

OHIO

Request for Qualifications (RFQ)

RFQ #30-SPEDOH-0626 Ohio

**Special Education Instructional
and Related Services**



Greater Cincinnati

IDEA

Public Schools

IDEA Greater Cincinnati, Inc.

Procurement Department

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solicitations@ideapublicschools.org

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PART I – GENERAL INFORMATION AND INSTRUCTIONS

Procurement Analyst: [Humberto Hinojosa](#)

Contact email: solicitations@ideapublicschools.org

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

IDEA GC 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 with a copy of the RFQ. It is the responsibility of each respondent, prior to submitting the Statement of Qualifications, to contact IDEA GC to determine if addenda were issued and, if so, to obtain such addenda for attachment to the Statement of Qualifications. Addenda are posted to IDEA GC’s website: <https://ideapublicschools.org/regions/greater-cincinnati/>.

Request For Qualifications Timeline

All dates and times are tentative and subject to change.

First Advertisement & RFP Issue Date:	Wednesday, February 18, 2026
Second Advertisement Date:	Wednesday, February 25, 2026
Pre-Qualification Meeting:	Thursday, February 26, 2026 @ 10:00 AM CST
Respondent Question Cut-Off Date:	Friday, March 06, 2026, no later than 5:00 PM CST
Questions Response from IDEA GC:	Friday, March 13, 2026
Qualifications Due by Date & Time:	Monday, March 30, 2026, no later than 2:00 PM CST
Anticipated Evaluation Period:	April 01, 2026 – April 10, 2026
Anticipated Board Meeting & Approval:	June 2026
Initial Proposed Contract Term:	July 1, 2026 - June 30, 2027
Renewal option #1:	July 1, 2027 - June 30, 2028
Renewal option #2:	July 1, 2028 – June 30, 2029
Renewal option #3:	July 1, 2029 – June 30, 2030
Renewal option #4:	July 1, 2030 - June 30, 2031

**Pre-
Qualification
Meeting**

A virtual pre-qualification meeting will be held at 10:00 AM CST via TEAMS video conference on Thursday, February 26, 2026. Questions regarding this RFQ must be submitted in writing to solicitations@ideapublicschools.org no later than 5:00 PM CST on Friday, March 06, 2026. Respondents are responsible for reviewing questions and answers prior to submitting a statement of qualifications. Oral communications regarding this RFQ shall not be binding and shall in no way excuse a Respondent of the obligations set forth in this solicitation. While the pre-qualification meeting is non-mandatory, it is highly encouraged that all potential respondents participate and attend.

[Join the meeting now](#)

Meeting ID: 224 514 031 190 0

Passcode: Yg9oZ2zc

PART II – BACKGROUND & SCOPE OF SERVICES

Introduction: IDEA Greater Cincinnati, Inc. (“IDEA GC”) is an 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 GC is an open-enrollment charter school, governmental entity, and public school. IDEA GC prepares Ohio students from underserved communities for success in college and citizenship. IDEA GC serves approximately 1,530 students at two campuses located in the Cincinnati area. Although IDEA GC’s growth is rapid, it is also carefully planned.

IDEA GC’s mission is College for All. IDEA GC serves primarily low-income students in underserved areas of both rural and urban communities. Over 80% of IDEA GC 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 Kindergarten, IDEA GC 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 GC’s program, curriculum, and mission has been replicated to serve students in other states, this Request for Qualifications and any subsequent contract is only for goods and services provided to IDEA GC’s Ohio based charter schools and campuses.

Scope of Services

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

- a) Vendor must 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 GC's local board policy with respect to special education and/or related aids and services.
- b) Vendor must ensure adherence to appropriate safety procedures and report potential health or safety hazards to the designated campus administrator.
- c) Vendor must provide in-person services and provide their own testing kits, protocols, equipment and laptops.
- d) Vendor's assigned staff members shall be responsible for the following, as applicable:
 - 1. Provide in-person 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. Attend IEP meetings;
 - 5. Maintain and submit individual student reports to IDEA GC Regional SPED Teams (LSSPs/SLPs/Leads);
 - 6. Complete or assist with individual educational plans (IEP);
 - 7. Complete progress reports for services;
 - 8. Consult with school staff;
 - 9. Complete evaluations, IEPs, and Progress Reports on the SameGoal/Go Solutions system;
 - 10. Assist IDEA GC staff with their student's IEP progress reports;
 - 11. Assist school staff with equipment orders if applicable;
 - 12. Create collaborative relationships on school campuses;
 - 13. Track Medicaid services for each assigned student, if applicable.
 - 14. Attend On-Boarding (required)
- e) To guarantee uninterrupted service delivery and minimize any potential delays or disruptions **respondent(s) must ensure they have qualified and available staff in place for in-person services 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), and the Regional Director. Respondents are proposing to serve in **Ohio including Cincinnati**.

Requested Services

IDEA GC is requesting the following Special Education Instructional & Related Services in **Ohio including Cincinnati for in-person services** for the 2026-2027 school year:

- Adaptive Physical Education (APE) Teacher
- Assistive Technology Evaluations (Autism)
- Auditory Impairment/Deaf Ed Teacher
- Board Certified Behavior Analyst (BCBA)
- Brailist
- Certified Occupational Therapist Assistant (COTA)
- Educational Diagnostician
- Licensed Master Social Worker (LMSW)
- Licensed Professional Counselor (LPC)
- Nursing
- Occupational Therapist
- Orientation and Mobility Teacher
- Physical Therapist
- Registered Behavior Technicians
- School Psychologist
- Sensory Evaluations (Autism)
- Speech Language Pathologist
- Speech Language Pathologist Assistant (SLPA)
- Special Education Teacher
- Special Education Co-Teacher (Paraprofessional)
- Visual Impairment Teacher

Certification and License Requirements

Respondents must hold all required licenses, certifications, and credentials necessary to provide special education and related services in a K–12 educational setting, in compliance with all applicable federal, state, and local laws and regulations, including but not limited to IDEA GC and state education requirements.

Respondents must submit copies of all applicable certifications, licenses, and credentials for any personnel who will provide services under this RFQ.

Failure to possess and provide the required certifications and/or failure to submit the required documentation with the RFQ response shall result in automatic disqualification. Responses deemed non-responsive will not be considered for evaluation or award.

IDEA GC reserves the right to verify all certifications and credentials submitted and to disqualify any vendor found to have provided inaccurate, expired, or misleading information. All required certifications and credentials must remain current for the duration of any resulting contract.

Qualifications to Perform Requested Services

The qualifications to perform one or all the required special education instructional & related services mentioned above are outlined below. Respondents must also complete the *Geographic Coverage in Attachment G* of this RFO. **IDEA GC requires that all services are to be provided In-Person.**

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 staff in modifying and adapting general physical education to ensure access for students with physical and cognitive needs. **The Adaptive Physical Education (APE) Teacher is required to be in-person.**
- 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.
- c. **Major Responsibilities and Duties:**
 - Provide direct or indirect individual education plans (IEP) APE services.
 - Maintain logs for direct and indirect services.
 - Assist special education teacher in IEP development or develop IEPs as requested.
 - Assist special education teacher in progress report completion or complete progress reports for direct services as requested.
 - Complete evaluations, IEPs, and progress reports in SameGoal/Go Solutions.

Assistive Technology Evaluations (Autism)

- a. **Primary Purpose:** Complete Evaluations using evidence-based tools or assessments to determine Assistive Technology solutions. **Assistive Technology Evaluations (Autism) are required to be in-person.**
- 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 (AI). **The Auditory Impairment/Deaf Ed Teacher is required to be in-person.**

- b. Minimum Education/Certification Qualifications:** An assignment for a 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.
- c. Major Responsibilities and Duties:**
- Direct and indirect AI services.
 - Consult with parents and school staff.
 - Train school staff, consult, and support in ordering and maintaining equipment to help students 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 individual education plan (IEP) development, complete, and assist in progress reports, and 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. **The Board Certified Behavior Analyst (BCBA) is required to be in-person.**
- b. Minimum Education/Certification Qualifications:** Certification as a BCBA.
- c. Major Responsibilities and Duties:**
- Complete Functional Behavior Assessment and Behavior Intervention Plans in the SameGoal/Go Solutions system.
 - Consult with school staff, consult with parents, and provide training as needed.

Brailist

- a. Primary Purpose:** Provide in-person services for the transcribing of educational materials into alternative formats for students who are blind or visually impaired. In addition, the Brailist will provide support to the district's program for students with visual impairments. **The Brailist is required to be in-person.**
- b. Minimum Education/Certification Qualifications:** Knowledge of various braille codes including Unified English Braille (UEB), Foreign Languages, UEB Math, Nemeth Code, Tactile Graphics. Experience working with children who are blind or visually impaired is strongly preferred.
- c. Major Responsibilities and Duties:**
- Transcribe print materials, including textbooks and other books not readily available into literary braille.
 - Use computer software and technology required for transcription to braille.
 - Produce adaptive instructional materials for students with visual impairments in accordance with the specifications from the visually impaired teacher.
 - Emboss, re-edit, and bind materials using various methods.

- Create tactile graphics of maps, charts, pictures, routes, and other tactile displays using various tools, materials, and resources.
- Manage and maintain all braille, large-print, and instructional material.
- Implement 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 Occupational Therapist Assistant (COTA)

- a. 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 for students with occupational needs. **The Certified Occupational Therapist Assistant (COTA) is required to be in-person.**
- b. 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 American Occupational Therapy Association (AOTA) accredited program, 1+ year experience as an Occupational Therapist Assistant, certification from the National Board for Certification in Occupational Therapy, and a valid COTA license from the State of Ohio.
- c. Major Responsibilities and Duties:**
- Review individual education plans (IEPs) and ensure implementation of extensive knowledge in appropriate implementation of assessment tools, interpret, and identify students with the presence of fine motor deficits, dysregulation, sensory issues, and/or behavioral deficits and determine eligibility for services according to IDEA GC Public Schools policies and procedures, DOE, 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 the Occupational Therapist (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 SameGoal/Go Solutions .

Educational Diagnostician

- a. Primary Purpose:** Educational Diagnostician should demonstrate 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 to problem-solve interventions with students who may be struggling both academically and behaviorally. **The Educational Diagnostician is required to be in-person.**
- b. Minimum Education/Certification Qualifications:** Educational Diagnostician services 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 an Ohio Educational Diagnostician Certificate, and preferably at least 3 years experience as a campus Diagnostician.

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.
- Conduct multidisciplinary evaluations Full and Individual Evaluations for all Non-Speech only students, Non-Autism, and Non-Emotional Disturbance students who are referred for 1 (one) or more eligibility categories (out of 13 (thirteen) eligibility categories).
- Adhere to the most up-to-date evaluation tools and standards as stipulated in the American Psychological Association Testing Standards.
- Conduct evaluations as needed for student College Board accommodations.

Licensed Master Social Worker (LMSW)

a. Primary Purpose: Social Workers will 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 the scholars independently, and master coping skills to address and overcome mental, behavioral, and academic challenges. Social workers will also support students and families with the removal of barriers to persistence, attendance, and academic success through connections to community resources. **The Licensed Master Social Worker (LMSW) is required to be in-person.**

b. Minimum Education/Certification Qualifications: Licensed Master Social Worker services 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 an accredited college or university, Ohio Social Work license, and preferably 1+ year(s) of teaching experience.

c. Major Responsibilities and Duties:

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

Licensed Professional Counselor (LPC)

a. Primary Purpose: Provide school-based mental health counseling services to students to support social-emotional functioning, behavioral health, and academic success. Collaborate with campus and district teams to implement counseling support aligned to student needs, IEPs when applicable, and district expectations. Experience working with school-aged children is preferred. Knowledge of child development, mental health interventions, and school-based service delivery is required. Licensed Professional Counselors will maintain compliance with ethical, legal, and district requirements. **The Licensed Professional Counselor (LPC) is required to be in-person.**

b. Minimum Education/Certification Qualifications: Master's degree in counseling, psychology, or a related field. A valid Ohio Licensed Professional Counselor (LPC) credential.

c. Major Responsibilities and Duties:

Counseling Services

- Deliver individual and group counseling services based on student needs.
- Implement evidence-based interventions to support social-emotional and behavioral goals.
- Support students during crisis situations and provide short-term counseling as needed.

Collaboration & Consultation

- Collaborate with campus administrators, teachers, and special education staff to support student success.
- Participate in ARD/IEP meetings when counseling services are discussed.
- Communicate with families regarding counseling support and student progress, as appropriate.

Documentation & Compliance

- Maintain accurate service logs, progress notes, and required documentation.
- Ensure services align with IEPs, campus intervention plans, and district guidelines.
- Adhere to licensure standards, confidentiality requirements, and district policies.

Professional Responsibilities

- Participate in required professional development and licensure renewal activities.
- Support campus and district mental health initiatives as assigned.

Nursing

a. Primary Purpose: Provide 1:1 skilled nursing in-person service as per student individual education plans (IEPs). **Nursing is required to be in-person.**

b. Minimum Education/Certification Qualifications: Bachelor's Degree from a college or university and licensure as a registered nurse.

c. Major Responsibilities:

- Provide direct one-to-one skilled nursing services as well as complete documentation in the SameGoal/Go Solutions system.
- Attend ARD meetings for the student.

Occupational Therapist

a. Primary Purpose: To provide direct and indirect Occupational Therapy services and evaluations for students. **The Occupational Therapist is required to be in-person.**

b. Minimum Education/Certification Qualifications: A bachelor's degree in occupational therapy from an university certified by the ACOTE (Accreditation Council for Occupational Therapy Education) or AOTA (American Occupational Therapy Association). Certified by the National Board for Certification.

c. Major Responsibilities and Duties:

- Provide direct and indirect (consult) occupational therapy services to students in the region that have individual education plan (IEP) occupational therapy (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 require orientation and mobility services per their individual education plan (IEP). **The Orientation and Mobility Teacher is required to be in-person.**
- 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).
- c. **Major Responsibilities and Duties:**
 - Provide direct and indirect (consult) orientation and mobility support to students with visual impairment.
 - 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 individual education plan (IEP). **The Physical Therapist is required to be in-person.**
- 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.
- c. **Major Responsibilities and Duties:**
 - Provide direct and indirect (consult) physical therapy support to students per their IEP.
 - Provide orientation and mobility evaluation and re-evaluation support as needed for students in the region.

Registered Behavior Technicians

- a. **Primary Purpose:** The Registered Behavior Technician® (RBT®) certification is a paraprofessional certification in behavior analysis. RBTs assist in delivering behavior-analytic services and practice under the direction and close supervision of a BCBA. **The Registered Behavior Technician is required to be in-person.**
- b. **Minimum Education/Certification Qualifications:** Active Registered Behavior Technician® (RBT®) certification with the Behavior Analytic Certification Board (BACB). High School Diploma.
- c. **Major Responsibilities and Duties:**
 - Prepare and implement behavior data collection procedures (i.e. discontinuous and continuous procedures).
 - Conduct preference assessments and assist in functional assessment procedures.
 - Use contingencies for reinforcement including differential reinforcement procedures.
 - Implement skills acquisition applied behavior analysis (ABA) strategies (i.e. naturalistic teaching, discrete trial training, shaping procedures, etc.).
 - Implement behavior reduction ABA strategies (i.e. functions of behavior, differential reinforcement, extinction procedures, crisis procedures, etc.).
 - Actively seek clinical direction from supervisor (supervising BCBA) in a timely manner.
 - Generate objective session notes for service verification .

School Psychologist

- a. **Primary Purpose:** To provide evaluation support on an as needed basis. **The School Psychologist is required to be in-person.**
- b. **Minimum Education/Certification Qualifications:** Master of Arts in Psychology Licensed as a Licensed Specialist in School Psychology.
- c. **Major Responsibilities and Duties:**
 - Provide evaluation support through student testing.
 - Provide a Full Individual Evaluation (FIE) in IDEA GC's SameGoal/Go Solutions FIE program.

Sensory Evaluations (Autism)

- a. **Primary Purpose:** Complete Evaluations using evidence-based tools or assessments to determine individualized students' sensory needs/solutions. **Sensory Evaluations (Autism) are required to be in-person.**
- b. **Minimum Education/Certification Qualifications:** Licensed Occupational Therapist.
- c. **Major Responsibilities and Duties:**
 - Complete Individualized Sensory Evaluations (i.e. Evaluation in Ayres Sensory Integration (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

- a. **Primary Purpose:** To provide short-term speech therapy services to students per their individual education plan (IEP) and/or to provide speech therapy evaluation support. **The Speech Language Pathologist is required to be in-person.**
- 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).
- c. **Major Responsibilities and Duties:**
 - Provide direct and indirect (consult) speech therapy support to students per their IEP.
 - 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 will work with key members such as regional instructional leaders and teachers to maximize student outcomes. Speech Language Pathologist Assistant (SLPA) 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 each students' academic success. **The Speech Language Pathologist Assistant (SLPA) is required to be in-person.**

- 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 (class C), 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 (one) year of pediatric and/or school-based experience, and oral and written fluency in second language, preferably Spanish.
- c. Major Responsibilities and Duties:**
- Review IEPs designed by Supervising Speech Language Pathologist and ARD 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.

Special Education Teacher

- 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 (two) or more years. The main goal is to close that gap by 2 (two) years in just 1 (one) school year. The Special Education teacher provides the crucial bridge between home and school for our highest-need students and their families. **The Special Education Teacher is required to be in-person.**
- b. Minimum Education/Certification Qualifications:** A 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 an accredited college or university, experience in a Special Education classroom setting, and a valid Ohio state certification in Special Education.

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 student 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 student progress with parents, teachers, counselors, and administrators.
- Implement state learning standards and IDEA GC 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 student 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.

Special Education Co-Teacher (Paraprofessional)

a. Primary Purpose: A Co-Teacher in a life skills or self-contained special education classroom plays a critical role in supporting the Special Education teacher and students. They assist with the implementation of individualized education plans, delivering targeted one-on-one or small-group instruction tailored to each student's unique needs. Their responsibilities include helping to manage classroom behavior, adapting educational materials, and ensuring that students develop essential academic, social, and daily living skills. **The Special Education Co-Teacher (Paraprofessional) is required to be in-person.**

b. Minimum Education/Certification Qualifications: Associate Degree.

c. Major Responsibilities and Duties:

- Work with students with cognitive and behavioral needs on a one-to-one or in a small group.
- Communicate student progress with the Special Education teacher.
- Work collaboratively with the Special Education teacher and other service providers to implement student individual education plans and support.
- Support students with feeding, diapering, and other life skills needs.

Visual Impairment Teacher

a. Primary Purpose: Provide direct and indirect support for students with visual impairment services per their individual education plan (IEP). **The Visual Impairment Teacher is required to be in-person.**

b. Minimum Education/Certification Qualifications: A Bachelor's Degree from a college or university. Ohio certification for teachers of students with visual impairments.

c. Major Responsibilities and Duties:

- Provide direct and indirect (consult) visual impairment support to students.
- Provide visual impairment evaluation and re-evaluation support as needed for students in the region.

PART III – STATEMENT OF QUALIFICATION REQUIREMENTS

The 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 respondent's ability to ensure IDEA Greater Cincinnati, Inc. compliance with policies, procedures, DOE, and licensing boards 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:

- I. Cover Letter
 - II. Table of Contents
 - III. Respondent(s) Individual Profile, Certifications, and Licenses
 - IV. Approach to Services and Methodology
 - V. Required Forms (Attachments A – I)
 - VI. Rate Sheet for services provided
- a) To be eligible for consideration the Statement of Qualifications should be received by using the [Public Purchase](#) website, or mailed to the **IDEA GC Public School Headquarters in C/O IDEA Greater Cincinnati, Inc., Attn: Procurement Department, 2115 W Pike Blvd, Weslaco, TX 78596** no later than **2:00 PM CST on March 30, 2026**, along with the requisite signature pages and completed certification forms. All Statement of Qualifications must be received by the deadline. Statement of Qualifications submitted after the closing 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 the due date or until agreement is in place.
 - c) All supplemental information required by the RFQ must be included in 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 paid 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 paid 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 via email at solicitations@ideapublicschools.org.

If no changes are indicated, IDEA GC shall expect to receive the service(s) exactly as specified.

- g) IDEA GC reserves the right to select any offer it determines provides the best value, regardless of price.
- h) IDEA GC may accept multiple offers for the same services. There may not be exclusivity with any selected Respondent.

RFQ Clarification

Questions regarding the requirements specified in this RFQ must be submitted via email to the IDEA GC Public Schools Solicitations Division at solicitations@ideapublicschools.org **no later than March 06, 2026, at 5:00 PM CST**. The email subject line should read: **Questions- RFQ 30-SPEDOH-0626 Ohio Special Education Instructional and Related Services**. Questions submitted by Respondents by the submission deadline and answers prepared by IDEA GC, along with any errata or addenda to this RFQ, if applicable, will be posted on the IDEA GC website at: <https://ideapublicschools.org/regions/greater-cincinnati/>, or on the [Public Purchase](#) website. IDEA GC will not answer questions verbally, and any informal oral answers provided by IDEA GC or its agents shall not be binding. No modification or amendment to this RFQ shall be valid unless it is set forth in writing, via a signed addendum or amendment from IDEA GC.

Proposer Responsibility

IDEA GC 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, Respondents are presumed to comply 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 GC as excessive or affecting vital terms may reduce or eliminate the 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 the 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 GC, such information was intended to mislead IDEA GC 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 GC may award this RFQ to multiple Respondents or to a single respondent in its sole discretion, provides the best value to IDEA GC, 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 GC and then interviews will be conducted (if required) with selected respondents.

Administrative Procedure for Bidder Complaints

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

**IDEA Public Schools Headquarters in C/O IDEA Greater Cincinnati, Inc.
Attn: Director of Procurement
2115 West Pike Blvd Weslaco, TX 78596
956-377-8000**

PART IV – SUBMISSION INSTRUCTIONS

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

IDEA Public Schools Headquarters in C/O IDEA Greater Cincinnati, Inc.
Attn: Procurement Department
2115 West Pike Blvd Weslaco, TX 78596
956-377-8000

Statement of Qualifications must be in a sealed envelope marked with the RFQ Number and Title (#30-SPEDOH-0626 Ohio Special Education Instructional and Related Services) and include:

1. One (1) clearly identified hard copy ORIGINAL of the Statement of Qualifications response.
2. One (1) copy 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 respondents' Statement of Qualifications itself shall be organized as identified in *Part III (three), Statement of Qualifications Submission Requirements*.

PART V – REQUIREMENTS

STATEMENT OF QUALIFICATIONS OPENING

Statement of Qualifications Opening is scheduled for **March 30, 2026, 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 GC’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 GC, federal and state-funded agencies are invited to respond. A prospective respondent, by submitting a Statement of Qualifications, represents to IDEA GC 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 in ethics.
- Be otherwise qualified and eligible to receive an award.
- Be in service standing with the applicable national or state associations.

PART VI – EVALUATION CRITERIA

IDEA GC 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. Respondents will be scored on the evaluation criteria below.

35 Points	Respondent’s Level of Expertise The Respondent demonstrates the requisite qualifications and expertise as specified in <i>Part II - Background and Scope of Services</i> to perform the services requested.
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25 Points	<p>Respondent’s ability to comply with the RFQ The Respondent has completed and signed all required documentation in Attachments A–I and demonstrates the ability to comply with all <i>Part III – Statements of Qualifications Requirements</i>, including:</p> <ul style="list-style-type: none"> I. Cover Letter II. Table of Contents III. Respondent(s) Individual Profile, Certifications, and Licenses IV. Approach to Services and Methodology V. Required Forms (Attachments A – I) VI. Rate Sheet for services provided
15 Points	<p>Respondent’s ability to provide in-person services The Respondent demonstrates the ability to provide in-person services, as documented in <i>Attachment G – Geographic Coverage</i>.</p>
15 Points	<p>Respondent’s ability to provide own tech, testing kits, and equipment The Respondent demonstrates the ability to supply its own technology, testing kits, and equipment, as documented in <i>Attachment H – Respondent Questionnaire</i>.</p>
10 Points	<p>Respondent’s Experience The Respondent has demonstrated experience providing similar services to K–12 public schools within the past five (5) years, as documented in <i>Attachment I – Reference Sheet</i>.</p>
100 Points	Total Possible Score

PART VII – ATTACHMENTS

The attachments listed below are required and must 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** – Reference Sheet
6. **Attachment F** – Proof of Insurance or Bonding Requirements
7. **Attachment G** – Geographic Coverage
8. **Attachment H** – Vendor Questionnaire
9. **Attachment I** – RFQ Completion Checklist

Attachment A – Title Page



**A Statement of Qualifications
Submitted in Response to**

**IDEA GC's Request for
Qualifications**

RFQ #30-SPEDOH-0626 Ohio

**Special Education Instructional
and Related Services**

Submitted By:

(Full Legal Name of Vendor)

Vendor dba (if applicable): _____

Employer Identification Number: _____

Street Address: _____

City, State, and Zip Code: _____

Additional Requirements:

The proposal must include the name of each person with at least 25% ownership of the business.

Name: _____ Name: _____

Name: _____ Name: _____

On:

(Date of Proposal 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:

Printed Name and Title of Agent:

Respondent Name:

Address:

Telephone Number:

Fax Number:

Contact Person:

Email Address (if applicable):

Web Site Address (if applicable):

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 IPS Enterprises, Inc. 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 IPS Enterprises, Inc. 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 Greater Cincinnati, Inc. 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.

Respondent Name

Signature of Authorized Representative

Date

Printed Name and Title of Authorized Representative

Attachment E – Reference Sheet

Please list a **minimum of three (3) verifiable references** of clients/organizations (governments, charter schools, or ISDs) that have used your services. Please **DO NOT use IDEA Public Schools or its affiliates, including IDEA GC, as a reference.** Preferably, the Respondent shall list references for any projects completed in the past **five (5) years** that are similar to the scope of work in this Solicitation. Attach additional pages hereto if additional space is required. IDEA GC would prefer if one reference is a new customer in the last year, and Ohio-based clients are preferred:

1. _____

Customer/Client School or Organization/Entity Name	Dates of Contract		
Street Address	City	State	Zip
Contact Person	Phone Number	Email Address	
Project Scope			

2. _____

Customer/Client School or Organization/Entity Name	Dates of Contract		
Street Address	City	State	Zip
Contact Person	Phone Number	Email Address	
Project Scope			

3. _____

Customer/Client School or Organization/Entity Name	Dates of Contract		
Street Address	City	State	Zip
Contact Person	Phone Number	Email Address	
Project Scope			

Attachment F – Proof of Insurance or Bonding Requirements

Please provide proof of insurance or bonding included in this RFQ as applicable. IDEA GC requires the minimum insurance coverage and limits as stated below:

MINIMUM INSURANCE COVERAGE & LIMITS FOR VENDORS AND PROFESSIONAL SERVICE PROVIDERS			
Type of Contractor	Required Coverage	Required Coverage Limits	Other
Vendor General Insurance Requirements	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:

Professional Services (accountants, architects, attorneys, education consultants, etc.)	Professional Liability	General Aggregate: \$2,000,000 Each Occurrence: \$1,000,000 Abuse of Molestation (If applicable) \$1,000,000	Additional Insured Endorsement
Nurses, therapists, medical providers	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

The Respondent must provide geographic coverage for the services referenced in this RFQ as part of its SOQ submission. Respondents shall NOT complete the sample shown below; instead, the Excel file titled *Attachment G – Geographic Coverage* must be downloaded and completed. The completion of columns B, C, and D of the Excel sheet are required. *Attachment G – Geographic Coverage* may be downloaded at: <https://ideapublicschools.org/regions/greater-cincinnati/> (under Open Solicitations).

Cincinnati, Ohio				Ohio Campus List	
Special Education Instructional and Related Services	Can Services be Provided? Yes or No	Can this service be provided In-Person, Virtual, or Both?	Can Services be Provided for ALL Campuses in the Region? Yes or No <i>If No, which campuses can be serviced?</i>	*Campuses are provided for information purposes only.	
				Campus	Address
Adaptive Physical Education				IDEA Price Hill	2700 Glenway Ave, Cincinnati, OH 45204
Assistive Technology Evaluations (Autism)				IDEA Valley View	1011 Glendale Milford Rd, Cincinnati, OH 45215
Auditory Impairment/Deaf Ed Teacher					
Board Certified Behavior Analyst (BCBA)					
Brailleist					
Certified Occupational Therapist Assistant (COTA)					
Educational Diagnostician					
Licensed Master Social Worker (LMSW)					
Licensed Professional Counselor (LPC)					
Nursing					
Occupational Therapist					
Orientation and Mobility Teacher					
Physical Therapist					
Registered Behavior Technicians					
School Psychologist					
Sensory Evaluations (Autism)					
Speech Language Pathologist					
Speech Language Pathologist Assistant (SLPA)					
Special Education Teacher					
Special Education Co-Teacher (Paraprofessional)					
Visual Impairment Teacher					



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.

2. Can your company provide its own testing kits, protocols, equipment, and laptop for services that you can provide? IDEA GC will not be providing these if your company cannot provide these.

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?

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.

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?

Attachment I – RFQ Completion Checklist

The documents below are **required** for statement of qualifications submission to be considered complete. Failure to submit the required documents may result in a statement of qualifications being deemed nonresponsive.

- Cover Letter
- Table of Contents
- Respondent(s) Individual Profile, Certifications, and Licenses
- Approach to Services and Methodology
- Attachment A – Title Page
- Attachment B – Respondent Certification
- Attachment C – Certification Regarding Lobbying
- Attachment D – Debarment or Suspension Certification
- Attachment E – Reference Sheet (minimum of 3 verifiable references)
- Attachment F – Proof of Insurance or Bonding Requirements
- Attachment G – Geographic Coverage
- Attachment H – Vendor Questionnaire
- Attachment I – RFQ Completion Checklist
- Rate Sheet for services provided
- By selecting this checkbox, the vendor acknowledges and agrees to the terms and conditions outlined in this solicitation document.**

Signature of Authorized Representative

Date

Printed Name and Title of Authorized Representative

**END OF IDEA GREATER
CINCINNATI, INC. RFQ**