEP services, maintain, and monitor paper and digital tracking logs, ARD logs, and Evaluation logs on a daily basis for direct and indirect services, partner with OT and/or special education teacher in IEP development or develop IEPs aligned with curriculum, assist special education teacher in progress report completion or complete progress reports for direct services in order to update goals and requests. Complete initial (re)evaluations prior to deadline, IEPs, and progress report in Frontline.



## Certified Intervention Specialists

- a. Primary Purpose:** Special Education teachers are responsible for the achievement and support of critical students. Special education teachers work with students who have a wide range of learning, cognitive, emotional, and physical disabilities. They teach various subjects, such as reading, writing, and math, to students with gaps of 2 or more years. The main goal is to close that gap by 2 years in just one school year. The Special Education teacher provides the crucial bridge between home and school for our highest-need students and their families.
- b. Minimum Education/Certification Qualifications:** Special Education teacher may be provided by special education instructional or related service personnel who have the necessary skills and knowledge, working under the supervision of certified personnel in accordance with the standards of their profession. Required bachelor's degree from accredited college or university, experience in a Special Education classroom setting, valid Ohio state certification in Special Education.

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

**c. Major Responsibilities and Duties:**

- Adapt lessons to meet the needs of students.
- Develop Individualized Education Programs (IEPs) for a caseload of 12-15 students.
- Implement IEPs, assess students' performance, and track their progress.
- Update IEPs to reflect students' progress and goals.
- Assess students' skills to determine their needs and to develop teaching plans.
- Collect and analyze student data in order to make effective decisions to maximize achievement.
- Discuss students' progress with parents, teachers, counselors, and administrators.
- Implement state learning standards and IDEA curricula and assessments to meet ambitious academic expectations.
- Implement formal and informal assessments to track each individual student's progress and learning needs, adjust lesson plans accordingly and update grade book weekly.
- Communicate students' progress with students and families on a weekly basis.
- Effective facilitation and personal use of technology as a communication and educational tool to improve student achievement and manage work-related tasks.

## Educational Diagnostician

- a. Primary Purpose:** Educational Diagnostician demonstrates knowledge and skill in assessment, eligibility for Special Education, academic and behavioral interventions, state and federal legal frameworks for Special Education, and ensures compliance with Special Education legislation. The Educational Diagnostician is a key partner in ensuring support of students and parents by helping problem-solving interventions with students, who may be struggling both academically and behaviorally.

- b. Minimum Education/Certification Qualifications:** Educational Diagnostician may be provided by special education instructional or related service personnel who have the necessary skills and knowledge, working under the supervision of certified personnel in accordance with the standards of their profession. Required master's degree in special education or education from accredited college or university and Ohio Educational Diagnostician Certificate, and preferably at least 3 years experience as a campus Diagnostician.

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

**c. Major Responsibilities and Duties:**

- Meet 100% compliance in Annual ARDs and ensure all paperwork is submitted in a timely manner.
- Conduct dyslexia evaluations for 504 students.
- Conducts multidisciplinary evaluations Full and Individual Evaluations for all Non-Speech only students, Non-Autism, and Non-Emotional Disturbance students who are referred for 1 or more eligibility categories (out of 13 eligibility categories).
- Adhere to most up-to-date evaluation tools and standards as stipulated in the American Psychological Association Testing Standards
- Conducts evaluations as needed for student College Board accommodations.

## Licensed Master Social Worker (LMSW)

- a. Primary Purpose:** Social Workers work directly with our at-risk scholars to ensure that they are on track by providing them with individualized emotional, behavioral, and mental health support. Social Workers will manage a caseload of at-risk scholars and provide individual and group interventions to support them in independently mastering coping skills to address and overcome mental, behavioral, and academic challenges. Social workers also support students and families with the removal of barriers to persistence, attendance, and academic success through connections to community resources.

- b. Minimum Education/Certification Qualifications:** Licensed Master Social Worker may be provided by special education instructional or related service personnel who have the necessary skills and knowledge, working under the supervision of certified personnel in accordance with the standards of their profession. Required master's degree in social work from accredited college or university, TX Social work license and preferably 1+ year(s) of teaching experience.

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

**c. Major Responsibilities and Duties:**

- Collaborates with key stakeholders on campus to support implementation of mental health, social-emotional learning, and counseling supports.
- Meets direct service requirements for both individuals and groups.
- Creates Quarterly Reports to demonstrate impact.

## Nursing

- a. **Primary Purpose:** Provide 1:1 skilled nursing service as per student IEPs:
- b. **Minimum Education/Certification Qualifications:** bachelor's degree from a college or university and licensure as a registered nurse  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. **Major Responsibilities:** Provide direct one-to-one skilled nursing services as well as complete documentation, attend IEP meetings for the student.

## Occupational Therapist

- a. **Primary Purpose:** To provide direct and indirect Occupational Therapy services and evaluations for students in the region.
- b. **Minimum Education/Certification Qualifications:** A bachelor's degree in occupational therapy from a university certified by the ACOTE (Accreditation Council for Occupational Therapy Education) or AOTA (American Occupational Therapy Association). Certified by the National Board for Certification.  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. **Major Responsibilities and Duties:** Providing direct and indirect (consult) occupational therapy services to students in the region that have IEP OT services. Provide OT initial evaluation and re-evaluation support as needed for students in the region.

## Orientation and Mobility Teacher

- a. **Primary Purpose:** To provide direct and indirect support for students with visual impairment that required orientation and mobility services per their IEP.
- b. **Minimum Education/Certification Qualifications:** Bachelor's and/or Master's degree Certification from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. **Major Responsibilities and Duties:** To provide direct and indirect (consult) orientation and mobility support to students with visual impairment. To provide orientation and mobility evaluation and re-evaluation support as needed for students in the region.

## Physical Therapist

- a. **Primary Purpose:** To provide direct and indirect support for students with physical therapy services per their IEP.
- b. **Minimum Education/Certification Qualifications:** Physical therapists must have an

advanced degree. This can be a Master of Physical Therapy degree or, more commonly, a Doctor of Physical Therapy degree.

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

- c. **Major Responsibilities and Duties:** To provide direct and indirect (consult) physical therapy support to students per their IEP. To provide orientation and mobility evaluation and re-evaluation support as needed for students in the region.

## School Psychologists

- a. **Primary Purpose:** To provide evaluation support for the region on an as needed basis.
- b. **Minimum Education/Certification Qualifications:** Master of Arts in Psychology Licensed as a Licensed Specialist in School Psychology  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. **Major Responsibilities and Duties:** To provide evaluation support through student testing and providing a Full Individual Evaluation (FIE) in IDEA's Frontline FIE program

## Sensory Evaluations (Autism)

- a. **Primary Purpose:** Complete Evaluations using evidence-based tools or assessments to determine individualized student's sensory needs/solutions.
- b. **Minimum Education/Certification Qualifications:** Occupational Therapist
- c. **Major Responsibilities and Duties:**
  - Complete Individualized Sensory Evaluations (i.e. EASI assessment, Sensory Profile) that meet evaluation timelines
  - Present Evaluations to school staff and families
  - Train school staff on recommendations if requested

## Speech Language Pathologist (short-term contract as needed)

- a. **Primary Purpose:** To provide short-term speech therapy services to students per their IEP and/or to provide speech therapy evaluation support.
- b. **Minimum Education/Certification Qualifications:** Master's degree in speech-language pathology from an accredited college or university, valid Ohio license as a speech-language pathologist granted by the State Board of Examiners for Speech-Language Pathology and Audiology (SBESLPA)  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. **Major Responsibilities and Duties:** To provide direct and indirect (consult) speech therapy support to students per their IEP. To provide speech/language evaluation and re-evaluation support as needed for students in the region.

## Speech Language Pathologist Assistant (SLPA)

- a. Primary Purpose:** Speech Language Pathologist- Assistant under the supervision of a Certified Speech Language Pathologist works with key members such as regional instructional leaders and teachers to maximize student outcomes. Speech Language Pathologist – Assistant (SLP-Assistant) sets ambitious goals for student achievement and invests in students and families in accomplishing them. S/he will create a powerful learning environment and deliver purposeful therapy in order to close gaps in communication and academic skills. S/he will provide therapeutic intervention as designated by his/her supervising Speech Language Pathologist in the area of communication disorders, track student progress toward goals, and collaborate with the multidisciplinary team to ensure students' academic success.
- b. Minimum Education/Certification Qualifications:** Speech Language Pathologist-Assistant may be provided by special education instructional or related service personnel who have the necessary skills and knowledge, working under the supervision of certified personnel in accordance with the standards of their profession. Required valid driver's license, bachelor's degree in communication disorders from an accredited college or university, valid Ohio license as a Speech Language Pathologist- Assistant granted by the Ohio Department of Licensing and Regulation, minimum of 1 year of pediatric and/or school-based experience, and oral and written fluency in second language, preferably Spanish.
- Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. Major Responsibilities and Duties:**
- Review IEPs designed by Supervising Speech Language Pathologist and IEP Committee and ensure 100% implementation of extensive knowledge and provide top-quality speech therapy services.
  - Implement the treatment program or the Individual Education Program (IEP) by utilizing therapeutic interventions that are aligned with instruction.
  - Provide appropriate feedback to students as to the accuracy of their responses.
  - Use appropriate stimuli, cues/prompts with the student to elicit behaviors as defined in the treatment protocol.
  - Provide culturally appropriate treatment materials and behavioral reinforcement consistent with the student's developmental age, culture, and disorder.
  - Monitor students' therapy and academic progress throughout the year in order to provide the supervising SLP an update on students' goals.
  - Implement designated treatment objectives/goals in specific appropriate sequence.
  - Maintain Therapy Notes, Tracking Logs, and Billing logs on a daily basis.
  - Submit Therapy Logs on a Quarterly Basis
  - Ensure and monitor students' progress in order to complete progress reports on a quarterly basis under the supervision of the Supervising SLP.
  - Complete documentation by district timelines

## Visual Impairment Teacher

- a. **Primary Purpose:** To provide direct and indirect support for students with visual impairment services per their IEP.
- b. **Minimum Education/Certification Qualifications:** A bachelor's degree from a college or university. Ohio certification for teachers of students with visual impairments.  
**Resume(s) and Certification(s) must be provided upon submission of qualifications.**
- c. **Major Responsibilities and Duties:** To provide direct and indirect (consult) visual impairment support to students. To provide visual impairment evaluation and re-evaluation support as needed for students in the region.

## Statement of Qualifications Submission Requirements

Statement of Qualifications should be prepared in such a way as to demonstrate a straightforward, concise delineation of capabilities that satisfy the requirements of the RFQ. Emphasis should be concentrated on the vendor's ability to ensure IDEA Public School's compliance when conducting any special education instructional and/or related services.

To be considered, the Statement of Qualifications must be prepared according to the following specifications and should include the following information and content:

- I. Cover Letter
  - II. Table of Contents
  - III. Respondent(s)/Individual Profile
  - IV. Relevant Respondent(s) Licenses & Certifications
  - V. Approach to Services and Methodology
  - VI. References
  - VII. Resumes of Respondent(s)
  - VIII. Required Forms
- a) Statement of Qualifications shall be submitted via mail to **IDEA Public Schools Headquarters in C/O IDEA Greater Cincinnati, Inc., Attn: Purchasing Department, 2115 W Pike Blvd, Weslaco, TX 78596.**

To be eligible for consideration Statement of Qualifications should be received by mail to the IDEA Public Schools Headquarters no later than **2:00 PM CST on March 28, 2024**, along with the required signature pages and completed certification forms. All Statement of Qualifications must be received by the deadline. Statement of Qualifications submitted after the opening time and date will **not** be accepted. Faxed or emailed statements of Qualifications will **not** be accepted.

- b) **Statement of Qualifications Guarantee:** Statement of Qualifications shall be honored for 120 days after due date.

- c) All supplemental information required by the RFQ must be included with the Statement of Qualifications. Failure to provide complete and accurate information may disqualify the respondent from consideration.
- d) All costs incurred in the preparation and submission of the RFQ response shall be borne solely by the Respondent. Where Respondents may be required to perform a presentation, give demonstrations, and provide samples and/or technical literature, or participate in any interview process as related to this RFQ, all costs shall be borne by the Respondent.
- e) Any Statement of Qualifications submitted in response to this RFQ will be irrevocable upon the closing time and remain open for acceptance for 120 days from the closing date whether or not another RFQ has been accepted.
- f) Submission of a Statement of Qualifications shall be construed to mean that the Respondent agrees to carry out all conditions set forth in this document. Any proposed variation from the specifications, terms, and conditions shall be clearly identified. Please provide details of any noncompliance with stated conditions. If no changes are indicated, IDEA shall expect to receive the service(s) exactly as specified.
- g) IDEA reserves the right to select any offer it determines provides the best value, regardless of price.
- h) IDEA may accept multiple offers for the same services. There may not be exclusivity with any selected Respondent.

## Request For Qualifications Tentative Timeline

<b>RFQ Issue Date:</b>	February 28, 2024
<b>Pre-Qualification Conference</b>	Friday, March 8, 2024, at 11:00 AM (CST)
<b>Respondent Question Cut-Off Date</b>	Monday, March 18, 2024, at 2:00 PM (CST)
<b>Addendum Issue Date</b>	Thursday, March 21, 2024
<b>Qualification Due Date &amp; Time</b>	<b>Thursday, March 28, 2024, at 2:00 PM (CST)</b>
<b>Evaluation Period:</b>	April 1- April 5, 2024
<b>Board Meeting:</b>	May 23, 2024

### Pre-Qualification Meeting

The Pre-Qualification meeting will be held via Microsoft Teams: **Meeting ID: 241 419 795 901**  
**Passcode: RqmHYR** on **March 8, 2024, @ 11:00 AM CST**. Any information given to one prospective vendor will be furnished to all prospective vendors as an Addendum if such

information is necessary to vendors in submitting their proposals or if the lack is such information would be prejudicial to an uninformed vendor.

[Click here to join the meeting](#)

## Required Forms (Certifications and Representations)

Respondent shall execute the stated required forms included with this Request for Qualifications as stated in Part VI – Required Attachments.

### RFQ Clarification

Questions regarding the requirements specified in this RFQ must be submitted via email to the IDEA Public Schools Solicitations Division at [solicitations@ideapublicschools.org](mailto:solicitations@ideapublicschools.org) **no later than March 11, 2024, at 2:00 PM CST**. The email subject line should read: Questions- RFQ 32-SPED-0524 Ohio Special Education Instructional & Related Services. Questions submitted by Respondents by the submission deadline and answers prepared by IDEA, along with any errata or addenda to this RFQ, if applicable, will be posted on the IDEA website at: <https://ideapublicschools.org/our-story/finance-budget/pcs/bids-rfps/>, and on [Public Purchase](#). IDEA will not answer questions verbally and any informal oral answers provided by IDEA or its agents shall not be binding. No modification or amendment to this RFP shall be valid unless it is set forth in writing, via a signed addendum or amendment from IDEA.

### Proposer Responsibility

IDEA expects Respondents to be thoroughly familiar with all requirements of this RFQ. Respondent's failure or omission to examine any relevant form, article, site, or document will not relieve Respondent from any obligation regarding this RFQ. By submitting a Statement of Qualifications, Respondent is presumed to concur with all terms, conditions, and specifications of this RFQ. Any exception must be clearly defined and referenced to the proper paragraph in this RFQ. Objections considered by IDEA as excessive or affecting vital terms may reduce or eliminate respondent's prospects for award.

### Completeness

Statement of Qualifications will represent a true and correct statement and shall contain no cause for claim of omission or error. Request for withdrawal of a Statement of Qualifications is allowed based on proof of mechanical error; however, Respondent may be removed from approved Respondent list.

### False/Misleading Statements

Statement of Qualifications which contain false or misleading statements, or which provide references which do not support an attribute or capability of the proposed system or service,



may be rejected. If, in the opinion of IDEA, such information was intended to mislead IDEA in its evaluation of the Statement of Qualifications and the attribute, condition, or capability as a requirement of the RFQ, the Statement of Qualifications shall be rejected.

### Statement of Qualifications Signatures

The Statement of Qualifications must be signed by an individual with proper authority to obligate the Respondent. The signature should indicate the title or position that the individual holds in the partner (if applicable).

### Selection of Respondent (s)

IDEA may award this RFQ to multiple Respondents or to a single respondent in its sole discretion, provides the best value to IDEA, based upon the evaluation of Statement of Qualifications. Thus, the result will be determined by the applicable criteria as listed under Evaluation Criteria referenced in this RFQ. Once the Statement of Qualifications is received the qualifications will be evaluated by IDEA and then interviews will be conducted with selected respondents.

### Administrative Procedure for Bidder Complaints

Members of the public having complaints regarding the IDEA's purchasing procedures or operations may present their complaints or concerns to IDEA by writing to the following address:

**IDEA Public Schools Headquarters  
Attn: Director of  
Procurement 2115 West  
Pike Blvd Weslaco, TX  
78596  
956-377-8000**

## PART II – STATEMENT OF QUALIFICATIONS RESPONSE

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Statement of Qualifications may be submitted using [Public Purchase](#), or by sending a hard copy to:

IDEA Public Schools Headquarters in C/O IDEA Greater Cincinnati, Inc.  
Attn. Purchasing Department  
2115 West Pike Blvd  
Weslaco, TX 78596

**Statement of Qualifications must be in a sealed envelope marked with the RFQ Number and Title (#32-SPED-0524 Ohio Special Education Instructional & Related Services) and include:**

1. One (1) clearly identified hard copy ORIGINAL of the Statement of Qualifications response.
2. One (1) copies of the Statement of Qualifications on FLASH DRIVE, marked with the Respondent's name.

**Note: Submissions via fax or email will not be accepted.**

The respondent's Statement of Qualifications itself shall be organized as identified in ***Part One (1), Statement of Qualifications Submission Requirements.***

## PART III – REFERENCES

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The Proposer shall submit a minimum of three (3) verifiable references. It is desired that if the Proposer has performed this type of service(s) previously, those references be listed. It is recommended that the Proposer provide references that are similar or as closely related to this unique agreement, if possible. Each reference provided shall include:

- Reference's Name
- Contact Person
- Address, City, State, and Zip
- Contact Person Phone Number
- Brief Project Scope and Time Frame

***\*Enter references in Attachment E***

## PART IV – REQUIREMENTS

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### STATEMENT OF QUALIFICATIONS OPENING

Statement of Qualifications Opening is scheduled for **March 28, 2024, at 2:00 PM (CST)**. A formal "opening" will not be held. Trade secrets and confidential information contained in Statement of Qualifications shall not generally be open for public inspection, but IDEA's records are a matter of public record.

## WHO IS ELIGIBLE TO RESPOND

Respondents who can meet the requirements for quality and other terms of this RFQ package, and who are not debarred and/or suspended from conducting business with IDEA, federal and state-funded agencies are invited to respond. A prospective respondent, by submitting a Statement of Qualifications, represents to IDEA that it meets the following requirements:

- Possess or is able to obtain adequate financial resources as required to perform under this RFQ
- Is able to comply with the required scope of the RFQ
- Have a satisfactory record of integrity to ethics
- Be otherwise qualified and eligible to receive an award
- Be in service standing with the applicable national or state associations

## PART V – EVALUATION

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IDEA will evaluate each Respondent’s Statement of Qualifications(s) in the areas listed in this solicitation. The committee evaluating the Statement of Qualifications submitted in response to this RFQ may conduct interviews in order to allow Respondents to clarify or elaborate on their Statement of Qualifications. Upon completion of interviews or discussions, Respondents may be requested to revise any or all portions of their Statement of Qualifications.

<b>35 Points</b>	Vendor’s level of Expertise & Range of Service
<b>25 Points</b>	Vendor’s ability to comply with RFQ
<b>15 Point</b>	Vendor’s ability to provide in-person services
<b>15 Points</b>	Vendor’s ability to provide own tech, testing kits, and equipment
<b>10 Points</b>	Vendor’s reputation and quality of services
<b>100 Points</b>	<b>Total Possible Score</b>

## PART VI – REQUIRED ATTACHMENTS

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The attachments listed below are required and should be included with the Statement of Qualifications, along with any other forms included in this RFQ. All forms requiring signature must be signed as indicated.

1. **Attachment A** – Title Page
2. **Attachment B** – Respondent Certification
3. **Attachment C** – Certification Regarding Lobbying
4. **Attachment D** – Debarment or Suspension Certification
5. **Attachment E** – References
6. **Attachment F** – Proof of Insurance or Bonding
7. **Attachment G** – Geographic Coverage
8. **Attachment H** – Vendor Questionnaire

**Attachment A – Title Page**

A Statement of Qualifications Submitted in Response to:

IDEA Public Schools

Request for Statement of Qualifications

**#32-SPED-0524-Special Education Instructional & Related Services (Texas)**

Submitted By:

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(Full Legal Name of Respondent)

On:

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(Date of Submission)

**Attachment B – Respondent Certification**

I, the undersigned, submit this Statement of Qualifications and have read the specifications, which are a part of this RFQ. My signature also certifies that I am authorized to submit this Statement of Qualifications, sign as a representative for Vendor, and carry out services solicited in this RFQ.

Signature of Authorized Agent:

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Printed Name and Title of Agent:

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Respondent Name:

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Address:

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Telephone Number:

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Fax Number:

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Contact Person:

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Email Address (if applicable):

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Web Site Address (if applicable):

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**Attachment C – Certification Regarding Lobbying**

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certifications shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an office or employee of any agency, a Member of Congress, or an officer or employee of Congress, an employee of a Member of Congress, or any Board Member, officer, or employee of IDEA in connection with the awarding of Federal contract, the making of a Federal grant, the making of a Federal Loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

If any funds other than 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, an employee of a Member of Congress, or any Board Member, officer, or employee of IDEA in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form –LLL, “Disclosure Form to Report Lobbying”, in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the awarded documents for all covered sub-awards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

\_\_\_\_\_  
Respondent Name

\_\_\_\_\_  
Signature of Authorized Respondent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name and Title of Authorized Representative

**Attachment D – Debarment or Suspension Certificate**

IDEA is prohibited from contracting with or making sub-awards under covered transaction to parties that are suspended or debarred or whose owners/members/principals and certain employees are suspended or debarred. Respondent must certify that it and its owners/members/principals are not suspended or debarred under federal law and rule.

By submitting signing contract and this certificate, Respondent certifies that no suspension or debarment is in place, which would otherwise preclude Respondent or its Owner/Members/Principals or employees from receiving a federally funded contract under applicable federal regulations and federal OMB Circulars.

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Respondent Name

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Signature of Authorized Representative

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Date

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Printed Name and Title of Authorized Representative



**Attachment E – Reference Sheet**

Please list a minimum of three (3) references of agencies (governments, chartered nonpublic schools, community schools or school districts) that have used your products. We would prefer some of the references to be new customers in the last year.

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COMPANY NAME OR CONTACT PERSON

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STREET ADDRESS CITY STATE ZIP

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CONTACT PERSON TELEPHONE NUMBER

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PRODUCTS/SERVICES USED

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DESCRIBE AND DOCUMENT YOUR INVOLVEMENT WITH OTHER COMMUNITIES IN SIMILAR TYPE OF WORK

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COMPANY NAME OR CONTACT PERSON

---

STREET ADDRESS CITY STATE ZIP

---

CONTACT PERSON TELEPHONE NUMBER

---

PRODUCTS/SERVICES USED

---

DESCRIBE AND DOCUMENT YOUR INVOLVEMENT WITH OTHER COMMUNITIES IN SIMILAR TYPE OF WORK

---

---

COMPANY NAME OR CONTACT PERSON

---

STREET ADDRESS

CITY

STATE

ZIP

---

CONTACT PERSON

TELEPHONE NUMBER

---

PRODUCTS/SERVICES USED

---

DESCRIBE AND DOCUMENT YOUR INVOLVEMENT WITH OTHER COMMUNITIES IN SIMILAR TYPE OF WORK

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**Attachment F – Proof of Insurance or Bonding**

Please provide proof of insurance or bonding for each individual state included in this RFQ as applicable. IDEA requires the minimum insurance coverage & limits as stated below:

<b>MINIMUM INSURANCE COVERAGE &amp; LIMITS FOR VENDORS AND PROFESSIONAL SERVICE PROVIDERS</b>			
<b>Type of Contractor</b>	<b>Required Coverage</b>	<b>Required Coverage Limits</b>	<b>Other</b>
<b>Vendor General Insurance Requirements</b>	Commercial General Liability	Each Occurrence: \$1,000,000  General Aggregate: \$2,000,000  Personal and Advertising Injury: \$500,000	Additional Insured Endorsement
	Automobile Liability Including: <input type="checkbox"/> Owned Vehicles <input type="checkbox"/> Non-Owned Vehicles <input type="checkbox"/> Hired Vehicles <i>(Required for vehicles driven on school property)</i>	Combined Single Limit: \$1,000,000	
	Workers' Compensation* Employers' Liability	Limit: State- Statutory  Each Occurrence \$500,000	Waiver of Subrogation  Endorsement

**For the contractor categories below, the following coverages may apply in addition to the general insurance requirements listed above:**

<b>Professional Services (accountants, architects, attorneys, education consultants, etc.)</b>	Professional Liability	General Aggregate: \$2,000,000 Each Occurrence: \$1,000,000 Abuse of Molestation (If applicable) \$1,000,000	Additional Insured Endorsement
<b>Nurses, therapists, medical providers</b>	Professional Liability or Medical Malpractice (as applicable)	General Aggregate: \$3,000,000 Each Occurrence: \$1,000,000 Abuse of Molestation: (If applicable) \$1,000,000	Additional Insured Endorsement

## Attachment G – Geographic Coverage

Respondent shall provide geographic coverage for services referenced in this RFQ in their qualification submission.

<b>Greater Cincinnati</b>		
Special Education Instructional & Related Services	Can Services be Provided? Yes or No	Can Services be Provided for ALL Campuses in the Region? Yes or No <span style="color: red; font-weight: normal;">If No, which campuses can be serviced?</span>
Adaptive Physical Education		
Assistive Technology Evaluations (Autism)		
Auditory Impairment/Deaf Ed Teacher		
Board Certified Behavior Analyst (BCBA)		
Brailist		
Certified Dyslexia Teacher		
Certified Occupational Therapist Assistant		
Certified Intervention Specialists		
Educational Diagnostician		
Licensed Master Social Worker		
Nursing		
Occupational Therapist		
Orientation and Mobility		
Physical Therapy		
School Psychologist		
Sensory Evaluations (Autism)		
Speech Language Pathologist		
Speech Language Pathologist Assistant		
Visual Impairment Teacher		
<b>Ohio Campus List</b>		
<span style="color: red; font-weight: normal;">*Campuses are provided for information purposes only.</span>		
Campus	Address	
IDEA Price Hill	2700 Glenway Ave, Cincinnati, OH 45204	
IDEA Valley View	1011 Glendale Milford Rd, Cincinnati, OH 45215	

**Resume(s) and Certification(s) must be provided upon submission of qualifications.**

**Attachment H – Vendor Questionnaire**

*All questions must be answered with the submission of qualifications.*

1. Please describe the types of services your company can provide in each of our requested regions.

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2. Can your company provide its own testing kits, protocols, equipment, and laptop for services that you can provide?

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3. Can your company provide 9-week quotes/estimates of services typically around the following dates: August 7- October 6, October 9 – December 15, January 4 – March 8, March 18 – May 31, and June 1 – June 30.

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4. Can your company provide monthly invoices by the second business day of the following month for services provided? **Yes or No.** If Invoices cannot be submitted by the second business day of the following month explain why.

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5. Does your company have staffed providers in all disciplines and all locations that have been outlined in your qualifications submission or will your company staff providers after awarded a contract, if awarded, or after the request is made of needed disciplines?

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6. Please provide your rate sheet for all services you can provide in each of the regions specified within the RFQ (**the rate sheet shall be submitted with a statement for qualifications**).

**END OF IDEA RFQ**