



## Request for Qualifications (RFQ)

### #6-SPED-0723 Special Education Instructional & Related Services-Texas

**Closing Date:** s 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 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 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 **Delilah Veliz, Procurement Analyst** at [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 - #6-SPED-0723 – Special Education Instructional & Related Services.**

**Contact:**  
Delilah Veliz  
Procurement Analyst  
[solicitations@ideapublicschools.org](mailto:solicitations@ideapublicschools.org)

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## PART I –

b) Vendor shall ensure adherence to appropriate safety procedures and report

Speech Language Pathologist  
Speech Language Pathologist Assistant  
Visual Impairment Teacher  
Educational Diagnostician  
Licensed Master Social Worker  
Special Education Teacher

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 that will be servicing scholars must be submitted with each qualification. Respondents must also complete the *Geographic Coverage Questionnaire* in Attachment G of this RFQ.

### 1. Adaptive Physical Education (APE) Teacher

- a. Primary Purpose: Provide direct APE services, complete evaluations, 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.

### 2. Auditory Impairment 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.

**3. 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.

**4. Licensed Specialist in School Psychology (short-term contract as needed)**

- a. Primary Purpose: To provide evaluation support e2 (e) (s)2ol(e)-1 4(e)-2 (:):io0A4 ( 7Tw 0.4.)Tj/TT3 ts

- 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.

## 6. 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.

## 7. 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.

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

re-evaluation support as needed for students in the region.



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.

## 12. 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 towards 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 Texas license as a Speech Language Pathologist- Assistant granted by the Texas 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 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.
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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 independently master 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.

## 15. 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 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



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.

- e. **Statement of Qualifications Guarantee:** Statement of Qualifications shall be honored for 120 days after due date.
- f. 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.
- g. 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

## **Required Forms (Certifications and Representations)**

Respondent shall execute the stated required forms included with this Request for Qualifications.

## **RFO Clarification**

Questions regarding the requirements specified in this RFO must be submitted via email to the **IDEA Public Schools Solicitations Division** at [solicitations@ideapublicschools.org](mailto:solicitations@ideapublicschools.org) no later than **June 14, 2023, at 3:00 PM CST**. The email subject line should read: **Questions- RFO 6-SPED-0723 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 RFO, if applicable, will be posted on the IDEA website at: <https://ideapublicschools.org/our-story/finance-budget/pcs/bids-rfps/>, on [Public Purchase](#), and on the [Tyler Munis Self Service](#) (Texas Only) website. 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 RFO. Respondent's failure or omission to examine any relevant form, article, site, or document will not relieve Respondent from any obligation regarding this RFO. By submitting a Statement of Qualifications, Respondent is presumed to concur with all terms, conditions, and specifications of this RFO. Any exception must be clearly defined and referenced to the proper paragraph in this RFO. Objections considered by IDEA as excessumed tTw (e)-2 (re)-0bally an(DE)-2

## Statement of Qualifications Signatures

The Statement of Qualifications must be signed by an individual with proper authority to obligate the

## PART II – STATEMENT OF QUALIFICATIONS RESPONSE

Statement of Qualifications may be submitted using the



## PART IV – REQUIREMENTS

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### A. STATEMENT OF QUALIFICATIONS OPENING

Statement of Qualifications Opening is scheduled for **May 30, 2023, at 9:00 AM (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.

### B. 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 computers, testing kits, and equipment
<b>10 Points</b>	Vendor’s reputation and quality of services



**Attachment A – Title Page**

A Statement of Qualifications Submitted in Response to:

IDEA Public Schools

Request for Statement of Qualifications

**#6-SPED-0723-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.

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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:

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**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**

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COMPANY NAME OR CONTACT PERSON

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STREET ADDRESS

CITY

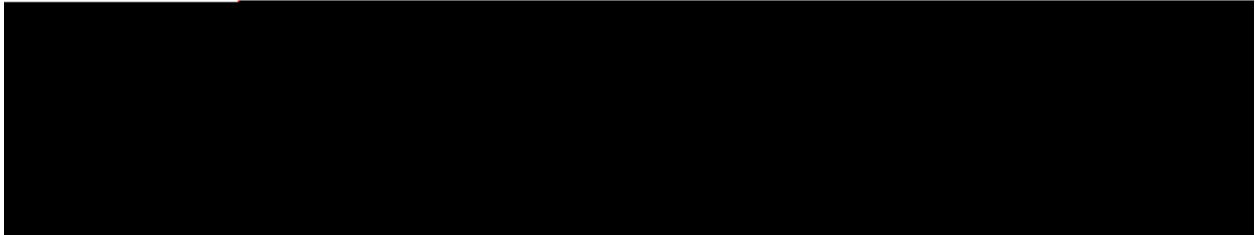
STATE

ZIP

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CONTACT PERSON

TELEPHONE NUMBER





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

Please provide proof of insurance or bonding for each individual state included in this RFO as applicable.

### Attachment G – Geographic Coverage

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

			Can Services be Provided? Yes or No
TEXAS			
	RGV	Adaptive Physical Education	
		Auditory Impairment/Deaf Ed Teacher	
		Board Certified Behavior Analyst (BCBA)	

		Speech Language Pathologist Assistant	
		Visual Impairment Teacher	
		Educational Diagnostician	
		Licensed Master Social Worker	
		Special Education Teacher	
	<b>El Paso</b>	Adaptive Physical Education	
		Auditory Impairment/Deaf Ed Teacher	
		Board Certified Behavior Analyst (BCBA)	
		Licensed Specialist in School Psychology	
		Nursing	
		Occupational Therapist	
		Certified Occupational Therapist Assistant	
		Orientation and Mobility	
		Physical Therapy	
		Speech Language Pathologist	
		Speech Language Pathologist Assistant	
		Visual Impairment Teacher	
		Educational Diagnostician	
		Licensed Master Social Worker	
		Special Education Teacher	
	<b>Houston</b>	Adaptive Physical Education	
		Auditory Impairment/Deaf Ed Teacher	
		Board Certified Behavior Analyst (BCBA)	
		Licensed Specialist in School Psychology	
		Nursing	
		Occupational Therapist	
		Certified Occupational Therapist Assistant	
		Orientation and Mobility	
		Physical Therapy	

		Special Education Teacher	
	<b>Permian Basin</b>	Adaptive Physical Education	
	<b>Odessa</b>	Auditory Impairment/Deaf Ed Teacher	
		Board Certified Behavior Analyst (BCBA)	
		Licensed Specialist in School Psychology	
		Nursing	
		Occupational Therapist	
		Certified Occupational Therapist Assistant	
		Orientation and Mobility	
		Physical Therapy	
		Speech Language Pathologist	
		Speech Language Pathologist Assistant	
		Visual Impairment Teacher	
		Educational Diagnostician	
		Licensed Master Social Worker	
		Special Education Teacher	
	<b>Tarrant County</b>	Adaptive Physical Education	
		Auditory Impairment/Deaf Ed Teacher	
		Board Certified Behavior Analyst (BCBA)	
		Licensed Specialist in School Psychology	
		Nursing	
		Occupational Therapist	
		Certified Occupational Therapist Assistant	
		Orientation and Mobility	
		Physical Therapy	
		Speech Language Pathologist	
		Speech Language Pathologist Assistant	
		Visual Impairment Teacher	
		Educational Diagnostician	
		Licensed Master Social Worker	
		Special Education Teacher	

**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 you

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**END OF IDEA RFQ**