



FAUQUIER COUNTY PUBLIC SCHOOLS

Contract # 26-063-S-R

Riding Lynchburg City Schools (Contract# 2025-042)

The Stepping Stones Group

This Agreement is made and entered into this 14th day of October 2025, by the Fauquier County Public Schools, a political subdivision of the Commonwealth of Virginia, referred to as "Owner" and **The Stepping Stones Group**, having its principal place of business at 225 West Washington Street, Suite 1140, Chicago, IL 60606, hereinafter referred to as "Contractor".

WITNESSETH that the Contractor and the Owner, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

SCOPE OF SERVICES: The Contractor shall provide Special Education Services.


COMPENSATION: The Owner will pay, and the Contractor will accept in full consideration for performance during the contract term pricing as negotiated and attached.

CONTRACT PERIOD: Date of execution through July 31, 2026 with (4) four 1-year options to renew, at the mutual agreement of both parties.

The contract documents shall consist of and in the event of conflict or ambiguity, shall be interpreted in the following order of priority:

- (1) This signed form;
- (2) Fauquier County Terms & Conditions for Services;
- (3) Lynchburg City Schools RFP 2025-042 for Special Education Services dated December 23, 2024, inclusive of any attachment and addendums; and
- (4) Lynchburg City Schools contract dated March 17, 2025, inclusive of all modifications and any documents included or incorporated by reference all of which are incorporated herein.

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound thereby.

	The Stepping Stones Group, LLC		Fauquier County Public Schools, a political subdivision of the Commonwealth of Virginia
By:		By:	
Title:	Client Services Director	Title:	Director of Procurement
Date:	10/14/2025	Date:	10/14/2025



PROCUREMENT DEPARTMENT

Fauquier County Government & Public Schools
320 Hospital Drive, Suite 23
Warrenton, VA 20186-3037
procurement@fauquiercounty.gov



Phone (540) 422-8352

Fax (540) 422-8355

PROOF OF AUTHORITY TO TRANSACT BUSINESS IN VIRGINIA

THIS FORM MUST BE SUBMITTED WITH YOUR PROPOSAL/BID. FAILURE TO INCLUDE THIS FORM MAY RESULT IN REJECTION OF YOUR PROPOSAL/BID

Pursuant to Virginia Code §2.2-4311.2, an Offeror/Bidder organized or authorized to transact business in the Commonwealth pursuant to Title 13.1 or Title 50 of the Code of Virginia shall include in its proposal/bid the identification number issued to it by the State Corporation Commission (“SCC”). Any Offeror/Bidder that is not required to be authorized to transact business in the Commonwealth as a foreign business entity under Title 13.1 or Title 50 of the Code of Virginia or as otherwise required by law shall include in its proposal/bid a statement describing why the Offeror/Bidder is not required to be so authorized. Any Offeror/Bidder described herein that fails to provide the required information shall not receive an award unless a waiver of this requirement and the administrative policies and procedures established to implement this section is granted by the County Administrator or School Superintendent, as applicable.

If this quote for goods or services is accepted by the County of Fauquier, Virginia, the undersigned agrees that the requirements of the Code of Virginia Section 2.2-4311.2 have been met.

Please complete the following by checking the appropriate line that applies and providing the requested information.

- A. ____ Offeror/Bidder is a Virginia business entity organized and authorized to transact business in Virginia by the SCC and such vendor’s Identification Number issued to it by the SCC is _____.
- B. Offeror/Bidder is an out-of-state (foreign) business entity that is authorized to transact business in Virginia by the SCC and such vendor’s Identification Number issued to it by the SCC is T0356693 _____.
- C. ____ Offeror/Bidder does not have an Identification Number issued to it by the SCC and such vendor is not required to be authorized to transact business in Virginia by the SCC for the following reason(s):

Please attach additional sheets if you need to explain why such Offeror/Bidder is not required to be authorized to transact business in Virginia.

The Stepping Stones Group

Legal Name of Company (as listed on W-9)

The Stepping Stones Group

Legal Name of Offeror/Bidder

10/14/2025

Date


Authorized Signature

Jessica Little, Client Services Director

Print or Type Name and Title

RETURN THIS PAGE



DIVISION OF RISK MANAGEMENT INSURANCE CHECKLIST

Items marked "X" are required to be provided if award is made to your firm.

<u>Required</u>	<u>Coverage Required</u>	<u>Limits (figures denote minimum)</u>
<input checked="" type="checkbox"/>	1. Workers' Compensation and Employers' Liability; Admitted in Virginia Employers' Liability All States Endorsement USL & H Endorsement Voluntary Compensation Endorsement Best's Guide Rating-A-VIII or better or its equivalent	1. Statutory Limits of the Commonwealth of VA Yes \$100,000/\$500,000/\$100,000 Statutory Statutory
<input checked="" type="checkbox"/>	2. Commercial General Liability General Aggregate Products/Completed Operations Personal and Advertising Injury Fire Legal Liability Best's Guide Rating-A-VIII or better or its equivalent	2. \$1,000,000 (CSL) Each Occurrence \$2,000,000 \$2,000,000 \$1,000,000 \$100,000 Per Occurrence
<input checked="" type="checkbox"/>	3. Automobile Liability Owned, Hired, Borrowed & Non-owned Motor Carrier Act End. Best's Guide Rating-A-VIII or better or its equivalent	3. \$1,000,000 combined Single Limit Bodily Injury and Property Damage Each Occurrence (note, symbol "1" on liability coverage)
<input type="checkbox"/>	4. Prof. Errors and Omissions Best's Guide Rating-A-VIII or better or its equivalent	4. \$1,000,000 (CSL) Each Claim
<input type="checkbox"/>	5. Garage Liability	5. \$1,000,000 CSL Each Occurrence
<input type="checkbox"/>	6. Garage Keeper's Legal Liability Best's Guide Rating-A-VIII or better or its equivalent	6. a) Maximum Value of One Vehicle b) Maximum Value of All Vehicles Held by Contractor
<input type="checkbox"/>	7. Umbrella Liability Best's Guide Rating-A-VIII or better or its equivalent.	7. \$1,000,000 Minimum
<input type="checkbox"/>	8. Other Insurance: Cyber Liability as needed	8. \$1,000,000 Minimum
<input checked="" type="checkbox"/>	9. Auto and General Liability Policies shall be endorsed to name Fauquier County and/or Fauquier County Public School Board as additional insured. (This coverage is primary to all other coverage The County and Schools may possess and must be shown on the certificate)	
<input checked="" type="checkbox"/>	10. The Contractor shall provide 30 days written notice of any policy cancellation for policies specified on this Checklist to Fauquier County and/or Fauquier County School Board in accordance with the timelines and stipulations in Code of Virginia Section 38.2-231.	
<input checked="" type="checkbox"/>	11. The Certificate must state Bid/RFP No. and Bid/RFP Title.	
<input checked="" type="checkbox"/>	12. Contractor shall submit Certificate of Insurance within five (5) business days from notification of award and shall provide updated Certificates for the duration of the contract.	

OFFEROR STATEMENT

We understand the Insurance Requirements of these specifications and will comply in full if awarded this contract.

The Stepping Stones Group

FIRM

SIGNATURE

RETURN THIS PAGE



Procurement Department
 Fauquier County Government & Public Schools
 320 Hospital Drive, Suite 23
 Warrenton, VA 20186-3037
procurement@fauquiercounty.gov



Phone (540) 422-8352

Fax (540) 422-8355

CERTIFICATION OF NO CRIMES AGAINST CHILDREN

Contractor acknowledges that the implementation of this Contract requires Contractor, Contractor’s employees, or other persons that will provide services under this Contract to have direct contact with students and children. Therefore, Contractor hereby certifies that neither Contractor, Contractor’s employees, nor any person that will provide services under this Contract who will have direct contact with students and children on Fauquier County Public School and/or Fauquier County property during regular school hours or during school-sponsored activities has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of § [19.2-392.02](#); any offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense; or any crime of moral turpitude.

Contractor understands that, pursuant to Code of Virginia §22.1-296.1, making a materially false statement regarding offenses which are required to be included in the certification referenced above is a Class 1 misdemeanor and, upon conviction, the fact of such conviction shall be grounds for the revocation of the contract to provide such services and, when relevant, the revocation of any license required to provide such services. Fauquier County Public Schools and/or Fauquier County shall not be liable for materially false statements regarding the certifications required under this Contract.

The Stepping Stones Group

Contract # 26-063-S-R
 Riding Lynchburg City Schools (Contract# 2025-042)

Company Name

Contract # and Title

225 W Washington St., Suite 1140, Chicago, IL 60606

678-426-2571

Company Address

Company Phone Number

Jessica Little

Client Services Director

Print Name of Authorized Representative

Authorized Representative Title

J. N. Little

10/14/2025

Authorized Representative Signature

Date

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GENERAL TERMS, CONDITIONS AND INSTRUCTIONS TO BIDDERS/OFFERORS

Revised 08/05/2021

Vendor: These general rules and conditions shall apply to all purchases and be a part of each solicitation and every contract awarded by the Procurement Division, unless otherwise specified. The Procurement Division is responsible for the purchasing activity of Fauquier County, which is comprised of the Fauquier County Board of Supervisors, a body politic and political subdivision of the Commonwealth of Virginia, and the Constitutional Officers of Fauquier County, Virginia, and the Fauquier County School Board, a body corporate. The term "Owner" as used herein refers to the contracting entity which is the signatory on the contract and may be either Fauquier County or the Fauquier County School Board, or both. Bidder/Offeror or their authorized representatives are expected to inform themselves fully as to the conditions, requirements, and specifications before submitting bids/proposals: failure to do so will be at the bidder's/Offeror's own risk and except as provided by law, relief cannot be secured on the plea of error.

Subject to all Federal, State and local laws, policies, resolutions, regulations, rules, limitations and legislation, bids/proposals on all solicitations issued by the Procurement Division will bind bidders/Offerors to applicable conditions and requirements herein set forth unless otherwise specified in the solicitation.

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- 1. AUTHORITY**-Except as delegated in the Procurement Procedures Manual, the Purchasing Agent has the sole responsibility and authority for negotiating, placing and when necessary modifying every solicitation, contract and purchase order issued by the Owner. In the discharge of these responsibilities, the Purchasing Agent may be assisted by assigned buyers. Unless specifically delegated by the Purchasing Agent, no other Owner officer or employee is authorized to order supplies or services, enter into purchase negotiations or contracts, or in any way obligate the Owner for an indebtedness. Any purchase order or contract made which is contrary to these provisions and authorities shall be of no effect and void and the Owner shall not be bound thereby.
 - 2. COMPETITION INTENDED:** It is the Owner's intent that this solicitation permit competition. It shall be the Bidder's/Offeror's responsibility to advise the Purchasing Agent in writing if any language, requirement, specification, etc., or any combination thereof, stifles competition or inadvertently restricts or limits the requirements stated in this solicitation to a single source. The Purchasing Agent must receive such notification not later than five (5) business days prior to the deadline set for acceptance of the bids/proposals.

CONDITIONS OF BIDDING

- 3. CLARIFICATION OF TERMS:** Unless otherwise specified, if any Bidder/Offeror has questions about the specifications or other solicitation documents, the prospective Bidder/Offeror should contact the buyer whose name appears on the face of the solicitation no later than five (5) business days prior to the date set for the opening of bids or receipt of proposals. Any revisions to the solicitation will be made only by addendum issued by the Buyer. Notifications regarding specifications may not be considered if received in less than five (5) business days of the date set for opening of bids/receipt of proposals.
- 4. MANDATORY USE OF OWNER FORMS AND TERMS AND CONDITIONS:** Failure to submit a bid/proposal on the official Owner forms provided for that purpose shall be a cause for rejection of the bid/proposal. Unauthorized modification of or additions to any portion of the Invitation to Bid or Request for Proposal may be cause for rejection of the bid/proposal. However, the Owner reserves the right to decide, on a case-by-case basis, in its sole discretion, whether to reject any bid or proposal which has been modified.
- 5. LATE BIDS/PROPOSALS & MODIFICATION OF BIDS/PROPOSALS:**

Any bid/proposal/modification received at the office designated in the solicitation after the exact time specified for receipt of the bid/proposal/modification is considered a late bid/proposal/modification. The Owner is not responsible for delays in the delivery of the mail by the U.S. Postal Service, private carriers or the inter-office mail system. It is the sole responsibility of the Bidder/Offeror to ensure their bid/proposal reaches the Procurement Division by the designated date and hour.

 - The official time used in the receipt of bids/proposals is that time stamp within the Bonfire Portal.
 - Late bids/proposals/modifications will be returned to the Bidder/Offeror UNOPENED, if solicitation number, acceptance date and Bidder/Offeror's return address is shown on the container.
 - If the Owner closes its offices due to inclement weather or other unforeseen emergency scheduled bid openings or receipt of proposals will be extended to the next business day, same time.
- 6. WITHDRAWAL OF BIDS/PROPOSALS:**

A Bidder/Offeror for a contract other than for public construction may request withdrawal of his or her bid/proposal under the following circumstances:

 - Bids/Proposals may be withdrawn on written request from the Bidder/Offeror received at the address shown in the solicitation prior to the time of acceptance.
 - Requests for withdrawal of bids/proposals after opening of such bids/proposals but prior to award shall be transmitted to the Purchasing Agent, in writing, accompanied by full documentation supporting the request. If the request is based on a claim of error, documentation must show the basis of the error. Such documentation may take the form of supplier quotations, vendor work sheets, etc. If bid bonds were tendered with the bid, the Owner may exercise its right of collection.

No Bid/Proposal may be withdrawn under this paragraph when the result would be the awarding of the contract on another bid/Proposal of the same bidder/Offeror or of another bidder/Offeror in which the ownership of the withdrawing bidder/Offeror is more than five percent. In the case

of Invitation for Bids, if a bid is withdrawn under the authority of this paragraph, the lowest remaining bid shall be deemed to be the low bid. No bidder/Offeror that is permitted to withdraw a bid/proposal shall, for compensation, supply any material or labor to or perform any subcontract or other work agreement for the person or firm to whom the contract is awarded or otherwise benefit, directly or indirectly, from the performance of the project for which the withdrawn bid/proposal was submitted.

7. **ERRORS IN BIDS/PROPOSALS** – When an error is made in extending total prices, the unit bid price will govern. Erasures in bids/proposals must be initialed by the bidder/Offeror. Carelessness in quoting prices, or in preparation of bid/proposal otherwise, will not relieve the Bidder/Offeror. Bidders/Offeror's are cautioned to recheck their bids/proposals for possible error. Errors discovered after public opening cannot be corrected and the bidder will be required to perform if his or her bid is accepted.
8. **IDENTIFICATION OF BID/PROPOSAL ENVELOPE:** The signed bid/proposal and requested copies should be returned in a separate envelope or package, sealed and identified with the following information:

ADDRESSED AS INDICATED ON PAGE 1

IFB/RFP NUMBER

TITLE

BID/PROPOSAL DUE DATE AND TIME

VENDOR NAME AND COMPLETE MAILING ADDRESS (RETURN ADDRESS)

If a bid/proposal is not addressed with the information as shown above, the Bidder/Offeror takes the risk that the envelope may be inadvertently opened and the information compromised, which may cause the bid/proposal to be disqualified. Bids/Proposals may be hand delivered to the designated location in the office issuing the solicitation. No other correspondence or other proposals should be placed in the envelope.

9. **ACCEPTANCE OF BIDS/PROPOSALS:** Unless otherwise specified, all formal bids/proposals submitted shall be valid for a minimum period of one hundred twenty (120) calendar days following the date established for acceptance. At the end of the one hundred twenty (120) calendar days the bid/proposal may be withdrawn at the written request of the Bidder/Offeror. If the proposal is not withdrawn at that time it remains in effect until an award is made or the solicitation is canceled.
10. **CONDITIONAL BIDS:** Conditional bids are subject to rejection in whole or in part.
11. **BIDDERS PRESENT:** At the time fixed for the opening of responses to a bid, bid contents will be made public for the information of bidders and other interested parties who may be present either in person or by representative. All bids will be opened at the time and place specified and read publicly. Bid tabulations are posted on the Procurement Division's Bulletin Board for a minimum of 10 days from award date. At the time fixed for the receipt of responses for Request for Proposals, only the names of the Offerors will be read and made available to the public.
12. **RESPONSE TO SOLICITATIONS:** In the event a vendor cannot submit a bid on a solicitation, the vendor is requested to return the solicitation cover sheet with an explanation as to why the vendor is unable to bid on these requirements. Because of the large number of firms listed on the Owner's Bidders List, it may be necessary to delete from this list the names of those persons, firms or corporations who fail to respond after having been invited to bid for three (3) successive solicitations. Such deletion will be made only after formal notification of the intent to remove the firm from the Owner's Bidders List.
13. **BIDDER INTERESTED IN MORE THAN ONE BID:** If more than one bid is offered by any one party, either directly or by or in the name of his or her clerk, partner, or other persons, all such bids may be rejected. A party who has quoted prices on work, materials, or supplies to a bidder is not thereby disqualified from quoting prices to other bidders or firms submitting a bid directly for the work, materials or supplies.
14. **TAX EXEMPTION:** The Owner is exempt from the payment of any federal excise or any Virginia sales tax. The price bid must be net, exclusive of taxes. Tax exemption certificates will be furnished if requested by the Bidder/Offeror.
15. **DEBARMENT STATUS:** By submitting their bids/proposals, Bidders/Offerors certify that they are not currently debarred from submitting bids/proposals on contracts by the Owner, nor are they an agent of any person or entity that is currently debarred from submitting bids or proposals on contracts by the Owner or any agency, public entity/locality or authority of the Commonwealth of Virginia.
16. **ETHICS IN PUBLIC CONTRACTING:** The provisions contained in *Code of Virginia* §§ 2.2-4367 through 2.2-4377 (the Virginia Public Procurement Act), as amended from time to time, shall be applicable to all contracts solicited or entered into by the Owner. By submitting their bids/proposals, all Bidders/Offerors certify that their bids/proposals are made without collusion or fraud and that they have not offered or received any kickbacks or inducements from any other Bidder, Offeror, supplier, manufacturer or subcontractor in connection with their bid/proposal, and that they have not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised, unless consideration of substantially equal or greater value was exchanged.
17. **NO CONTACT POLICY:** No Bidder/Offeror shall initiate or otherwise have contact related to the solicitation with any Owner representative or employee, other than the Procurement Division, after the date and time established for receipt of bids/proposals. Any contact initiated by a Bidder/Offeror with any Owner representative, other than the Procurement Division, concerning this solicitation is prohibited and may cause the disqualification of the Bidder/Offeror from this procurement process.

18. **VIRGINIA FREEDOM OF INFORMATION ACT:** All proceedings, records, contracts and other public records relating to procurement transactions shall be open to the inspection of any citizen, or any interested person, firm or corporation, in accordance with the Virginia Freedom of Information Act (*Code of Virginia* § 2.2-3700 *et. seq.*) and § 2.2-4342 of the Virginia Public Procurement Act except as provided below:
- Cost estimates relating to a proposed procurement transaction prepared by or for a public body shall not be open to public inspection.
 - Any competitive sealed bidding bidder, upon request, shall be afforded the opportunity to inspect bid records within a reasonable time after the opening of bids but prior to award, except in the event that the Owner decides not to accept any of the bids and to reopen the contract. Otherwise, bid records shall be open to public inspection only after award of the contract. Any competitive negotiation Offeror, upon request, shall be afforded the opportunity to inspect proposal records within a reasonable time after the evaluation and negotiations of proposals are completed but prior to award except in the event that the Owner decides not to accept any of the proposals and to reopen the contract. Otherwise, proposal records shall be open to the public inspection only after award of the contract except as provided in paragraph “c” below. Any inspection of procurement transaction records under this section shall be subject to reasonable restrictions to ensure the security and integrity of the records.
 - Trade secrets or proprietary information submitted by a bidder, Offeror or contractor in connection with a procurement transaction shall not be subject to public disclosure under the Virginia Freedom of Information and Virginia Public Procurement Acts; however, the bidder, Offeror or contractor must invoke the protections of this section prior to or upon submission of the data or other materials, and must identify the data or other materials to be protected and state the reasons why protection is necessary.
 - Nothing contained in this section shall be construed to require the Owner, when procuring by “competitive negotiation” (Request for Proposal), to furnish a statement of reasons why a particular proposal was not deemed to be the most advantageous to the Owner.
19. **CONFLICT OF INTEREST:** Contractor certifies by signing bid to the Owner that no conflict of interest exists between Contractor and Owner that interferes with fair competition and no conflict of interest exists between Contractor and any other person or organization that constitutes a conflict of interest with respect to the contract with the Owner.

SPECIFICATIONS

20. **BRAND NAME OR EQUAL ITEMS:** Unless otherwise provided in the solicitation, the name of a certain brand, make or manufacturer does not restrict bidders to the specific brand, make or manufacturer named; it conveys the general style, type, character, and quality of the article desired, and any article which the Owner in its sole discretion determines to be the equal of that specified, considering quality, workmanship, economy of operation, and suitability for the purpose intended, shall be accepted. The Bidder is responsible to clearly and specifically indicate the product being offered and to provide sufficient descriptive literature, catalog cuts and technical detail to enable the Owner to determine if the product offered meets the requirements of the solicitation. This is required even if offering the exact brand, make or manufacturer specified. Normally in competitive sealed bidding, only the information furnished with the bid will be considered in the evaluation. Failure to furnish adequate data for evaluation purposes may result in declaring a bid non-responsive. Unless the Bidder clearly indicates in its bid/proposal that the product offered is "equal" product, such bid/proposal will be considered to offer the brand name product referenced in the solicitation.
21. **FORMAL SPECIFICATIONS:** When a solicitation contains a specification which states no substitutes, no deviation therefrom will be permitted and the bidder will be required to furnish articles in conformity with that specification.
22. **OMISSIONS & DISCREPANCIES:** Any items or parts of any equipment listed in this solicitation which are not fully described or are omitted from such specification, and which are clearly necessary for the completion of such equipment and its appurtenances, shall be considered a part of such equipment although not directly specified or called for in the specifications.
- The Bidder/Offeror shall abide by and comply with the true intent of the specifications and not take advantage of any unintentional error or omission, but shall fully complete every part as the true intent and meaning of the specifications and drawings. Whenever the mention is made of any articles, material or workmanship to be in accordance with laws, ordinances, building codes, underwriter’s codes, A.S.T.M. regulations or similar expressions, the requirements of these laws, ordinances, etc., shall be construed as to the minimum requirements of these specifications.
23. **CONDITION OF ITEMS:** Unless otherwise specified in the solicitation, all items shall be new, in first class condition.

AWARD

24. **AWARD OR REJECTION OF BIDS:** The Purchasing Agent shall award the contract to the lowest responsive and responsible bidder complying with all provisions of the IFB, provided the bid price is reasonable and it is in the best interest of the Owner to accept it. Awards made in response to a RFP will be made to the highest qualified Offeror whose proposal is determined, in writing, to be the most advantageous to the Owner taking into consideration the evaluation factors set forth in the RFP. The Purchasing Agent reserves the right to award a contract by individual items, in the aggregate, or in combination thereof, or to reject any or all bids/proposals and to waive any informality in bids/proposals received whenever such rejection or waiver is in the best interest of the Owner. Award may be made to as many bidders/Offeror’s as deemed necessary to fulfill the anticipated requirements of the Owner. The Purchasing Agent also reserves the right to reject the bid if a bidder is deemed to be a non-responsible bidder.
25. **ANNOUNCEMENT OF AWARD:** Upon the award or announcement of the decision to award a contract as a result of this solicitation, the Procurement Division will publicly post such notice on the Procurement Website at <http://www.fauquiercounty.gov/government/departments-h-z/procurement>
26. **QUALIFICATIONS OF BIDDERS OR OFFERORS:** The Owner may make such reasonable investigations as deemed proper and necessary to determine the ability of the Bidder/Offeror to perform the work/furnish the item(s) and the Bidder/Offeror shall furnish to the Owner all such

information and data for this purpose as may be requested. The Owner reserves the right to inspect Bidder's/Offeror's physical facilities prior to award to satisfy questions regarding the Bidder's/Offeror's capabilities. The Owner further reserves the right to reject any bid or proposal if the evidence submitted by or investigations of, such Bidder/Offeror fails to satisfy the Owner that such Bidder/Offeror is properly qualified to carry out the obligations of the contract and to complete the work/furnish the item(s) contemplated therein.

27. **TIE BIDS:** In the case of a tie bid, the Owner may give preference to goods, services and construction produced in Fauquier County or provided by persons, firms or corporations having principal places of business in the County. If such choice is not available, preference shall then be given to goods and services produced in the Commonwealth pursuant to *Code of Virginia* § 2.2-4324. If no County or Commonwealth choice is available, the tie shall be decided by lot.

CONTRACT PROVISIONS

28. **APPLICABLE LAW AND COURTS:** Any contract resulting from this solicitation shall be governed and construed in all respects by the laws of Virginia, and any litigation with respect thereto shall only be brought in the appropriate General District or Circuit Court of Fauquier County, Virginia. The Contractor shall comply with all applicable federal, state and local laws and regulations.
29. **ANTITRUST:** By entering into a contract, the Contractor conveys, sells, assigns, and transfers to the Owner all rights, title and interest in and to all causes of the action it may now have or hereafter acquire under the antitrust laws of the United States and the Commonwealth of Virginia, relating to the particular goods or services purchased or acquired by the Owner under said contract. This includes, but is not limited to, overcharges as to goods and/or services provided in connection with this contract resulting from antitrust violations that arise under United States' or the Commonwealth's antitrust laws. Consistent and continued tie bidding could cause rejection of bids by the Purchasing Agent and/or investigation for antitrust violations.
30. **INVOICING AND PAYMENT TERMS:** Unless otherwise provided in the solicitation payment will be made forty-five (45) days after receipt of a proper invoice, or forty-five (45) days after receipt of all goods or acceptance of work, whichever is the latter.
- Invoices for items/services ordered, delivered/performed and accepted shall be submitted by the Contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the contract number, purchase order number, and any federal employer identification number.
 - Any payment terms requiring payment in less than 45 days will be regarded as requiring payment 45 days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than 45 days, however.
 - The date of payment shall be deemed the date of postmark in all cases where payment is made by mail.
 - The Owner's fiscal year is July 1 - June 30. Contractors must submit invoices, especially for goods and/or services provided in the month of JUNE, for the entire month i.e. June 1 - June 30, so that expenses are recognized in the appropriate fiscal year.
 - Any payment made by the Contractor to the Owner shall only be made in U.S. Dollars. If payment is received in foreign currency the Owner may, in its sole discretion, reject such payment and require immediate compensation in U.S. Dollars.
31. **PAYMENT TO SUBCONTRACTORS:** A contractor awarded a contract under this solicitation is hereby obligated:
- To pay the subcontractor(s) within seven (7) days of the contractor's receipt of payment from the Owner for the proportionate share of the payment received for work performed by the subcontractor(s) under the contract; or
 - To notify the Owner and the subcontractor(s), in writing, of the contractor's intention to withhold payment and the reason. The contractor is obligated to pay the subcontractor(s) interest at the rate of one percent per month compounded monthly (unless otherwise provided under the terms of the contract) on all amounts owed by the contractor that remain unpaid seven (7) days following receipt of payment from the Owner, except for amounts withheld as stated in 2 above. The date of mailing of any payment by postage prepaid U.S. Mail is deemed to be payment to the addressee. These provisions apply to each subtier contractor performing under the primary contract-. A contractor's obligation to pay an interest charge to a subcontractor may not be construed to be an obligation of the Owner.
32. **ASSIGNMENT OF CONTRACT:** A contract shall not be assignable by the Contractor in whole or in part without the written consent of the Purchasing Agent.
33. **DEFAULT:** In case of failure to deliver goods or services in accordance with the contract terms and conditions, the Owner, after due oral or written notice, may procure them from other sources and hold the Contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to another remedies which the Owner may have.
34. **ANTI-DISCRIMINATION:** By submitting their bids/proposals, Bidders/Offeror's certify to the Owner that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians with Disabilities Act, the Americans with Disabilities Act, the Virginia Human Rights Act (*Code of Virginia* § 2.2-3900 *et seq.*) and § 2.2-4311 of the Virginia Public Procurement Act. If the award is made to a faith-based organization, the organization shall not discriminate against any recipient of goods, services, or disbursements made pursuant to the contract on the basis of the recipient's religion, religious belief, refusal to participate in a religious practice, or on the basis of race, age, color, gender or national origin and shall be subject to the same rules as other organizations that contract with public bodies to account for the use of the funds provided; however, if the faith-based organization segregates public funds into separate accounts, only the accounts and programs funded with public funds shall be subject to audit by the public body. (*Code of Virginia*, § 2.2-4343.1(E)).

In every contract over \$10,000 the provisions in A and B below apply:

- During the performance of this contract, the Contractor agrees as follows:

- 1) The Contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the contractor. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.
 - 2) The Contractor, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, will state that such Contractor is an equal opportunity employer.
 - 3) Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.
- b. The Contractor will include the provisions of a. above in every subcontract or purchase order over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.
35. **CHANGES TO THE CONTRACT:** Changes can only be made to the contract in one of the following ways:
- a. The parties may agree in writing to modify the scope of the contract. An increase or decrease in the price of the contract resulting from such modification shall be agreed to by the parties as a part of their written agreement to modify the scope of the contract.
 - b. The Owner may order changes within the general scope of the contract at any time by written notice to the Contractor. Changes within the scope of the contract include, but are not limited to, things such as services to be performed, the method of packing or shipment, and the place of delivery or installation. The Contractor shall comply with the notice upon receipt. The Contractor shall be compensated for any additional costs incurred as the result of such order and shall give the Owner a credit for any savings. Said compensation shall be determined by one of the following methods.
 - 1) By mutual agreement between the parties in writing; or
 - 2) By agreeing in writing upon a unit price or using a unit price set forth in the contract, if the work to be done can be expressed in units, and the contractor accounts for the number of units of work performed, subject to the Owner's right to audit the Contractor's records and/or determine the correct number of units independently; or
 - 3) By ordering the Contractor to proceed with the work and keep a record of all costs incurred and savings realized. A markup for overhead and profit may be allowed if provided by the contract. The same markup shall be used for determining a decrease in price as the result of savings realized. The Contractor shall present the Owner with all vouchers and records of expenses incurred and savings realized. The Owner shall have the right to audit the records of the Contractor as it deems necessary to determine costs or savings. Any claim for an adjustment in price under this provision must be asserted by written notice to the Procurement Division within thirty (30) days from the date of receipt of the written order from the Procurement Division. If the parties fail to agree on an amount of adjustment, the questions of an increase or decrease in the contract price or time for performance shall be resolved in accordance with the procedures for relieving disputes provided by the Disputes Clause of this contract. Neither the existence of a claim nor a dispute resolution process, litigation or any other provision of this contract shall excuse the Contractor from promptly complying with the changes ordered by the Owner or with the performance of the contract generally.
 - c. No modification for a fixed price contract may be increased by more than 25% or \$50,000, whichever is greater without the advanced written approval of the Board of Supervisors or the School Board, as applicable.
36. **INDEMNIFICATION:** Contractor shall indemnify, keep and save harmless the Owner, its agents, officials, employees and volunteers against claims of injuries, death, damage to property, patent claims, suits, liabilities, judgments, cost and expenses which may otherwise accrue against the Owner in consequence of the granting of a contract or which may otherwise result therefrom, if it shall be determined that the act was caused through negligence or error, or omission of the Contractor or his or her employees, or that of the subcontractor or his or her employees, if any; and the Contractor shall, at his or her own expense, appear, defend and pay all charges of attorneys and all costs and other expenses arising therefrom or incurred in connection therewith; and if any judgment shall be rendered against the Owner in any such action, the Contractor shall, at his or her own expenses, satisfy and discharge the same. Contractor expressly understands and agrees that any performance bond or insurance protection required by this contract, or otherwise provided by the Contractor, shall in no way limit the responsibility to indemnify, keep and save harmless and defend the Owner as herein provided.
37. **DRUG-FREE WORKPLACE:** During the performance of this contract, the contractor agrees to (i) provide a drug-free workplace for the contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the contractor that the contractor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

For the purposes of this section, "*drug-free workplace*" means a site for the performance of work done in connection with a specific contract awarded to a contractor in accordance with this chapter, the employees of whom are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

38. **TERMINATION:** Subject to the provisions below, the contract may be terminated by the Owner upon thirty (30) days advance written notice to the other party. Any contract cancellation notice shall not relieve the contractor of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.
- a. **Termination for Convenience:** In the event that the contract is terminated upon request and for the convenience of the Owner, without the required thirty (30) days advance notice, then the Owner shall be responsible for payment of services up to the termination date.
 - b. **Termination for Cause:** Termination by the Owner for cause, default or negligence on the part of the contractor shall be excluded from the foregoing provision; termination costs, if any shall not apply. However, pursuant to the Default provision of these General Conditions, the

Owner may hold the contractor responsible for any resulting additional purchase and administrative costs. The thirty (30) days advance notice requirement is waived in the event of Termination for Cause.

c. **Termination Due to Unavailability of Funds in Succeeding Fiscal Years:** When funds are not appropriated or otherwise made available to support continuation of performance in a subsequent fiscal year, the contract shall be canceled without any liability or penalty to Owner.

39. **USE OF CONTRACT BY OTHER PUBLIC BODIES:** Except as prohibited by the current *Code of Virginia*, all resultant contracts will be extended, with the authorization of the Contractor, to other public bodies of the Commonwealth of Virginia and all currently active members of the Metropolitan-Washington Council of Governments (MWCOG) or, Mid-Atlantic Purchasing Team, to permit their ordering of supplies and/or services at the prices and terms of the resulting contract. If any other public body decides to use the final contract, the Contractor must deal directly with that public body concerning the placement or orders, issuance of the purchase order, contractual disputes, invoicing and payment. Fauquier County acts only as the “Contracting Agent” for these public bodies. Any resulting contract with other public bodies shall be governed by the laws of that specific entity. It is the Contractor’s responsibility to notify the public bodies of the availability of the contract. Fauquier County shall not be held liable for any costs or damage incurred by another public body as a result of any award extended to that public body by the Contractor.

40. **AUDIT:** The Contractor hereby agrees to retain all books, records and other documents relative to this contract for five years after final payment, or until audited by the Owner, whichever is sooner. The agency, its authorized agents, and/or Owner auditors shall have full access to and right to examine any of said materials during said period.

41. **SEX OFFENDER REGISTRY NOTIFICATION:** The Contractor shall not employ on school property any employee who is a registered sex offender and shall enforce the same restriction upon all sub-contractors and agents of Contractor. Prior to starting work and quarterly during performance of the work, the Contractor shall check the Virginia State Police Sex Offender Registry to verify sex offender status of all employees and agents of Contractor and Sub-Contractors who are employed on school property by the Contractor or Sub-Contractor. The Contractor shall furnish the Owner with evidence verifying compliance with the services.

Prior to starting work on-site, the Contractor shall submit a completed Fauquier County Public Schools “CERTIFICATION OF NO CRIMES AGAINST CHILDREN” form, a copy of which is included in this solicitation.

42. **COMPLIANCE WITH FEDERAL, STATE, AND LOCAL LAWS AND FEDERAL IMMIGRATION LAW:** During the term of any contract, the Contractor does not, and shall not during the performance of the contract for goods and services in the Commonwealth of Virginia, knowingly employ an unauthorized alien as defined in the Federal Immigration Reform and Control Act of 1986.

43. **ASBESTOS NOTIFICATION:** As required by the Environmental Protection Agency Asbestos Hazard Emergency Response Act 40 CFR, subpart E, 763.93, information regarding asbestos inspections, response actions, and post response activities is on file in a full asbestos report located in the main office of each school. Contractors bear full responsibility to review this material prior to commencing any activity at a school site.

44. **VIRGINIA STATE CORPORATION COMMISSION:** If required by law, the Contractor shall maintain a valid certificate of authority or registration to transact business in Virginia with the Virginia State Corporation Commission as required by Title 13.1 of the *Code of Virginia*, during the term of the Contract or any Contract renewal. The Contractor shall not allow its existence to lapse or its certificate of authority or registration to transact business in the Commonwealth to be revoked or cancelled at any time during the terms of the contract. If the Contractor fails to remain in compliance with the provisions of this section, the contract is voidable at the option of Owner.

45. **ADA WEBSITE-RELATED ACCESSIBILITY:** Any Contractor who performs services, designs, develops content, maintains or otherwise bears responsibility for the content and format of Owner’s website(s) or third-party programs accessed through Owner’s website(s), acknowledges receipt of, and responsibility to implement the accessibility standards found in the U.S. Department of Justice publication entitled “Accessibility of State and Local Government Websites to People with Disabilities,” available at www.ada.gov/websites2.htm or, as attached directly to the solicitation. Contractor services as noted, shall conform to § 508 of Title III of the Americans with Disabilities Act (ADA) and the World Wide Web Consortium’s (W3C) Web Content Accessibility Guidelines (WCAG 2.0 AA), most current versions, in addition to the Owner’s web accessibility policy.

DELIVERY PROVISION

46. **SHIPPING INSTRUCTIONS-CONSIGNMENT:** Unless otherwise specified in the solicitation each case, crate, barrel, package, etc., delivered under the contract must be plainly stenciled or securely tagged, stating the Contractor’s name, purchase order number, and delivery address as indicated in the order. Where shipping containers are to be used, each container must be marked with the purchase order number, name of the Contractor, the name of the item, the item number, and the quantity contained therein. Deliveries must be made within the hours of 8:00 a.m. – 2:30 p.m. Deliveries at any other time will not be accepted unless specific arrangements have been previously made with the designated individual at the delivery point. No deliveries will be accepted on Saturdays, Sundays and holidays unless previous arrangements have been made. It shall be the responsibility of the contractor to insure compliance with these instructions for items that are drop-shipped.

47. **RESPONSIBILITY FOR SUPPLIES TENDERED:** The Contractor shall be responsible for the materials or supplies covered by the contract until they are delivered at the designated point, but the Contractor shall bear all risk on rejected materials or supplies after notice of rejection. Rejected materials or supplies must be removed by and at the expense of the contractor promptly after notification of rejection, unless public health and safety require immediate destruction or other disposal of rejected delivery. If rejected materials are not removed by the Contractor

within ten (10) days after date of notification, the Owner may return the rejected materials or supplies to the Contractor at his or her risk and expense or dispose of them as its own property.

48. **INSPECTIONS:** The Owner reserves the right to conduct any test/inspection it may deem advisable to assure supplies and services conform to the specification. Inspection and acceptance of materials or supplies will be made after delivery at destinations herein specified unless otherwise stated. If inspection is made after delivery at destination herein specified, the Owner will bear the expense of inspection except for the value of samples used in case of rejection. Final inspection shall be conclusive except in regard to latent defects, fraud or such gross mistakes as to amount to fraud. Final inspection and acceptance or rejection of the materials or supplies will be made as promptly as practicable, but failure to inspect and accept or reject materials or supplies shall not impose liability on the Owner for such materials or supplies as are not in accordance with the specifications.
49. **COMPLIANCE:** Delivery must be made as ordered and in accordance with the solicitation or as directed by the Procurement Division when not in conflict with the bid/contract. The decision as to reasonable compliance with delivery terms shall be final. Burden of proof of delay in receipt of goods by the purchaser shall rest with the Contractor. Any request for extension of time of delivery from that specified must be approved by the Procurement Division, such extension applying only to the particular item or shipment affected. Should the Contractor be delayed by the Owner, there shall be added to the time of completion a time equal to the period of such delay caused by the Owner. However, the contractor shall not be entitled to claim damages of extra compensation for such delay or suspension. These conditions may vary for construction contracts.
50. **POINT OF DESTINATION:** All materials shipped to the Owner must be shipped F.O.B. DESTINATION unless otherwise stated in the contract. The materials must be delivered to the "Ship To" address indicated on the purchase order.
51. **REPLACEMENT:** Materials or components that have been rejected by the Procurement Division, in accordance with the terms of the contract, shall be replaced by the Contractor at no cost to the Owner.
52. **PACKING SLIPS OR DELIVERY TICKETS:** All shipments shall be accompanied by Packing Slips or Delivery Tickets and shall contain the following information for each item delivered:
- Purchase Order Number,
 - Name of Article and Stock Number,
 - Quantity Ordered,
 - Quantity Shipped,
 - Quantity Back Ordered,
 - The Name of the Contractor.

Contractors are cautioned that failure to comply with these conditions shall be considered sufficient reason for refusal to accept the goods.

BIDDER/CONTRACTOR REMEDIES

53. **PROTEST OF AWARD OR DECISION TO AWARD:** Any Bidder/Offeror who desires to protest the award or decision to award a contract, by either Fauquier County or the Fauquier County School Board, shall submit such protest in writing to the County Administrator (if the award or decision to award was made by Fauquier County) or the Superintendent of Schools (if the award or decision to award was made by the Fauquier County School Board), no later than ten (10) days after public notice of the award or announcement of the decision to award, whichever comes first. No protest shall lie for a claim that the selected bidder/Offeror is not a responsible bidder/Offeror. The written protest shall include the basis for the protest and the relief sought. The County Administrator or the Superintendent of Schools, as the case may be, shall issue a decision in writing within ten (10) days stating the reasons for the action taken. This decision shall be final unless the bidder/Offeror appeals within ten (10) days of the written decision by instituting legal action as provided in § VIII.H.3 of the County's Procurement Policy. Nothing in this paragraph shall be construed to permit an Offeror to challenge the validity of the terms or conditions of the solicitation.
54. **DISPUTES:** Contractual claims, whether for money or other relief, shall be submitted in writing to the Superintendent of Schools (if the claim is against the Fauquier County School Board) or the County Administrator (if the claim is against Fauquier County) no later than sixty (60) days after final payment; however, written notice of the Contractor's intention to file such claim shall have been given at the time of the occurrence or beginning of the work upon which the claim is based. Nothing herein shall preclude a contract from requiring submission of an invoice for final payment within a certain time after completion and acceptance of the work or acceptance of the goods. Pendency of claims shall not delay payment of amount agreed due in the final payment. A written decision upon any such claims will be made by the School Board (if the claim is against the Fauquier County School Board) or the County Board of Supervisors (if the claim is against Fauquier County) within sixty (60) days after submittal of the claim. The Contractor may not institute legal action prior to receipt of the School Board or Board of Supervisors (whichever is applicable) decision on the claim unless the applicable party fails to render such decision within sixty (60) days. The decision of the School Board or Board of Supervisors (as applicable) shall be final and conclusive unless the Contractor within six (6) months of the date of the final decision on a claim, initiates legal action as provided in *Code of Virginia* § 2.2-4364. Failure of the School Board or Board of Supervisors to render a decision within sixty (60) days shall not result in the Contractor being awarded the relief claimed nor shall it result in any other relief or penalty. Should the School Board or Board of Supervisors (as applicable) fail to render a decision within sixty (60) days after submittal of the claim, the Contractor may institute legal action within six (6) months after such 60-day period shall have expired, or the claim shall be deemed finally resolved. No administrative appeals procedure pursuant to *Code of Virginia* § 2.2-4365 has been established for contractual claims under this contract.



REQUEST FOR PROPOSALS TITLE PAGE
Include this Page as the First Page in the Proposal Response

City of Lynchburg, Virginia
Procurement Division

Proposal Title: In-Person Special Education Services for LCS

This is the City of Lynchburg's (City) and Lynchburg City School's (LCS) Request for Proposals (RFP) No. **2025-042**, issued December 23, 2024. Direct inquiries for information should be directed to Matt Marsteller: e-mail: matthew.marsteller@lynchburgva.gov; Phone: 434-455-4233. All requests for clarification of or questions regarding this RFP must be made in writing and received by 4:00 p.m., January 15, 2025. All responses to this solicitation shall be in strict accordance with the requirements set forth in this RFP document and the ensuing contract documents.

Sealed proposals will be publicly accepted prior to **January 28, 2025 at 4:00 p.m.**; however, only the names of firms responding will be available for announcement. Proposals received after the above stated due date and time shall not be considered. Submit proposals in a sealed, opaque envelope, and put the RFP number, title, due date and time on the lower left front. Offerors are responsible for having their proposal stamped by Procurement Division staff before the deadline indicated above and acknowledge all addenda so issued in the space provided below. Any alteration or changes to this Request for Proposals will be made only by written addendum issued by the City of Lynchburg, Procurement Division.

An OPTIONAL Pre-Proposal Conference will be held on January 7, 2025 at 2:00 p.m. through Microsoft Teams. A link to the meeting shall be posted to the City's current solicitations webpage noted below. Any alteration or changes to this RFP will be made only by written addendum issued by the Procurement Division, and all Offerors are responsible for obtaining issued addenda from the City's Procurement website: <http://www.lynchburgva.gov/Bids.aspx>. All addenda will be posted no later than January 17, 2025 at 4:00 p.m.

Acknowledge receipt of addenda here: No. _____ Date: _____ No. _____ Date: _____

Submit Proposals: BY MAIL OR GROUND DELIVERY TO:
Procurement Division
Third Floor City Hall
900 Church Street
Lynchburg, Virginia 24504

Information the Offeror deems Proprietary is included in the proposal response in section(s): _____

See Paragraph B. on page 2 for guidelines on submitting proprietary information. In compliance with this Request for Proposals and all the conditions imposed therein, the undersigned offers and agrees to furnish the services in accordance with the attached proposal or as mutually agreed by subsequent negotiations. By my signature below, I certify that I am authorized to bind the Offeror in any and all negotiations and/or contractual matters relating to this Request for Proposals. Sign in ink and type or print requested information.

Full Legal Name of Offeror: _____

Fed ID OR SOC. SEC. NO.: _____ Date: _____

Address: _____ Phone: () _____

E-mail address: _____

Signature: _____

Typed or Printed Name, Title

City Buyer's Signature

I. SUBMISSION OF PROPOSALS

- A. One (1) original, so marked, and four (4) copies, so marked, for a total of five (5) of the proposal documents are required. In addition, submit one (1) copy of the proposal in an electronic format on a thumb drive. If a vendor's policy is to no longer use thumbdrives due to the security risk, the City will accept the electronic version of the proposal via email ONLY after the deadline for submission has passed. DO NOT send the electronic version prior to the proposal due date/time. The hard paper copies are what is required to be submitted prior to the noted proposal due date/time. The City/LCS will not assume responsibility for reproduction where an insufficient number of copies have been supplied. In any such case, the City/LCS will notify the Offeror of the deficiency and request that the appropriate number of copies be delivered within 24 hours. Failure to comply with this or other requirements of this Request for Proposal shall be grounds for the City/LCS to reject such proposals. Telegraphic or facsimile submission of proposals is not acceptable and any such proposals will not be considered. Nothing herein is intended to exclude any responsible Offeror or in any way restrain or restrict competition. All responsible Offerors are encouraged to submit Proposals. The content of the RFP and the successful Offeror's Proposal will become an integral part of the Contract, but may be modified by provision of the Contract. Offerors must be amenable to inclusion in a Contract any information, exclusive of that which is determined to be proprietary, provided either in response to this RFP or subsequently discussed and agreed upon during the selection/negotiation process. The information received will be considered contractual in nature, and will be used in validation and evaluation of Proposals, and in subsequent actions related to Contract execution and performance of responsibilities.

FedEx, UPS, and the USPS have access to City Hall to deliver mail/packages to the Procurement Office. If vendors choose to hand deliver proposals, they can come to the Citizens First Info Center located in the First Floor Lobby of City Hall at 900 Church St. Monday – Friday from 8:30 a.m. to 5:00 p.m. A Procurement Office staff member will be contacted to retrieve the proposals and they will be timestamped upon physical receipt by the Procurement Office staff member. It is the sole responsibility of the vendor to ensure their proposal is timestamped prior to the deadline for submission. Please allow additional time to ensure this is done. As always, late proposals will not be considered.

- B. Submission of Proprietary Information - Trade secrets or proprietary information submitted by an Offeror in connection with this procurement transaction shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protection of this section prior to or upon submission of the data or the materials, and must identify the data or other materials to be protected and state the reason why protection is necessary. (Section 2.2-4342 F. of the Code of Virginia). **Offerors shall submit, in a separate section of the proposal, any information considered proprietary and any copyrighted material and clearly identify the information as proprietary and/or copyrighted information. Offerors may not declare their entire proposal proprietary nor may they declare proposed pricing to be proprietary.** References may be made within the body of the proposal to proprietary information; however, all information contained within the body of the proposal not in the separate section labeled proprietary shall be considered Public Information.
- C. Proposals having any erasures or corrections must be initialed by the Offeror in ink.
- D. The City/LCS reserves the right to accept or reject any or all proposals, to waive informalities, and to reissue any request for proposals and to award contracts to multiple Offerors. Any contract resulting from this Request for Proposal shall not be exclusive to the Successful firm. The City/LCS reserves the right to contract with firms not party to the resultant contract for similar work if it determines this to be in their best interest. If this is a cooperative procurement, each entity referenced will award a contract in accordance with its respective independent procurement policies and procedures and as it deems will best serve its interest.

- E. By submitting a proposal, the Offeror agrees that the proposal will not be withdrawn for a period of 90 days following the due date for proposal responses.
- F. By submitting a proposal, the Offeror certifies that it has not combined, conspired or agreed to intentionally rig, alter or otherwise manipulate, or to cause to be rigged, altered or otherwise manipulated its proposal for the purpose of allocating purchases or sales to or among persons, raising or otherwise fixing the prices of the goods or services, or excluding other persons from dealing with the City/LCS.
- G. By submitting a proposal, the Offeror certifies that its proposal is made without collusion or fraud and that it has not offered or received any kickbacks or inducements from any other Offeror, supplier, manufacturer or subcontracting firm in connection with its proposal; and that it has not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised.
- H. Nothing herein is intended to exclude any responsible Offeror or in any way restrain or restrict competition. All responsible Offerors are encouraged to submit proposals.
- I. It is the policy of the City/LCS to maximize participation by minority and women owned business enterprises in all aspects of City/LCS contracting opportunities. The City/LCS does not discriminate against faith-based organizations.
- J. The City/LCS will not be responsible for any expense incurred by any Offeror in preparing and submitting a proposal. All proposals submitted will become the property of the City/LCS.
- K. By submitting a proposal, the Offeror is certifying that Offeror is not currently debarred by the City/LCS, or in a procurement involving federal funds, by the Federal Government. A copy of the City/LCS debarment procedure in accordance with Section 18.1-10 of the City's Procurement Ordinance is available upon request.

II. PURPOSE

The purpose of this RFP is to solicit sealed proposals from qualified offerors to provide Lynchburg City Schools with in-person special education services when needed for: occupational therapy, physical therapy, speech therapy, RN, LPN, psychological evaluation, BCaBA, BCBA, teachers of the visually impaired, and teachers of the deaf or hard of hearing services. LCS reserves the right to award contracts to multiple vendors to ensure all required/requested services can be met.

III. BACKGROUND INFORMATION

Lynchburg, Virginia

The City of Lynchburg is located near the geographic center of the state, bordered by the eastern edge of the Blue Ridge Mountains. The historic downtown area sits along the banks of the James River. The City covers approximately 50 square miles and the population estimate is approximately 80,000.

Lynchburg City Schools

Lynchburg City Schools (LCS) offers educational services to more than 7,650 students enrolled in preschool through adult classes in two high schools, three middle schools, and eleven elementary schools. In addition, LCS provides 1,126 students with disabilities services. Alternative elementary, middle, high school, and gifted programs are also available. An example of two schools heavily utilizing the requested services are:

1. The Carl B. Hutcherson Early Learning Center which is a school that has Pre-Kindergarten Programs for young children ages 2-5 years old. In addition, Hutcherson provides young children with disabilities educational services to support their individual needs.
2. Laurel Regional School. LAUREL is a regional public education program. It is governed by its own school board with five area school divisions represented. The LAUREL program provides classroom instruction for regional students, ages 2-22, who are severely and profoundly mentally or physically handicapped or autistic. In addition to the specialized classroom program, other services available to eligible students include speech and language therapy, occupational therapy, physical therapy, vision services and services for the hearing impaired. LAUREL also offers occupational therapy, physical therapy, vision services, and services for the hearing impaired on an itinerant basis to participating school divisions.

Lynchburg City Schools employs over 1,460 staff, including teachers, administrators, and support personnel. A listing of LCS schools and other information is available at LCS's official website www.lcsedu.net.

IV. SCOPE OF SERVICES

LCS is interested in securing a single comprehensive private service provider, or multiple service providers if necessary, to provide the following services IN-PERSON ONLY (not virtual) when employed staff are absent on a short or long-term basis or have staffing vacancies. LCS is not requesting proposals solely offering virtual services. If proposals are received solely offering virtual services, they may be deemed non-responsive, not evaluated, and rejected. Currently, LCS utilizes a sub-finder within the schools. Filling a vacancy through the existing LCS sub-finder is, and will continue to be, the default process and would be subsidized by the following services if a sub cannot be found:

1. Occupational Therapy (evaluations and student specific therapy sessions)
2. Physical Therapy (evaluations and student specific therapy sessions)
3. Speech Therapy (evaluations and student specific therapy sessions)
4. RN Services - Operating a school clinic area
5. LPN Services - Operating a school clinic area
6. LPN Services - Serve as a personal care assistant for students with disabilities (personal care or medical needs)
7. Psychological evaluation services: Ability and Achievement testing for (I.D.E.A) eligibility determination and educational planning
8. BCaBA Services – Board Certified Assistant Behavior Analyst
9. BCBA Services – Board Certified Behavior Analyst
10. Teachers of the Visually Impaired (TVI)
11. Teachers of the Deaf or Hard of Hearing

It will be the service provider's responsibility to make sure that all their personnel are properly licensed according to state and federal regulations.

V. PROPOSAL PREPARATION

Proposals must address the tasks included in the Scope of Services and the Criteria for Proposal Evaluation. Proposals should be prepared simply, providing straightforward and concise responses to requests for information and descriptions of qualifications and capabilities. **Responses shall be limited to no more than 30 single-sided or 15 double-sided pages excluding the Title Page. Resumes of staff will NOT count against the page count.** Each copy of the proposal must be bound with all documentation in a single volume where practical. Failure to do so will result in a lowered evaluation. Incomplete proposals may be determined nonresponsive. Proposals with extraneous information will receive a lower ranking.

Offerors should organize their proposals using the format described below:

Title Page

Furnish the **REQUEST FOR PROPOSALS TITLE PAGE** and include it as the first page of the proposal. The name stated on the Title Sheet must be the full legal name of the Offeror and the address must be that of the office which will have the responsibility for the services provided.

Page 2

Place RFP 2025-042 Attachment A - LCS IN-PERSON SPECIAL EDUCATION SERVICES CHECKLIST as your second page of the proposal. Check the boxes noting which services you are able to provide.

Section 1 - Project Understanding

Briefly describe the understanding of the scope of services to be accomplished, and describe the proposed approach to providing the required services. Explain how the services will be delivered and steps anticipated for service delivery.

Section 2 – Staff Experience

Indicate who would be LCS’s main point of contact for services and each individual with a proposed role in the project. (not clinicians per se, but your firm’s administrative staff) For each individual involved show:

- A. The role of the individual as it pertains to service delivery.
- B. The geographical location of the individual.
- C. The projected availability of the individual over the next 12 months.

Resumes of administrative staff should be included. Resumes of individuals who will not be directly involved with the proposed service delivery should not be included.

LCS Staff reserve the right to review resumes and qualifications of the clinicians the contracted firm works to place within the schools.

Section 3 – Ability to Meet Scope of Service Requirements

- A. Show an understanding of the services which need to be provided and a timeline of how quickly such services can be provided.
- B. Executive summary – Provide a narrative, prepared in non-technical terms, summarizing the Offeror’s proposal. The executive summary should identify the following: Primary Contact for the Offeror, including name, address, telephone number, and E-Mail address.
- C. A detailed description of the services to be provided for each of the categories/job titles listed in the Scope of Services for which your firm can provide staff. Clearly state your firm’s ability to meet or exceed the requested services. Please include a statement acknowledging that all personnel providing services are properly licensed according to state and federal guidelines.
 - 1. Exceptions/Alternatives will be considered. While LCS prefers a single, integrated service provider, LCS is receptive to standalone solutions from multiple vendors for certain services. A key characteristic of a proposed “Best-of-Breed” strategy is a verifiable track record of success in a Pre-K through 12th – into adulthood (when applicable) environment. Contributing to that success will be a proven strategy for the integration of the standalone services.

Section 4 –Firm Qualifications

Provide a brief summary as to why the firm(s) feels qualified to provide the requested services, any performance data pertinent to the proposed services, and include any alternative approaches to achieve the desired results and/or add value to what is provided.

Section 5 – References

Provide a list of three (3) clients for whom similar services have been provided and dates when the service was provided. Include the types of services performed, client name, individual contact name, address, telephone number, and e-mail address. References from other school systems are strongly preferred.

Section 6 – Pricing

Please provide a pricing sheet including the breakdown of hourly rates for each offered service.

VI. CRITERIAL FOR PROPOSAL EVALUATION AND METHOD OF AWARD

LCS will review and evaluate each proposal based on the criteria listed below:

1. Demonstrated understanding of the tasks and requirements depicted in the proposal. (25 points)
2. Expertise, experience, and qualifications of the assigned staff in providing services to students - Pre-K through 12th grade. (and through age 22 if applicable to the services proposed) (25 points)
3. Ability to respond to requests to provide services with short notice. (20 points)
4. Additional Firm Experience to include providing in-person special education related and Medicaid related services. (20 points)
5. Conciseness and clarity of proposal organization. (10 points)

Method of Award

Following evaluation of the written proposals as submitted, presentations shall be held prior to selection. LCS reserves the right to hold presentations in a virtual format (not in-person). The opportunity to present shall be made to two or more Offerors deemed to be fully qualified and best suited among those submitting proposals, on the basis of the factors involved in the Request for Proposal, and respondents ranked 1, 2, 3 or more. Upon completion of the presentations, the selection committee shall select firms for negotiations. After negotiations, the LCS project manager shall begin negotiations with the selected firm(s) in an attempt to reach an agreement to provide the services. Price shall be considered, but need not be the sole determining factor. If after negotiations have been conducted with the top ranked firm(s), an agreement cannot be reached, negotiations will be terminated with that firm, and negotiations began with the next highest ranked firm. This procedure will continue until an agreement is reached or negotiations are terminated and the services re-solicited. At any stage of the selection process should the City determine in writing and in its sole discretion that only one Offeror is fully qualified, or that one Offeror is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that Offeror.

LCS RESERVES THE RIGHT TO AWARD MULTIPLE CONTRACTS AS A RESULT OF THIS RFP PROCESS IF DEEMED NECESSARY TO ENSURE FULL COVERAGE OF THE NEEDED SERVICES. LCS ALSO RESERVES THE RIGHT TO USE ANY CONTRACTED VENDOR AS A RESULT OF THIS RFP PROCESS TO PROVIDE SIMILAR SERVICES TO THOSE OUTLINED IN THIS RFP, BUT WHICH MAY NOT BE SPECIFICALLY LISTED.

LCS's expectation is that the staff of any vendor providing services shall act professionally at all times. This may include working collaboratively with other contracted vendors and LCS staff toward the overall goal of providing the best services possible for the LCS student population.

Notice of Award will be posted on the City's web site (www.lynchburgva.gov/Bids.aspx) and on the bulletin board located outside of the Procurement Office, 3rd floor City Hall, 900 Church Street, Lynchburg, Virginia, 24504.

VII. CONTRACT TERM

The initial contract term for LCS In-Person Special Education Services shall be for one (1) year with the option to renew for an additional four (4) years in one (1) year increments upon mutual agreement by both parties.

Revisions to pricing will only be addressed prior to entering into any renewal term or when pricing for services not originally requested in this RFP are needed.

VIII. GENERAL TERMS AND CONDITIONS

The Contract for Services ("Contract" or "Agreement") with the successful Offeror will contain the following Terms and Conditions. Offerors taking exception to these terms and conditions or intending to propose additional or alternative language must (a) identify with specificity the City/LCS Terms and Conditions to which they take exception or seek to amend or replace; and (b) include any additional or different language with their proposal. Failure to both identify with specificity those terms and conditions Offeror takes exception to or seeks to amend or replace as well as to provide Offeror's additional or alternate Contract terms may result in rejection of the proposal.

A. Subcontracting and Assignment of Work

The Consultant shall not subcontract or assign portions of the work, other than those specifically defined in the contract, without the express written consent of the City/LCS. A description of any work the Offeror proposes to subcontract shall be submitted to the City/LCS for review and approval along with the name and address of the individual, firm, or corporation that is the proposed subcontracting firm. This submittal shall also include a list of the key personnel that the subcontractor will assign to the project. All work performed by any subcontractor shall be coordinated by the Consultant who shall be responsible to the City/LCS for all work performed by any subcontractor or special consultant.

B. Independent Successful Firm

The Consultant is an independent firm and nothing contained in a subsequent contract shall constitute or designate such firm or any of its agents or employees as employees of the City/LCS.

C. Notification

Any notice required by the contract shall be effective if given by registered mail, return receipt requested, to the Consultant in the name and at the address given in its proposal submission; provided that change of address shall be effective if given in accordance with this paragraph. Unless otherwise specified, any notice to the City/LCS shall be given to the City of Lynchburg, Procurement Manager, 900 Church Street, Lynchburg, VA 24504. The Consultant agrees to notify the City/LCS immediately of any change of legal status or of address. Any notice provided in accordance with this paragraph shall be deemed to have been completed five calendar days after the date of mailing.

D. Cooperative Procurement

As authorized in § 2.2-4304 of the Code of Virginia, this procurement is being conducted on behalf of and may be used by public bodies, agencies, institutions and localities of the several states, territories of the United States, and the District of Columbia with the consent of the Consultant.

E. Termination

Subject to the provisions below, the contract may be terminated by the City/LCS upon thirty (30) days advance written notice to the Consultant; but if any work or service hereunder is in progress, but not

completed as of the date of termination, then the contract may be extended upon written approval of the City/LCS until said work or services are completed and accepted. All information and materials gathered and/or prepared by or for it under the terms of the contract shall be delivered to, become and remain the property of the City/LCS. The City/LCS shall have the right to use and reproduce the data and reports submitted hereunder, without additional compensation to the Consultant.

Termination for Convenience:

The City/LCS may terminate this contract for convenience at any time in which the case the parties shall negotiate reasonable termination costs.

Termination for Cause:

In the event of Termination for Cause, the thirty (30) days advance notice is waived and the Consultant shall not be entitled to termination costs.

Termination Due to Unavailability of Funds in Succeeding Fiscal Years:

If funds are not appropriated or otherwise made available to support continuation of the performance of this Contract in a subsequent fiscal year, then the Contract shall be canceled and, to the extent permitted by law, the Consultant shall be reimbursed for the reasonable value of any non-recurring costs incurred but not amortized in the price of the supplies or services delivered under the Contract.

F. Laws and Regulations

The Successful firm shall abide by all Federal, State and Local laws and regulations governing the provision of the services called for in the contract. The Successful firm shall give notice and comply with all laws, ordinances, rules, regulations, and lawful orders of any public authority bearing on the performance of the work.

By entering this Contract, the Consultant certifies that it does not and will not during the performance of this Contract violate the provisions of the Federal Immigration Reform and Control Act of 1986, which prohibits employment of illegal aliens.

This contract shall be governed and construed in all respects by its terms and by the laws of the Commonwealth of Virginia. Any legal proceedings arising out of or related to this contract shall be filed by the parties in the City of Lynchburg General District Court or the Lynchburg Circuit Court.

G. Additional Services

The City/LCS may add to the Scope of Services any services of a similar nature to those specified in the Scope of Services of this Request for Proposals as mutually agreed to at a price mutually agreed upon.

H. Severability

Each paragraph and provision of the resultant contract will be severable from the entire contract and if any provision is declared invalid, the remaining provisions shall remain in effect.

I. Licenses and Permits

The successful firm shall secure and pay for all permits, governmental fees and licenses necessary for the proper execution and completion of the work which are legally required prior to and during the work. The City/LCS will not charge for any permits required by the City of Lynchburg.

J. Nondiscrimination

If the resultant contract exceeds \$10,000, during the performance of the contract, the Consultant agrees as follows:

- a. The Consultant will not discriminate against any employee or applicant for employment because of race,

religion, color, sex or national origin, except where religion, sex or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of the Consultant. The Consultant agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this non-discrimination clause.

- b. The Consultant, in all solicitations or advertisements for employees placed by or on behalf of the Consultant, will state that such Consultant is an equal opportunity employer.
- c. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.
- d. The Consultant will include the provisions of the foregoing paragraphs a, b and c in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontracted firm or vendor.

K. Payments to Successful firms

Payments to the Consultant shall be made within 30 days after receipt of an approved invoice for services provided in the previous month. Backup documentation for each invoice shall be provided in detail satisfactory to the City/LCS. The Consultant's records and documentation supporting such invoices shall be made available to the City/LCS upon reasonable request. The Consultant agrees to retain all records, documents and support materials relevant to the contract for a period of five years following final payment. Invoices must be prepared in formats as required by funding agencies.

In accordance with Virginia Code Section 2.2-4354 the Consultant agrees that:

- 1. Should any contractor be employed by the Consultant for the provision of any goods or services under this Contract, the Consultant agrees to the following:
 - (a) The Consultant shall, within seven days after receipt of any payments from the City/LCS pursuant to this Contract, either:
 - (1) Pay the subcontractor for the proportionate share of the total payment received from the City/LCS attributable to the goods or services provided by the subcontractor; or
 - (2) Notify the City/LCS, as applicable, and the subcontractor, in writing, of the intention to withhold all or a part of the subcontractor's payment with the reason for nonpayment. Written notice to the City/LCS shall be given to: City of Lynchburg Procurement Manager, 900 Church Street, Lynchburg, VA 24504.
 - (b) The Consultant shall pay interest to the subcontractors, at the rate of one percent per month on all amounts owed to the subcontractor that remain unpaid after seven days following receipt of payment from the City/LCS for goods or services provided under this Contract, except for amounts withheld under subparagraph (a)(2) above.
 - (c) The Consultant shall include in each of its subcontracts a provision requiring each subcontractor to include or otherwise be subject to the same payment and interest requirements with respect to each lower-tier subcontractors firm.
 - (d) The Consultant's obligation to pay an interest charge to a subcontractor shall not be an obligation of the City/LCS.
 - (e) No contract modification shall be allowed for the purpose of providing reimbursement for these interest charges. No cost reimbursement claim shall include any amount for reimbursement of these interest charges.

L. Contractual Claims

Any claims by a contractor or anyone claiming on the contractor's behalf against the City/LCS arising under or relating to a contract shall only be resolved as specified in the City's Procurement Ordinance, Sec. 18.1-7, ensuring timely notice of the claim.

The contractor shall give the City/LCS written notice of any claim within ten (10) days of the beginning of the occurrence of the event leading to the claim being made. The written notice shall be a document from the contractor addressed to the City/LCS official or employee designated by the contract to receive such notice, or if no one is so designated, to the LCS Superintendent. The written notice shall clearly state the contractor's intention to make a claim, shall describe the occurrence involved, and shall be transmitted in a manner to ensure receipt by the City/LCS. The contractor shall submit the claim and any supporting data to the City/LCS within thirty (30) days after the occurrence giving rise to the claim ends. The burden shall be on the contractor to substantiate that it has given written notice and submitted its claim in accordance with this provision.

M. Taxes

The Consultant shall pay all City, State, and Federal taxes required by law enacted at the time proposals are received and resulting from the work or traceable thereto, under whatever name levied. Said taxes shall not be in addition to the contract price as the taxes shall be an obligation of the Consultant and not of the City/LCS and the City/LCS shall be held harmless for same by the Consultant.

N. Indemnification

To the fullest extent permitted by law, the Consultant, for itself, heirs, representatives, successors and assigns agrees to save, defend, keep harmless and indemnify the City/LCS and all of its officials, agents and employees (collectively, the "City/LCS ") from and against any and all claims, loss, damage, injury, costs (including court costs and attorney's fees), charges, liability or exposure, however caused, resulting from, arising out of or in any way connected with the Consultant's performance (or nonperformance) of the contract terms or its obligations under this contract.

O. Contract Assignment

The resultant contract may not be assigned, in whole or part, without the written consent of the City/LCS. The rights and obligations of the Consultant are personal and may be performed only by the Consultant. Any purported assignment that does not comply with this provision is void. This contract is binding upon and inures to the benefit of the parties and their respective permitted successors and assigns.

P. Royalty and License Fees and Copyright, Trademark and Patent Protection

The Successful firm shall pay all royalty and license fees relating to the items covered by the contract. In the event any third party shall claim that the manufacture, use and sales of these goods offered hereby constitutes an infringement of any copyright, trademark, or patent, the Offeror shall indemnify and hold harmless the City/LCS from any cost, expense, damage or loss incurred in any manner by the City/LCS on account of such alleged infringement.

Q. Precedence of Documents

The precedence of documents shall be as follows: the CONTRACT, the Request for Proposals and the Offeror's response to the Request for Proposals.

R. Insurance

The Consultant shall be required to maintain in force such insurance, in amounts acceptable to the City/LCS,

as will protect it and the City/LCS from claims which may arise out of or result from the execution of the work, whether such execution be by the firm, its employees, agents, subcontractors or by anyone for whose acts any of them may be liable. This coverage should include, at a minimum, Worker's Compensation and General Liability (including premises/operations, independent successful firms, products and completed operations, contractual liability and personal injury liability). All insurance shall be provided by companies authorized to conduct business in the Commonwealth. The Consultant shall furnish the City/LCS with an original Certificate of Insurance upon request. The Certificate should name the City/LCS as additional insured under their General Liability coverage. The Consultant shall notify the City/LCS at least 30 days prior to policy cancellation, non-renewal or reduction of coverage.

S. Administrative Appeals Procedure

- (a) The following are the exclusive procedures for a bidder or offeror to protest the City's/LCS's award or decision to award a contract.
- (1) Any protest to award a contract shall be in writing and shall be delivered so that it is received by the LCS Superintendent not later than five (5) business days after announcement of the award or decision to award, whichever comes first. Otherwise any such protest shall be deemed to be waived.
 - (2) Except for a protest of an emergency or sole source procurement, a protest of a City/LCS award or decision to award a contract may only be made by a person who submitted a bid or proposal for the procurement at issue and who was reasonably likely to have its proposal accepted but for the City's/LCS's decision. In the case of an emergency or sole source procurement, a protest may only be made by a person who can show that he was reasonably likely to have submitted a successful bid or proposal if the procurement had been other than emergency or sole source.
 - (3) Protests shall only be granted if (1) the protester has complied fully with this Sec. 18.1-6 and there has been a violation of law, the Lynchburg public procurement code, or mandatory terms of the solicitation that clearly prejudiced the protestor in a material way, or (2) a statute requires voiding of the decision.
 - (4) The LCS Superintendent shall issue a written decision on a protest within ten (10) days of its receipt by the LCS Superintendent.
 - (5) If the protest is denied, the protestor may only appeal the denial or otherwise contest or challenge procurement by then filing suit in the Lynchburg Circuit Court, Lynchburg, Virginia, and serving the City/LCS with such suit within ten (10) days of such denial. Otherwise, the LCS Superintendent's decision shall be final and conclusive, and the protester's right to appeal the denial or to otherwise contest or challenge the procurement shall be deemed to be waived.
 - (6) The City/LCS should defer award of a contract where the decision to award has been protested unless there is a written determination by the LCS Superintendent that proceeding without delay is necessary to protect the public interest or unless the bid or offer of the prospective awardee would expire.
 - (7) The validity of a contract awarded and accepted in good faith shall not be affected by the fact that a protest or appeal is filed.
 - (8) The exclusive relief allowed if a protest is granted is to void the decision being protested. If a contract has already been awarded and performance under the contract has begun, the contract need not be voided if not in the public interest to do so. Under no circumstances will any monetary amount be allowed to the protestor as part of any relief granted.
 - (9) Strictly following these procedures shall be a mandatory prerequisite for protest of the City's/LCS's award or decision to award a contract. Failure by a bidder to follow these procedures strictly shall preclude that bidder's protest and be deemed to constitute a waiver of any protest.

(b) A protest may not be based upon the alleged non-responsibility of a person to whom the city awards or makes a decision to award a contract.

T. Drug Free Workplace

In accordance with Sec 2.2-4312 of the Virginia Code, during the performance of this contract, the Consultant agrees to (i) provide a drug-free workplace for the consultant's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the Consultant's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the consultant that such consultant maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each sub-Consultant or vendor.

Successful firm shall not use, possess, manufacture, or distribute alcohol or illegal drugs during the performance of the contract or while on City/LCS premises or distribute it to City/LCS employees.

Successful firm understands that a violation of these prohibitions constitutes a breach of the contract and that the City/LCS has the right cancel the contract.

For the purpose of this section, "Drug-free workplace" means a site for the performance of work done in connection with a specific contract awarded to a firm, the employees of which are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

U. Certification by Consultant as to Felony Convictions

No one with a felony conviction may be employed under this Contract and by the signature of its authorized official on the response to this solicitation; the Consultant certifies that neither the contracting official nor any of the Consultant's employees, agents or subcontractors who will work under this contract have been convicted of a felony.

Contracted vendors must certify that any employee of the vendor, or any other person who will provide services under a resulting contract and will have direct contact with students on LCS property during regular school hours or school-sponsored activities, has not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. Service Provider further acknowledges that such certification shall be binding on vendor throughout the term of the contract, including renewals or extensions thereof, and agrees to provide immediate notice to LCS of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individual providing such services.

In accordance the Code of Virginia 22.1-296.2, contracted vendors shall conduct criminal background checks of its employees and volunteers if applicable, and upon receipt of those checks, certify to LCS that no employee or volunteer who will be working with students from LCS has been convicted of a violent or serious felony as defined by statute. LCS shall not permit any employee or volunteer to have any such contact with a student of LCS until such certification has been received by LCS. Contracted vendors shall supply LCS with a list of names of those employees and student volunteers who are cleared to work with students of the district. The cost associated with each background check performed will be at the sole expense of the contracted vendor.

V. Confidentiality

1. Consultant Confidentiality

The Consultant acknowledges and understands that its employees may have access to proprietary, business information, or other confidential information belonging to the City of Lynchburg/LCS. Therefore, except as required by law, the Consultant agrees that its employees will not:

- a) Access or attempt to access data that is unrelated to their job duties or authorizations as related to this Contract.
- b) Access or attempt to access information beyond their stated authorization.
- c) Disclose to any other person or allow any other person access to any information related to the City/LCS or any of its facilities or any other user of this Contract that is proprietary or confidential. Disclosure of information includes, but is not limited to, verbal discussions, FAX transmissions, electronic mail messages, voice mail communication, written documentation, "loaning" computer access codes and/or another transmission or sharing of data.

The Consultant understands that the City/LCS, or others may suffer irreparable harm by disclosure of proprietary or confidential information and that the City/LCS may seek legal remedies available to it should such disclosure occur. Further, the Consultant understands that violations of this provision may result in Contract termination.

The Consultant further understands that information and data obtained during the performance of this contract shall be considered confidential, during and following the term of this Contract, and will not be divulged without the Purchasing Agent's written consent and then only in strict accordance with prevailing laws. The Consultant shall hold all information provided by the City/LCS as proprietary and confidential, and shall make no unauthorized reproduction or distribution of such material.

2. City/LCS Confidentiality

The City/LCS understands that certain information provided by the Consultant during the performance of this Contract may also contain confidential or proprietary information. Consultant acknowledges that this Contract and public records (as defined by §2.2-3701 of the Virginia Freedom of Information Act) provided pursuant to this Contract are subject to the Virginia Freedom of Information Act §§2.2-3700 et seq. and the Virginia Public Procurement Act §2.2-4342 of the Code of Virginia.

- W. The Consultant shall devote such part of its time as is reasonably necessary to the operations outlined under the resultant contract. The Consultant may engage in business ventures of a nature and description independent of this Contract with the City/LCS. The Consultant is required to disclose immediately any outside activities or interests, as they arise, that conflict or suggest a potential conflict with the declared or stated interests of the City/LCS. The Consultant is required to disclose all local government clients and must attest that work for those clients will not conflict with the interests of the City/LCS. The City/LCS reserves the right to object to such attestations. If such objections arise, the parties will agree to the best course of action to resolve the conflict or potential conflict.

The Consultant shall conduct all transactions under this contract in good faith. The Consultant will employ the highest ethical and professional standards at all times, failure to do so could result in termination of the Contract for cause or convenience.

- X. Sexual Harassment and Smoke-Free Environment: City/LCS does not and will not tolerate any form of sexual harassment, including but not limited to physical, verbal, implied or any other context that shall be interpreted by the City/LCS as harassment. Smoking is not permitted on any City/LCS site (including both in buildings and on school grounds).

ATTACHMENTS:

Attachment A – 2025-042 In-Person Special Education Services for LCS Checklist

2025-042 IN-PERSON SPECIAL EDUCATION SERVICES FOR LCS

CHECKLIST - ATTACHMENT A

PLEASE INCLUDE THIS AS THE SECOND PAGE
OF YOUR PROPOSAL BEHIND THE TITLE PAGE.

Company Name of Offeror Submitting a Proposal: _____

Please place a checkmark in each box for the service(s) you are proposing to provide.

- 1. Occupational Therapy
- 2. Physical Therapy
- 3. Speech Therapy
- 4. RN Services – Operating a school clinic area
- 5. LPN Services – Operating a school clinic area
- 6. LPN Services – Serve as a personal care assistant for students with disabilities (personal care or medical needs)
- 7. Psychological evaluation services: Ability and Achievement testing for (I.D.E.A) eligibility determination and educational planning
- 8. BCaBA Services – Board Certified Assistant Behavior Analyst
- 9. BCBA Services – Board Certified Behavior Analyst
- 10. Teachers of the Visually Impaired (TVI)
- 11. Teachers of the Deaf or Hard of Hearing

City of Lynchburg
Procurement Division
900 Church Street
Lynchburg, VA 24504
Phone: (434) 455-3970

Addendum for RFP
Special Education Services for Lynchburg City Schools
2025-042

Date: January 13, 2025

From: Matt Marsteller, Senior Contract Specialist

RE: Addendum No. 1

This Addendum becomes a part of the contract documents and modifies the Request for Proposals as noted below. Acknowledge receipt of this Addendum in the space provided on Title Page or by physically printing, completing, and submitting with your proposal package. Failure to do so may subject bidder to disqualification.

Notes and Clarification Points from the Optional Virtual Pre-Proposal Meeting on January 7, 2025 from 2:00 p.m. – 2:51 p.m. (Administrative items covered by Matt M.)

- A vendor attendance record was established by requesting that attendees place their contact information in the chat box.
- Introductions were made by City/LCS Staff.
- The deadlines for questions, answers, and receipt of proposals were noted.
- The importance of acknowledging related addenda was stressed throughout the meeting.
- The City/LCS accepting proposals for virtual special education services was discussed. See Question 10 below regarding accepting both virtual and in-person service delivery. Solicitation name modified to 2025-042 Special Education Service for Lynchburg City Schools.
- How to submit proposals was briefly reviewed. The City's electronic submission functionality is live. See Question 17 below regarding e-submissions only.
- Matt M. briefly covered the Purpose and Background sections of the RFP.
- Donna L. briefly discussed the Laurel Regional School's programs and the services they require.
- Polly S. briefly discussed the Hutcherson Early Learning Center and the services they require.
- Barbara R. clarified that the committee is comprised of she, Donna L., and Polly S., but the requested services are for the entire LCS division, not just Laurel and Hutcherson.
- Matt M. reviewed the Scope of Services noting the 11 disciplines for which LCS is looking for coverage.
- Matt M. noted how proposals are to be laid out, section by section. Attachment A of the RFP should be the second page of all proposals. The checklist makes it easier for committee members to know what they are preparing to evaluate/review.

- Matt M. noted the Criteria for Proposal Evaluation and Method of Award sections. Also mentioned was LCS reserving the right to award multiple contracts as a result of this RFP process and to utilize contracted vendors for similar services that may not be specifically requested in the RFP. The importance of all contracted vendors working in conjunction with one another to provide quality service delivery to LCS students was also reviewed.
- The Contract Term portion of the RFP was briefly discussed by Matt M.

Questions Received Prior to the Pre-Proposal Meeting:

Question 1: Who were the past vendors and what are the hourly rates paid for all of the disciplines?

Answer: HealthPRO Pediatrics was the last vendor LCS used for Special Ed Services. That contract expired on June 30, 2023. See Attachment 1 for the rates paid from July 1, 2022 through June 30, 2023. Some of the disciplines on the Attachment are not listed in the RFP and vice/versa.

Question 2: Can you provide the name and contact information for the individual who will be coordinating the services for the disciplines at the district?

Answer: It will be the Director of Special Education (a recently filled position) and the Principal of the school.

Question 3: How many hours are there per school day?

Answer: 7.5 hours

Question 4: How many school days are there per year?

Answer: 200 days

Question 5: When is the anticipated award date for this RFP?

Answer: The end of February 2025.

Question 6: Does the district allow students to be pulled out for OT/PT/SLP service delivery during any part of the academic day, for example, during elective classes?

Answer: Yes, that is allowed.

Question 7: Are you able to share the approximate number of vacancies expected for the upcoming contract year? Or if not, the approximate number of vacancies you filled last year with external providers?

Answer: LCS has not had a recent contract with external providers as noted above; therefore, no positions were filled with external providers. Staff covered as possible; however, that is not LCS's preferred way to meet student needs. With a change in leadership, external providers are preferred if it will ensure students' needs are met.

Question 8: Will LCS accept additional specialties, other than the ones requested?

Answer: See the Answer to Question 27.

Question 9: Will LCS accept a rate range for each discipline or is one specific rate for each service required?

Answer: See the Answer to Question 24.

Question 10: Although the RFP is for in-person services, will LCS accept proposed rates for both on-site and virtual, as virtual services may be needed, if district is unable to secure on-site staff?

Answer: Yes. LCS will accept proposals for virtual special education services. This answer formally modifies the original RFP removing any reference to NOT accepting proposals with a virtual option. The evaluation committee recognizes that in-person service delivery proves to be most beneficial for LCS students; however, there may be instances where virtual services work well for some students.

Question 11: Will the district accept an attestation letter that the employee has passed our background and sex offender search or does the district HR require them to go through the district process/have fingerprints completed?

Answer: HR requires them to go through the district process for fingerprints/background check. The vendor will be responsible for covering a small fee associated with that process. LCS utilizes a system that will allow contracted staff not local to Lynchburg to complete the process seamlessly.

Question 12: Does the district provide contracted staff members with all necessary materials, protocols, testing kits, printer access, and laptop for daily use?

Answer: Yes.

Question 13: Does the district provide contracted staff members with a badge? If so, what is the process for obtaining it?

Answer: Yes, it would be obtained from HR once the background check is cleared.

Question 14: Does the district provide contracted staff members with a district email address?

Answer: Yes, LCS will and will require all contracted staff to utilize that email concerning anything related to the students in the district.

Question 15: Are there any additional district HR forms that are needed to be completed by the contracted staff member prior to working in the district?

Answer: Yes, there are. Those forms include a computer use policy, student information privacy policy, and other additional items.

Question 16: Does the contracted staff member need to complete any of the following before they can begin working: TB test, physical, drug test, etc?

Answer: LCS HR requires a TB test only. The TB test is obtained by the contracted staff member, at their or the vendor's cost, and a TB form is completed by the physician that will be submitted to HR.

Question 17: There is an option on the City of Lynchburg website to submit this proposal response electronically. Will LCS consider an electronic submittal or are we required to send in the physical copies as instructed in the RFP?

Answer: The City's IFB/RFP electronic submission feature went live two weeks ago. When the RFP was issued, the City didn't know when the functionality would be available. The evaluation committee is agreeable to receiving proposals only through the electronic submission process on the City's website. Paper copies are no longer mandatory for this RFP process.

Questions Received During the Pre-Proposal Meeting:

Question 18: Have you seen an increase in caseloads for current staff?

Answer: LCS hasn't seen a tremendous growth in the need for services. There are currently five (5) speech therapy positions vacant. The vacancies are creating a bit of a backlog. Compensatory services' time is also available.

Question 19: Were there any pain points or issues with Healthpro you would like to see improved with a new vendor?

Answer: Utilizing virtual special education services for young students was challenging. Any virtual services provided will need to be planned out very well. LCS does have the need for teachers of the visually impaired. Those specific teachers were not utilized under the HealthPro contract.

Question 20: Page 4 states "to provide the following services when employed staff are absent on a short or long-term basis". Could you provide a definition of "short term" and "long-term"?

Answer: Short-term is defined as a vacancy of a month or more. Long-term is defined as a vacancy exceeding twelve (12) weeks. LCS is looking for coverage over periods of time. Not a day here or a day there. Continuity of services is crucial.

Question 21: What is the typical caseloads for SLPs, PT/OTs?

Answer: For SLP's, approximately 50-60 students depending on the services needed. For OTs, approximately 40 students depending on the services needed. For PTs and an Assistant, approximately 15-30 students depending on the services needed.

Question 22: Are any of the RN or LPN positions needed for students requiring 1:1 services?

Answer: Not currently, but that is always subject to change. LCS could hire a PCA for 1:1 attention if that need arises.

Question 23: Will nurses or other staff be asked to ride the bus with students?

Answer: LCS has not recently had nurses riding the bus with students.

Question 24: Will you accept an hourly rate range for each service discipline that includes a minimum to maximum rate, considering the demand for school-based providers and experience levels?

Answer: Yes. Hourly rate ranges for each service discipline are fine.

Question 25: Do you have any current RN or LPN needs in the school health clinics?

Answer: Not currently, but that is subject to change. Last fall, one school did need a nurse to cover the clinic due to medical leave of a staff member.

Question 26: Is the district open to new graduates for requested services?

Answer: LCS is open to new graduates for services; however, those graduates would need to be supervised by someone from the contracted vendor's staff until licensure requirements are met.

Question 27: Do you want to see all services we provide outside of the 11 listed?

Answer: LCS is willing to review all services available; however, only the requested services listed in the RFP will be reviewed in the proposals for purposes of scoring. Any extra/ancillary services can be included in the proposal as an Appendix. Any Appendices included will count against the page count.

Question 28: Once a vendor(s) are selected, how are needs and open requirements communicated? if we have caseload questions who will be our main point of contacts?

Answer: Through the Director of Special Education Services, another supervisor in that department, or the Principal of the school. Main points of contact can be determined after contract execution. The dissemination will be determined by student's needs and how well the vendor has clinicians who can match those needs. For example, if the student is a pre-kindergarten student, in-person services have proven to be more beneficial than virtual, but virtual services may be used if in-person is not available. Otherwise, beyond student need, it will be done based on vendor availability, cost, and caseload logistics.

Question 29: When will services be expected to start and is there a submittal and interview process?

Answer: LCS anticipates services beginning in March of 2025 and continuing through the school year. LCS and contracted vendors can re-group during the summer with the goal of rolling out a comprehensive plan to provide services beginning in the 25/26 school year. Whether a submittal and interview process is required will be determined at a later time by the newly hired Director of Special Education Services.

Question 30: What is the overall dollar amount of the RFP?

Answer: This depends upon student need and the amount of money budgeted for the provision of services. The amount of anticipated annual spend for all potential services is between \$250k - \$300k.

Question 31: Do you require ESY (Extended School Year) services:

Answer: Yes. If the IEP committee determines that ESY is needed, those services are provided. It is possible that ESY services will be needed in the summer of 2025.

Question 32: How many contractors were used in 24/25 school year?

Answer: 1 retired LCS speech therapist was brought back to assist and was paid as a staff member of LCS. Zero (0) third party contractors were utilized.

Question 33: What student service systems does the district use for iep management, doc management, etc.

Answer: LCS uses Virginia IEP sponsored by the VDOE. At some schools, the SLP Toolkit is used to assist with data collection.

Question 34: What are the requirements for background checks through the state of VA?

Answer: Please see Answer to Question 11.

Question 35: Will our providers be given access to the iep systems and access. Does the district provide testing materials for each need?

Answer: Yes, clinicians will be given access to the IEP systems. Yes, LCS provides testing materials for its students.

Questions Asked After the Pre-Proposal Meeting:

Question 36: Apart from end of tenure, is there any other reason to release this solicitation?

Answer: LCS has been without a contracted third-party special ed services vendor for 18 months. Due to staff vacancies, this RFP was released.

Question 37: Can the district please clarify how needs for vendor supplied contractors will be disseminated to awardees post award?

Answer: See Answer to Question 28.

Question 38: When is the estimated contract award date, and how will the district communicate award status to vendors?

Answer: The end of February 2025. Awarded vendors will be notified by City staff once the Notice of Award is posted. Vendors conducting presentations, but not selected for contract award are typically called to inform them that the process has concluded. Vendors submitting proposals, but not selected to present are typically notified via email that the process has concluded. All Notice of Award postings for the City / LCS can be found at: www.lynchburgva.gov/Bids.aspx

Question 39: How many vendors does the district expect to award a contract to for the services requested in this solicitation?

Answer: That hinges entirely on the number of proposals received. That question cannot be fully answered at this time.

Question 40: Can the district please provide incumbent information and current bill rates for contracts in place for similar services?

Answer: See Attachment 1 to this Addendum.

Question 41: What is the expected amount of full-time, vendor supplied (RN/LPN, PT/OT/SLP, School Psych, BCBA, TVI, & TDHH) needed during the 2024-25 SY?

Answer: At this point, the LCS knows it needs 3 to 5 SLPs and other positions on an as-needed basis.

Question 42: Can the district please provide the total amount of full-time, vendor supplied (RN/LPN, PT/OT/SLP, School Psych, BCBA, TVI, & TDHH) utilized during the 2023-24 SY?

Answer: There were no vendors supplied clinicians used in the 2023-2024 SY. The contract expired prior to the start of that school year.

Question 43: Can the district please describe the supplies and materials that contracted providers will have access to at the district? (wifi, computer access, testing material, office supplies, etc.)?

Answer: See Answer to Question 12.

Question 44: What travel between schools is expected for these providers?

Answer: Yes, travel between schools can be expected. That is entirely dependent upon LCS's needs are.

Question 45: What are the district expectations of contract providers to assist in Medicaid reimbursement documentation services?

Answer: LCS doesn't currently bill for Medicaid services. Any changes to this process will be discussed and negotiated with any contracted vendor(s).

Question 46: What is the average caseload for the providers requested in this solicitation?

Answer: See Answer to Question 21. For Vision Impaired students, 8-18 depending on the services needed.

Question 47: Will the district accept Speech Language Pathologists during their Clinical Fellowship Year (CFY)?

Answer: See Answer to Question 26.

Question 48: Can the district please clarify the maximum weekly allowable hours approved for providers requested in this solicitation?

Answer: 37.5 hours per week would be the maximum weekly allowable hours.

Question 49: Will the district accept contract exceptions?

Answer: If you are referring to exceptions to the Terms and Conditions noted in the RFP, possibly. Some of the T/C's are non-negotiable. The City Attorney's Office would need to review and approve any revisions to the T/C's in the RFP.

Question 50: Is district able to provide job descriptions/duties for each listed position?

Answer: See Attachment 2. Not all requested positions currently have LCS job descriptions.

Question 51: Who is the clinic POC at the district for agency nurses.

Answer: That can be determined prior to contract execution with an awarded vendor(s).

Question 52: Is on-site clinical supervision required?

Answer: All staff are supervised to some extent by Principals and other LCS staff; however, LCS staff are not responsible for any performance documentation or observations or the direct supervision of any licensed or unlicensed contracted clinician.

Question 53: What are the documentation requirements? Will agency staff have access to electronically document or does the district have specific documentation forms to utilize?

Answer: Documentation will largely be completed electronically through Virginia IEP. Other forms may be required on an as-needed basis.

Question 54: Will the district obtain the student physician orders?

Answer: Generally speaking, yes, LCS will obtain the orders.

Question 55: Will the district require vendor to provide any additional training such as CPI, RR, or other crisis management training?

Answer: Not at this time; however, LCS reserves the right to request additional training for a negotiated fee.

Question 56: Will the district allow for contractor to have mutual ability to terminate?

Answer: This can be discussed prior to contract execution if necessary.

Question 57: Does the school district have home care agencies billing Medicaid for the 1:1 RN and LPN services they provide in the school setting?

Answer: No.

Question 58: How does the school district handle students who need 1:1 services with high-acuity medical needs that a PCA cannot provide?

Answer: If a PCA cannot provide services, the needs will be evaluated on a case-by-case basis.

Question 59: Is the contracted agency responsible for orienting contracted skilled nurse staff, or will the school/district orient new nurse staff?

Answer: LCS will provide basic school orientation.

Question 60: Will the school district nurse oversee the physician-directed orders for the students in need of 1:1 nursing, or will this a requirement of the contracted agency?

Answer: For 1:1 services, this will be determined on a case-by-case basis.

Question 61: Will the skilled nurse staff document care for the student on forms provided by the school/district?

Answer: Yes.

Question 62: Is there any expectation for the contracted agency to provide supervision of the contracted school staff? If yes, how often, and can it be done telephonically?

Answer: See the Answer to Question 52.

City/LCS Staff in Attendance for the Optional Virtual Pre-Bid Meeting:

Donna Lewis – LCS / Laurel Regional School
Barbara Rypkema – LCS Finance
Polly Smith – LCS / Hutcherson Early Learning Center
Matt Marsteller – City Procurement

Vendors in Attendance for the Optional Virtual Pre-Bid Meeting:

Myia Sower – LowKey Speech
John Gumpert – The Stepping Stones Group
Todd Campbell – Maxim Healthcare Services
Caylee Harris – Attain Therapy
Jeff Klott – AMN Healthcare
Mason Evans – Supplemental Healthcare
Jessica Fernandez – AMN Healthcare
Amber Carter – Supplemental Healthcare
Chelsea Betancourt – American Medical Staffing, Inc.
Helaina Dollins – Amergis Healthcare Staffing
Noah Ring – Therapy Source
Jessica Mathis – TactStaff
Todd Garrity – Attain Therapy
Jordan Alouf – Maxim Healthcare Services

Taylor McCabe – Maxim Healthcare Services
Cole Huffman – Maxim Healthcare Services
Martin Crawford – Maxim Healthcare Services
Cynthia Lara – Amergis Educational Staffing

ATTACHMENT 1: LCS SPECIAL EDUCATION SERVICES AMENDMENT 4 ATTACHMENT A HEALTHPRO PEDIATRICS
REVISED PRICE LISTING EFFECTIVE MAY 10, 2022

ATTACHMENT 2: CURRENT LCS JOB DESCRIPTIONS AVAILABLE FOR THE REQUESTED SERVICE POSITIONS

READ TERMS AND CONDITIONS AND SIGN

In compliance with the above RFP, and subject to all the conditions hereof, the undersigned offers and agrees to comply with any or all of the terms and conditions contained herein, or as mutually agreed upon by subsequent negotiations. This form shall become part of the final file.

Company Name: _____ *Address:* _____ *Date:* _____

Authorized Signature: _____ *Title:* _____

Print Name: _____ *Telephone No.:* _____ *E-mail:* _____

LCS Special Education Services Amendment 4 Attachment A
Revised Price Listing May 10, 2022

Position Title	Hourly Rate
Speech Therapy	\$73.00
Speech Therapy – Clinical Fellow	\$69.00
Bilingual Speech Language Pathologist	\$79.00
Telehealth Speech Language Pathologist	\$73.00
Registered Nurse	\$59.00
RN Coordinator	\$63.00
Licensed Practical Nurse	\$52.00
School Psychologist	\$82.00
Bilingual School Psychologist	\$88.00
Board Certified Assistant Behavior Analyst	\$68.00
Board Certified Behavior Analyst	\$78.00
Social Worker	\$59.00
Special Education Teacher	\$56.00
School Counselor	\$57.00
Occupational Therapy	\$69.00
Physical Therapy	\$68.00

Job Description

GENERAL INFORMATION		
Title: Board Certified Behavior Analyst (BCBA)	Department: Student Services	Salary Grade: Full-Time FLSA Status: -Exempt
Site/Location: Student Services	Reports to: Director of Student Services	Date: 07/16/2024
POSITION SUMMARY		
<p>The BCBA analyzes all environmental variables that influence behavior and learning for the purpose of evaluating and implementing scientifically sound, evidence based supports. The BCBA consults with teachers, principals and other administrative personnel in order to facilitate optimal behavioral performance for staff and students throughout the organizational structure. The BCBA provides specialized behavior analysis and support for learners who exhibit challenging behaviors at his/her assigned schools. The BCBA provides guidance in the implementation of Social Emotional Learning through sound behavioral best practices. The BCBA provides leadership in all aspects of applied behavioral analysis and its implementation.</p>		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Collaborate with instructional staff, related service providers, other school personnel, families and a variety of community agencies for the purpose of improving the overall quality of student outcomes, and achieving established classroom objectives. 2. Design positive behavior support plans. 3. Assess student progress towards objectives, expectations, and/or goals (e.g. behavioral, social, motor development and communication skills, academic needs, vocational abilities, etc.) using consistent data collection for the purpose of providing feedback to students, families and administration. 4. Guide team members as they work to manage student behavior for the purpose of providing a safe and optimal learning environment using the principles of positive reinforcement and consistent implementation of behavioral techniques. 5. Participate in a variety of meetings for the purpose of conveying and/or gathering information required to perform expected job duties. 6. Submit reports required by the Director for Student Services in a prompt manner. 7. Serve on school and/or community teams as needed. 8. Provide a full range of behavior analytic services to schools in accordance with federal, state and local regulations. 9. Determine school wide needs for specific social work services through consultation with the principal and school staff , establish priorities for service delivery within assigned schools, and perform specialized social work in an educational setting to enable students to perform successfully in the areas of academics, behavior, and culture. 		

10. Consult with teachers, administration, and other education professionals in the application of behavior supports..
11. Provide in-service training to teachers and administrative staff on a variety of behavioral topics, social emotional learning, and other related training.
12. Perform other duties as assigned by the Director of Student Services.
13. Perform other duties as directed by the school board.

LYNCHBURG CITY SCHOOLS COMPETENCIES

Personal Competencies	Leadership Competencies	Functional Competencies
<ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning

EDUCATION AND EXPERIENCE

- BCBA Licensed (Board Certified Behavior Analyst) credentials are preferred and will consider non-BCBA credentialed if enrolled in BCBA program. Master's required. Minimum of 2 years' experience in the role of BCBA and special education teacher certification preferred. Experience with conducting Functional Behavioral Assessments and development of Behavior Intervention Plans.
- Specialized experience for this position includes experience working with learners with behavior disorders in an educational environment; conducting formal and informal assessments using curriculum-based tools or progress monitoring measures; collecting data for academic, behavioral, communication and social skills and graphically displaying data; developing individualized reinforcement systems for a variety of learners and supporting learners in inclusive educational environments for the purpose of generalizing skills across settings. **The ideal candidate will have varied experience conducting staff training and professional development.**

KNOWLEDGE, SKILLS AND ABILITIES

- Ability to adhere to the Behavior Analyst Certification Board Code of Ethics.
- Ability to conduct telephone-based or in-person interviews, data collection, and data entry.
- Strong verbal and written communication skills, including active listening, empathy, and relationship building.
- Ability to interact in a non-judgmental manner with culturally diverse populations and persons experiencing a wide range of social conditions.
- Critical thinking and problem-solving skills, and the ability to use sound judgment in responding to client issues and concerns.
- Ability to adapt to changing environments and receive constructive feedback.
- Knowledge of and experience with the Lynchburg City Schools organization, policies, and practices (preferred).
- Ability to use discretion, maintain confidentiality, and ethical conduct.
- Ability to work effectively with all levels of staff, establishing and maintaining collaborative professional relationships.
- Strong time management skills (organization, prioritization, multitasking).
- Ability to work independently and as part of a multidisciplinary team.
- Proficiency with use of computers (desktop, laptop, tablet).
- Proficiency with use of mobile devices (smartphones, mobile apps).
- Solid knowledge and understanding of Microsoft Office and Google Drive, and ability to learn new technical programs/practices as needed.

- Solid knowledge and understanding of equitable practices that create a safe, inclusive, and supportive environment for LCS staff, students, and community members.

SUPERVISORY RESPONSIBILITY

- The BCBA may supervise behavior teams, behavior coaches, RBT’s or other assigned behavior personnel.

TRAVEL REQUIREMENTS

- Reliable transportation, necessary
- Travel within the City of Lynchburg as needed
- Minimal travel outside of the City of Lynchburg as needed

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Under ADA Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is required to frequently stand; sit; walk; talk or hear; use hands to finger, handle, type, or feel; and stoop, kneel, or crouch.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

AAP/EEO STATEMENT

LCS is an EEO/Affirmative Action Employer and does not discriminate on the basis of age, race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, protected veteran status, disability, or any other legally protected status.

APPROVAL

Direct Hiring Manager:	Date:
Next Level Manager:	Date:
Employee Signature:	Date



Job Description

GENERAL INFORMATION		
Title: Speech-Language Pathologist	Department:	Salary Grade: \$45,800.82-\$84,210.16 FLSA Status:
Site/Location:	Reports to:	Date:
POSITION SUMMARY		
To provide speech and language screenings, assessment, and therapy to children.		
ESSENTIAL FUNCTIONS		
<p>Ability to screen, evaluate, diagnose, and remediate communication disorders of students, birth to twenty-one years of age; ability to develop and implement appropriate goals and objectives for each individual student and to select and utilize therapeutic materials effectively with individuals and small groups of students. Good communication and human relations skills needed in order to implement consultative programs through classroom teachers and parents and to work effectively and cooperatively as a member of the local school or site-based team. Good writing and organizational skills needed to formulate concise clinical reports, develop IEPs and Individualized Family Service Plans (IFSPs), and to maintain complete longitudinal records for each student.</p> <p>Course work and demonstrated knowledge and expertise in working with communication disorders, including significant expertise in evaluation and therapeutic techniques; experience working cooperatively with professionals in related disciplines; demonstrated skill in working with parents (i.e., parent counseling, parent training, etc.): excellent oral and written communication skills, and human relations skills. Or other combination of applicable education, training, and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.</p>		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> Honesty Integrity Ethical Equity Minded Emotional Intelligence Cultural Competence Safety Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> Models Excellent Customer Service Thinks Strategically Shows Initiative Acts Decisively Communicates Effectively Works Collaboratively Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> Technical Capabilities Computer Literacy Data Analysis and Management Fiscal Planning and Management Project Management Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> Holds a Master's degree in speech-language pathology. Possess or be eligible for a license issued by the Virginia Board of Audiology and Speech-Language Pathology. American Speech-Language-Hearing Association Certificate of Clinical Competence (CCC) desirable. 		
KNOWLEDGE, SKILLS AND ABILITIES		
<ul style="list-style-type: none"> Demonstrate a willingness to work with all students. Possess high moral standards and integrity. 		
SUPERVISORY RESPONSIBILITY		
<ul style="list-style-type: none"> 		
TRAVEL REQUIREMENTS		
<ul style="list-style-type: none"> 		
WORK ENVIRONMENT AND PHYSICAL DEMANDS		
OTHER DUTIES		
AAP/EEO STATEMENT		



APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Hearing Impaired Teacher	Department: Special Education	Salary Grade:
		FLSA Status:
Site/Location: High School	Report to : Principal	Date:
POSITION SUMMARY		
<p>The hearing impairment position is an internal position that works with pre-kindergarten, elementary, middle, and high school students.</p>		
ESSENTIAL FUNCTIONS		
<ul style="list-style-type: none"> Conducts conferences with parents and teachers of pupils enrolled. Provides a course of study to meet the individual needs of students who have the ability to progress satisfactorily in an academic world. Prepares a schedule for each leader who has pupils enrolled in the deaf/hearing impaired education program. Requests and maintains essential equipment for the deaf/hearing impaired education program. Provides opportunities for parents to observe and discuss the student's educational program. Facilitates parents, teacher and community understanding of the difficulties of students who are deaf or hearing impaired through the use of appropriate public information media. Prepares schedule and evaluation for each school and place a copy of these in the file in the administration building. Prepares a case summary and final disposition reports on each pupil yearly. Performs other duties as assigned by the principal and the director of special education. 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p style="text-align: center;">Personal Competencies</p> <ul style="list-style-type: none"> Honesty Integrity Ethical Equity Minded Emotional Intelligence Cultural Competence Safety Quality 	<p style="text-align: center;">Leadership Competencies</p> <ul style="list-style-type: none"> Models Excellent Customer Service Thinks Strategically Shows Initiative Acts Decisively Communicates Effectively Works Collaboratively Resolves Conflict Proactively 	<p style="text-align: center;">Functional Competencies</p> <ul style="list-style-type: none"> Technical Capabilities Computer Literacy Data Analysis and Management Fiscal Planning and Management Project Management Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> Must possess or be eligible for a Virginia Teaching License with an endorsement in hearing impairments PreK-12. Preference is given to candidates who possess a Virginia Quality Assurance Screening (VQAS) Level III certification. 		
KNOWLEDGE, SKILLS AND ABILITIES		
<ul style="list-style-type: none"> 		
SUPERVISORY RESPONSIBILITY		
<ul style="list-style-type: none"> 		
TRAVEL REQUIREMENTS		
<ul style="list-style-type: none"> 		



WORK ENVIRONMENT AND PHYSICAL DEMANDS	
OTHER DUTIES	
AAP/EEO STATEMENT	
APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Speech Pathologist	Department: Special Education	Salary Grade:
Site/Location: High School	Report to: Principal	FLSA Status:
Date:		
POSITION SUMMARY		
To provide speech and language screenings, assessment, and therapy to children.		
ESSENTIAL FUNCTIONS		
<ul style="list-style-type: none"> ● Ability to screen, evaluate, diagnose, and remediate communication disorders of students, birth to twenty-one years of age; ● Ability to develop and implement appropriate goals and objectives for each individual student and to select and utilize therapeutic materials effectively with individuals and small groups of students. ● Good communication and human relations skills needed in order to implement consultative programs through classroom teachers and parents and to work effectively and cooperatively as a member of the local school or site-based team. ● Good writing and organizational skills needed to formulate concise clinical reports, develop IEPs and Individualized Family Service Plans (IFSPs), and to maintain complete longitudinal records for each student. 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p style="text-align: center;">Personal Competencies</p> <ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<p style="text-align: center;">Leadership Competencies</p> <ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<p style="text-align: center;">Functional Competencies</p> <ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> ● Holds a Master's degree in speech-language pathology. ● Possess or be eligible for a license issued by the Virginia Board of Audiology and Speech-Language Pathology. ● American Speech-Language-Hearing Association Certificate of Clinical Competence (CCC) desirable. 		
KNOWLEDGE, SKILLS, AND ABILITIES		
<ul style="list-style-type: none"> ● 		
SUPERVISORY RESPONSIBILITY		
<ul style="list-style-type: none"> ● 		
TRAVEL REQUIREMENTS		
<ul style="list-style-type: none"> ● 		
WORK ENVIRONMENT AND PHYSICAL DEMANDS		
OTHER DUTIES		
AAP/EEO STATEMENT		
APPROVAL		
Direct Hiring Manager:		Date:
Next Level Manager:		Date:

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS



Job Description

GENERAL INFORMATION		
Title: School Psychologist - Intern	Department: Special Education	Salary Grade: FLSA Status:
Site/Location: TBD	Reports to: Director of Special Education	Date: 12/10/2020
POSITION SUMMARY		
<p>UNDER THE DIRECT SUPERVISION OF A LICENSED SCHOOL PSYCHOLOGIST, the School Psychologist- Intern, provides the full range of psychological services to schools and centers or to a diagnostic unit, systematically collects, analyzes, synthesises and interperets information necessary to guide services usch as consultation, counseling, behavioral assessment and intervention planning and psychological evalution in the educational setting and performas related duties as required to assigned.</p>		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Completes psychological evaluations that include as appropriate areas of personal-social adjustment, intelligence-scholastic aptitude, adaptive behavior, language and communication skills, sensory and perceptual-motor functioning and environmental cultural influence 2. Participates in eligiblity meeting and process 3. Consults with school personnel and parents to increase understanding of students 4. Provides liaison services with community agencies and private practitioners 5. Provides crisi and non-crisis intervention 6. Gathers data and disseminates new knowledge to improve learning and behavior 7. Assists with analysis and evaluation of data related to the profession 8. Assists with analysis and evaluations of data related to effectiveness of educational/behaviorial and interventions 9. Models professional and ethical standards appropriate to the profession 10. Participates in a meaningful and continuous process of professional development 11. Analytic ability and adaptability to changing needs 12. Ability to communicate effectively, both orally and in writing 13. Ability to write comprehensive reports and ability to interpret findings to parents 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> • Honesty • Integrity • Ethical 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative 	<p>Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management



<ul style="list-style-type: none"> • Equity Minded • Emotional Intelligence • Cultural Competence • Safety • Quality 	<ul style="list-style-type: none"> • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<ul style="list-style-type: none"> • Fiscal Planning and Management • Project Management • Strategic Planning
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EDUCATION AND EXPERIENCE

- Must have completed all requirements to function as a School Psychologist - Intern as defined by their current College or University. Must be eligible to begin the one-year internship as prescribed by the current College/University awarding the degree.

KNOWLEDGE, SKILLS AND ABILITIES

- Good knowledge of psychological theory and practice as applied to the behavior and development of children and young adults, ability to apply knowledge to the needs and requirements of a public school system, ability to gain the confidence and cooperation of students, teachers and parents and the ability to establish and maintain positive relationships with other professionals within the school and the community.

SUPERVISORY RESPONSIBILITY

- This is a 12 month contract position. This job description in no way states or implies that these are the only duties to be performed by this employee. The School Psychology - Intern will be required to follow any other instructions and to perform any other related duties as assigned by the Director of Special Education. Lynchburg City Schools reserves the right to update, revise or change this job description and related duties at any time.

TRAVEL REQUIREMENTS

- Travel is required between school sites for this position.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of the job, the employee is required to frequently stand, sit, walk, talk or hear; use hands to finger, handle, type or feel; and stoop, kneel or crouch.

OTHER DUTIES

Please note that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

AAP/EEO STATEMENT

LCS is an EEO/Affirmative Action Employer and does not discriminate on the basis of age, race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, protected veteran status, disability or any other legally protected status.

APPROVAL

Direct Hiring Manager:	Date:
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Next Level Manager:	Date:
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Job Description

GENERAL INFORMATION		
Title: Licensed Practical Nurse	Department:	Salary Grade: \$26,141.68-\$44,089.50 FLSA Status:
Site/Location:	Reports to: Principal	Date:
POSITION SUMMARY		
Assist with health services, administer medication to students, and perform support tasks for students who are medically fragile and in need of support to function in the school setting.		
ESSENTIAL FUNCTIONS		
Support in the implementation of student-specific health plans within the school setting, on field trips, during school-sponsored activities, and on the bus to and from school. Maintain health records, as noted in student-specific health care plan and/or Medicaid Plan of Care. Provide first aid when needed, and to monitor and enforce health related laws, codes and immunization requirements. Provide in-services for school staff. Provide classroom health education as needed. Create plans for assigned students in collaboration with a Registered Nurse, Parent(s), and/or Physician. Participate in training for assisting with meeting the specific health needs of students as outlined in the following: Virginia School Health Guidelines Manual, Specialized Health Care Procedures Manual, Manual for the Training of Public School Employees in the Administration of Medication, and Manual for Training of Public School Employees in the Administration of Insulin and Glucagon. Reports to School Principal and LCS School Nurse Coordinator.		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p style="text-align: center;">Personal Competencies</p> <ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<p style="text-align: center;">Leadership Competencies</p> <ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<p style="text-align: center;">Functional Competencies</p> <ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> ● Minimum of High School Diploma ● LPN Certification, or higher from an accredited program ● Experience preferred in pediatrics or community health ● General knowledge of school health problems 		
KNOWLEDGE, SKILLS AND ABILITIES		
<ul style="list-style-type: none"> ● 		
SUPERVISORY RESPONSIBILITY		
<ul style="list-style-type: none"> ● 		
TRAVEL REQUIREMENTS		
<ul style="list-style-type: none"> ● 		
WORK ENVIRONMENT AND PHYSICAL DEMANDS		
Light Work: Exerting up to 75 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed		
OTHER DUTIES		
This job description in no way states or implies that these are the only duties to be performed by this employee. The LPN will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time. This is a 10- month position with full benefits.		
AAP/EEO STATEMENT		



APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Occupational Therapist	Department:	Salary Grade: \$42,049 - \$77,312 FLSA Status:
Site/Location:	Reports to:	Date:
POSITION SUMMARY		
Plan and provide therapy to students with developmental and physical disabilities. . Assess students and provide therapeutic intervention to maximize physical or mental functioning, increase independent functioning, and/or adjust to disabilities.		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Assess students' level of functioning and need for occupational therapy. 2. Develop an Individual Education Program for each student and participate in IEP meetings with multi-disciplinary team members as well as parents. 3. Implements therapy programs to meet IEP goals. 4. Teaches parents, teachers or assistants and other appropriate personnel to implement fine motor activities as prescribed by the occupational therapist. 5. Collects and records data on therapy programs. 6. Monitors therapy programs using observations, data and/or pre-post testing. 7. Manages student behavior during therapy. 8. Works cooperatively and communicates appropriately with teaching and support staff. 9. Develops and adheres to a daily schedule. 10. Works with team members to order appropriate materials and equipment; uses and maintains that equipment. 11. Monitors and reports student performance and progress. <p>Communication</p> <ol style="list-style-type: none"> 12. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers. 13. Maintain a professional relationship with colleagues, students, parents, and community members. 14. Use effective communication skills to present information accurately and clearly. <p>Professional Growth and Development</p> <ol style="list-style-type: none"> 15. Maintain professional competence by participating in staff development activities, professional learning communities, curriculum development meetings, and other professional opportunities. 16. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers. 17. Attend and participate in faculty meetings, serve on staff committees, Professional Learning Communities, and participate in student/parental involvement activities as required. 18. Maintains confidentiality. 19. Completes other duties as assigned. 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<ul style="list-style-type: none"> • • 	<p style="text-align: center;">Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<p style="text-align: center;">Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management • Fiscal Planning and Management • Project Management • Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> • Must possess a Virginia Board of Medicine license as an occupational therapist. 		
KNOWLEDGE, SKILLS AND ABILITIES		
<ul style="list-style-type: none"> • Knowledge of procedures, activities, and equipment used in occupational therapy. 		



<ul style="list-style-type: none"> • Ability to instruct students and manage their behavior. • Excellent organizational, communication, and interpersonal skills. 					
SUPERVISORY RESPONSIBILITY					
<ul style="list-style-type: none"> • Supervise occupational therapy assistant(s). 					
TRAVEL REQUIREMENTS					
<ul style="list-style-type: none"> • 					
WORK ENVIRONMENT AND PHYSICAL DEMANDS					
<p>OTHER DUTIES</p> <p>This job description in no way states or implies that these are the only duties to be performed by this employee. The teacher will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.</p>					
AAP/EEO STATEMENT					
<p>APPROVAL</p> <table border="1"> <tr> <td>Direct Hiring Manager:</td> <td>Date:</td> </tr> <tr> <td>Next Level Manager:</td> <td>Date:</td> </tr> </table>		Direct Hiring Manager:	Date:	Next Level Manager:	Date:
Direct Hiring Manager:	Date:				
Next Level Manager:	Date:				



Job Description

GENERAL INFORMATION		
Title: Physical Therapist	Department:	Salary Grade: \$50,782.48-\$83,975.38 FLSA Status:
Site/Location: Laurel Regional Program	Reports to: Director of Laurel Regional Program	Date:
POSITION SUMMARY		
Develops and implements physical therapy programs for students on assigned caseload. Students may be served at Laurel as well as in any of the schools that are based in the divisions served by the Laurel Regional Program.		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Performs as member of interdisciplinary team whose purpose is to provide appropriate educational program for students with disabilities. 2. Serves as a liaison between the student's physicians and instructional team members. 3. Adheres to the Code of Ethics of the American Physical Therapy Association. 4. Provides students with disabilities therapy in the areas of range of motion; posture; gait; strength; motor development; and functional abilities. 5. Keeps essential records necessary for efficient operation. 6. Serves as a consultant to school personnel and parents. 7. Performs other duties as assigned by the principal and director for special education. <p>Communication</p> <ol style="list-style-type: none"> 8. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers. 9. Maintain a professional relationship with colleagues, students, parents, and community members. 10. Use effective communication skills to present information accurately and clearly. <p>Professional Growth and Development</p> <ol style="list-style-type: none"> 11. Maintain professional competence by participating in staff development activities, professional learning communities, curriculum development meetings, and other professional opportunities. 12. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers. 13. Attend and participate in faculty meetings, serve on staff committees, Professional Learning Communities, and participate in student/parental involvement activities as required. 14. Maintains confidentiality. 		
Personal Competencies	Leadership Competencies	Functional Competencies
<ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning
EDUCATION AND EXPERIENCE		



- Must have a degree in physical therapy and/or a Certificate of physical therapy from an approved school of physical therapy.
- Must possess a valid physical therapy license in the state of Virginia.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of procedures, activities, and equipment used in physical therapy.
- Ability to instruct students and manage their behavior.
- Excellent organizational, communication, and interpersonal skills.

SUPERVISORY RESPONSIBILITY

- Supervises the certified physical therapy assistant(s)

TRAVEL REQUIREMENTS

- Must be able to travel to more than one work location in the course of a day if assigned to an itinerant position

WORK ENVIRONMENT AND PHYSICAL DEMANDS

OTHER DUTIES

This job description in no way states or implies that these are the only duties to be performed by this employee. The employee will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.

AAP/EEO STATEMENT

APPROVAL

Direct Hiring Manager:

Date:

Next Level Manager:

Date:



Job Description

GENERAL INFORMATION		
Title: School Nurse - RN	Department:	Salary Grade: \$29,180.34 - \$49,205.74 FLSA Status:
Site/Location:	Reports to:	Date:
POSITION SUMMARY		
To assist with health services, provide leadership in establishing a complete and effective program of school health.		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Interpret the school health services to school personnel and students. 2. Maintain the school medical clinic and administer medication according to school board policy. 3. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including clinic records and accurate, updated health records on all students. 4. Requisition supplies and equipment needed to maintain clinic inventory. 5. Administer screening program as required by Virginia school law and school board policy. 6. Assist with pre-school registration and interprets health requirements required by the school board policies. 7. Assist in the provision of support services to students with disabilities. 8. Conduct and facilitate school, home, and physician contact as it relates to school health including: physical examinations, immunizations, illness, and medications. 9. Conduct the health interview and acts as liaison with the home as it relates to securing health information related to special education and child study activity. 10. Educate faculty and staff as needed on health-related topics. 11. Work in conjunction with other agencies to provide insight into the medical, emotional, and social background of the students. 12. Perform other duties as assigned by the division's school nurse coordinator and/or building administrator. 13. Maintain a professional relationship with colleagues, students, parents, and community members. 14. Use effective communication skills to present information accurately and clearly. 15. Maintains confidentiality 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> ● The candidate must have a valid state license as a Registered Nurse to practice professional nursing in VA. ● 2 years nursing experience, preferably in community health. 		
KNOWLEDGE, SKILLS AND ABILITIES		
●		
SUPERVISORY RESPONSIBILITY		
●		
TRAVEL REQUIREMENTS		



•	
WORK ENVIRONMENT AND PHYSICAL DEMANDS	
OTHER DUTIES	
<p>This job description in no way states or implies that these are the only duties to be performed by this employee. The teacher will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.</p>	
AAP/EEO STATEMENT	
APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Teacher of the Blind and Visually Impaired	Department:	Salary Grade: \$40,194.00-\$59,377.50 (10 month) \$42,203.70-\$62,346 (10.5 month) FLSA Status:
Site/Location: LAUREL Regional School. LAUREL serves the following five public school divisions: Appomattox, Bedford, Campbell, Lynchburg, and Amherst.	Reports to: Director of Laurel Regional Program	Date:
POSITION SUMMARY		
<p>The itinerant teacher for students with visual impairments travels to the students' assigned schools to provide direct and/or consultative special education services relating to vision loss. These services enable the students to learn in a variety of settings. Services for infants may be provided in the infants' homes or child care settings. The students range in age from birth through 21 and may have only a visual impairment or additional disabilities. The cognitive levels of the students range from severely impaired to gifted and talented.</p>		
ESSENTIAL FUNCTIONS		
<p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • 1. Performs functional vision and learning media assessments on new referrals and three-year re-evaluations • 2. Interprets eye medical reports as they relate to educational environments • 3. Contributes to the development of the IEP/IFSP with goals, modifications, learning styles • 4. Recommends appropriate specialized evaluations as needed, such as low vision, orientation and mobility • 5. Consults with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modification, and test administration • 6. Obtains modified standardized testing materials (Stanford, DWAP, SOL, VAAP, VGLA , PALS, SAT, ACT) and administer or assist in the administration of the test as needed • 7. Works as liaison with other agencies in the vocational assessment process <p>Appropriate Learning Environment</p> <ul style="list-style-type: none"> • 1. Assists in determining and procuring classroom equipment and materials necessary for the student with visual impairments to learn (braille, low vision devices, assistive technology, computer) including ensuring necessary room modifications and lighting changes • 2. Provides the classroom teacher with information regarding the specialized strategies needed to teach a VI student • 3. Consults with other instructional staff to provide information to incorporate the expanded core curriculum into the entire instructional setting • 4. Provides modified materials to the classroom teacher • 5. Provides braille, recorded/enlarged materials, and tactual symbols as appropriate for each child • 6. Performs other job duties as assigned 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> • Honesty • Integrity • Ethical • Equity Minded • Emotional Intelligence • Cultural Competence • Safety • Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management • Fiscal Planning and Management • Project Management • Strategic Planning



EDUCATION AND EXPERIENCE	
<ul style="list-style-type: none"> • Must possess or be eligible for a Virginia Teacher’s License with an endorsement in visual impairments 	
KNOWLEDGE, SKILLS AND ABILITIES	
(see list of essential functions required for this position)	
SUPERVISORY RESPONSIBILITY	
<ul style="list-style-type: none"> • 	
TRAVEL REQUIREMENTS	
<ul style="list-style-type: none"> • Must possess the ability to travel between sites. 	
WORK ENVIRONMENT AND PHYSICAL DEMANDS	
OTHER DUTIES	
<p>This job description in no way states or implies that these are the only duties to be performed by this employee. The employee will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.</p>	
AAP/EEO STATEMENT	
APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



LYNCHBURG CITY SCHOOLS

Contract **LCS – Special Education Services**

This Contract made and entered into on March 17, 2025 by and between The Stepping Stones Group LLC, (Service Provider), and the Lynchburg City School Board, doing business as Lynchburg City Schools, a school division of the Commonwealth of Virginia, (LCS).

WITNESSETH:

That the Service Provider and LCS, in consideration of the mutual covenants, promises and agreements herein, agree as follows:

SCOPE OF SERVICES: LCS recently issued RFP 2025-042 for Special Education Services which is attached hereto and incorporated herein as Attachment A. The Service Provider shall provide staffing for Special Education Services as outlined in a proposal dated January 28, 2025 attached hereto and incorporated herein as Attachment B. Services shall be provided strictly on an as-needed basis in-person at any LCS location or delivered in a virtual or hybrid format when requested by LCS Staff. Also required of the Service Provider are the following provisions:

1. Service Provider shall ensure that each Staff member entering any LCS location abides by all LCS rules, regulations, and policies relating to health and safety mitigation strategies currently in effect for the protection of students, faculty, and those working in and around LCS locations. Any Staff of the Service Provider failing to abide by such policies may be asked to leave the premises. LCS reserves the right to immediately request an adequate Staff substitute should this occur.
2. In accordance the Code of Virginia 22.1-296.2, Service Provider shall conduct criminal background checks of its employees and volunteers if applicable, and upon receipt of those checks, certify to LCS that no employee or volunteer who will be working with students from LCS has been convicted of a violent or serious felony as defined by statute. LCS shall not permit any employee or volunteer to have any such contact with a student of LCS until such certification has been received by LCS. Service Provider shall supply LCS with a list of names of those employees and student volunteers who are cleared to work with students of the district. The cost associated with each background check performed will be at the sole expense of the Service Provider.

PAYMENT FOR SERVICES: In consideration of the services described herein, LCS hereby agrees to pay the Service Provider as outlined on page 46 of Attachment B. All pricing terms shall apply for the duration of the Contract. Any price increases shall be negotiated prior to any contract renewal. Pricing for additional services requested by LCS will be negotiated at the time of such request. Budget appropriations and need for services can fluctuate from year to year; therefore, no amount of annual spend is guaranteed as a result of this Contract. Should LCS request the services of a Special Education Teacher, the agreed upon price range for that position shall be \$75-\$89 per hour.

TERM OF CONTRACT: This Contract shall begin on March 17, 2025 and end on July 31, 2026, with the option to renew for up to four (4) additional one (1) year periods upon the mutual consent of the parties to the Contract.

The Contract Documents shall consist of:

1. This signed Contract LCS – Special Education Services dated March 17, 2025;
2. LCS - RFP #2025-042 issued on December 23, 2024 and Addendum No. 1 issued on January 13, 2025 (Attachment A); and
3. Service Provider's Proposal dated January 28, 2025 (Attachment B).

In the event that a conflict exists among or between the Contract Documents, the documents listed above are listed in descending order of importance, and any such conflict shall be resolved on that basis.

Any additional services to be performed or changes in pricing hereunder shall require a written amendment to this Contract, signed by both parties.

IN WITNESS WHEREOF, The Stepping Stones Group LLC has caused its name to be subscribed to this Agreement by Sean Byrne, its Chief Financial Officer and its seal to be hereunto affixed and attested by John Gumpert, its Director of Contracts and Proposals, said officers being duly authorized therefore; and the Lynchburg City School Board has caused its name to be hereunto subscribed by Dr. Ben Copeland, its Interim Superintendent, affixed and attested by Cari Cole, Executive Assistant to the Superintendent, said officers being duly authorized therefore, all as to the day and year first above written.

(SEAL)

ATTEST

BY: John Gumpert
Signature – Director of Contracts and Proposals

The Stepping Stones Group LLC

BY: Sean Byrne
Signature – Chief Financial Officer

ATTEST

BY: Cari Cole
Executive Assistant to the Superintendent

Lynchburg City Schools

BY: Ben Copeland
Interim Superintendent

Approved as to Form:

BY: Hye A Jones
City Attorney Designee

Attachments:

Attachment A – RFP #2025-042 issued on December 23, 2024 and Addendum No. 1 issued on January 13, 2025 (Attachment A); and

Attachment B – Service Provider’s Proposal dated January 28, 2025 (Attachment B).



REQUEST FOR PROPOSALS TITLE PAGE
Include this Page as the First Page in the Proposal Response

City of Lynchburg, Virginia
Procurement Division

Proposal Title: In-Person Special Education Services for LCS

This is the City of Lynchburg's (City) and Lynchburg City School's (LCS) Request for Proposals (RFP) No. **2025-042**, issued December 23, 2024. Direct inquiries for information should be directed to Matt Marsteller: e-mail: matthew.marsteller@lynchburgva.gov; Phone: 434-455-4233. All requests for clarification of or questions regarding this RFP must be made in writing and received by 4:00 p.m., January 15, 2025. All responses to this solicitation shall be in strict accordance with the requirements set forth in this RFP document and the ensuing contract documents.

Sealed proposals will be publicly accepted prior to **January 28, 2025 at 4:00 p.m.**; however, only the names of firms responding will be available for announcement. Proposals received after the above stated due date and time shall not be considered. Submit proposals in a sealed, opaque envelope, and put the RFP number, title, due date and time on the lower left front. Offerors are responsible for having their proposal stamped by Procurement Division staff before the deadline indicated above and acknowledge all addenda so issued in the space provided below. Any alteration or changes to this Request for Proposals will be made only by written addendum issued by the City of Lynchburg, Procurement Division.

An OPTIONAL Pre-Proposal Conference will be held on January 7, 2025 at 2:00 p.m. through Microsoft Teams. A link to the meeting shall be posted to the City's current solicitations webpage noted below. Any alteration or changes to this RFP will be made only by written addendum issued by the Procurement Division, and all Offerors are responsible for obtaining issued addenda from the City's Procurement website: <http://www.lynchburgva.gov/Bids.aspx>. All addenda will be posted no later than January 17, 2025 at 4:00 p.m.

Acknowledge receipt of addenda here: No. _____ Date: _____ No. _____ Date: _____

Submit Proposals: BY MAIL OR GROUND DELIVERY TO:
Procurement Division
Third Floor City Hall
900 Church Street
Lynchburg, Virginia 24504

Information the Offeror deems Proprietary is included in the proposal response in section(s): _____

See Paragraph B. on page 2 for guidelines on submitting proprietary information. In compliance with this Request for Proposals and all the conditions imposed therein, the undersigned offers and agrees to furnish the services in accordance with the attached proposal or as mutually agreed by subsequent negotiations. By my signature below, I certify that I am authorized to bind the Offeror in any and all negotiations and/or contractual matters relating to this Request for Proposals. Sign in ink and type or print requested information.

Full Legal Name of Offeror: _____

Fed ID OR SOC. SEC. NO.: _____ Date: _____

Address: _____ Phone: () _____

E-mail address: _____

Signature: _____

Typed or Printed Name, Title

City Buyer's Signature

I. SUBMISSION OF PROPOSALS

- A. One (1) original, so marked, and four (4) copies, so marked, for a total of five (5) of the proposal documents are required. In addition, submit one (1) copy of the proposal in an electronic format on a thumb drive. If a vendor's policy is to no longer use thumbdrives due to the security risk, the City will accept the electronic version of the proposal via email ONLY after the deadline for submission has passed. DO NOT send the electronic version prior to the proposal due date/time. The hard paper copies are what is required to be submitted prior to the noted proposal due date/time. The City/LCS will not assume responsibility for reproduction where an insufficient number of copies have been supplied. In any such case, the City/LCS will notify the Offeror of the deficiency and request that the appropriate number of copies be delivered within 24 hours. Failure to comply with this or other requirements of this Request for Proposal shall be grounds for the City/LCS to reject such proposals. Telegraphic or facsimile submission of proposals is not acceptable and any such proposals will not be considered. Nothing herein is intended to exclude any responsible Offeror or in any way restrain or restrict competition. All responsible Offerors are encouraged to submit Proposals. The content of the RFP and the successful Offeror's Proposal will become an integral part of the Contract, but may be modified by provision of the Contract. Offerors must be amenable to inclusion in a Contract any information, exclusive of that which is determined to be proprietary, provided either in response to this RFP or subsequently discussed and agreed upon during the selection/negotiation process. The information received will be considered contractual in nature, and will be used in validation and evaluation of Proposals, and in subsequent actions related to Contract execution and performance of responsibilities.

FedEx, UPS, and the USPS have access to City Hall to deliver mail/packages to the Procurement Office. If vendors choose to hand deliver proposals, they can come to the Citizens First Info Center located in the First Floor Lobby of City Hall at 900 Church St. Monday – Friday from 8:30 a.m. to 5:00 p.m. A Procurement Office staff member will be contacted to retrieve the proposals and they will be timestamped upon physical receipt by the Procurement Office staff member. It is the sole responsibility of the vendor to ensure their proposal is timestamped prior to the deadline for submission. Please allow additional time to ensure this is done. As always, late proposals will not be considered.

- B. Submission of Proprietary Information - Trade secrets or proprietary information submitted by an Offeror in connection with this procurement transaction shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protection of this section prior to or upon submission of the data or the materials, and must identify the data or other materials to be protected and state the reason why protection is necessary. (Section 2.2-4342 F. of the Code of Virginia). **Offerors shall submit, in a separate section of the proposal, any information considered proprietary and any copyrighted material and clearly identify the information as proprietary and/or copyrighted information. Offerors may not declare their entire proposal proprietary nor may they declare proposed pricing to be proprietary.** References may be made within the body of the proposal to proprietary information; however, all information contained within the body of the proposal not in the separate section labeled proprietary shall be considered Public Information.
- C. Proposals having any erasures or corrections must be initialed by the Offeror in ink.
- D. The City/LCS reserves the right to accept or reject any or all proposals, to waive informalities, and to reissue any request for proposals and to award contracts to multiple Offerors. Any contract resulting from this Request for Proposal shall not be exclusive to the Successful firm. The City/LCS reserves the right to contract with firms not party to the resultant contract for similar work if it determines this to be in their best interest. If this is a cooperative procurement, each entity referenced will award a contract in accordance with its respective independent procurement policies and procedures and as it deems will best serve its interest.

- E. By submitting a proposal, the Offeror agrees that the proposal will not be withdrawn for a period of 90 days following the due date for proposal responses.
- F. By submitting a proposal, the Offeror certifies that it has not combined, conspired or agreed to intentionally rig, alter or otherwise manipulate, or to cause to be rigged, altered or otherwise manipulated its proposal for the purpose of allocating purchases or sales to or among persons, raising or otherwise fixing the prices of the goods or services, or excluding other persons from dealing with the City/LCS.
- G. By submitting a proposal, the Offeror certifies that its proposal is made without collusion or fraud and that it has not offered or received any kickbacks or inducements from any other Offeror, supplier, manufacturer or subcontracting firm in connection with its proposal; and that it has not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised.
- H. Nothing herein is intended to exclude any responsible Offeror or in any way restrain or restrict competition. All responsible Offerors are encouraged to submit proposals.
- I. It is the policy of the City/LCS to maximize participation by minority and women owned business enterprises in all aspects of City/LCS contracting opportunities. The City/LCS does not discriminate against faith-based organizations.
- J. The City/LCS will not be responsible for any expense incurred by any Offeror in preparing and submitting a proposal. All proposals submitted will become the property of the City/LCS.
- K. By submitting a proposal, the Offeror is certifying that Offeror is not currently debarred by the City/LCS, or in a procurement involving federal funds, by the Federal Government. A copy of the City/LCS debarment procedure in accordance with Section 18.1-10 of the City's Procurement Ordinance is available upon request.

II. PURPOSE

The purpose of this RFP is to solicit sealed proposals from qualified offerors to provide Lynchburg City Schools with in-person special education services when needed for: occupational therapy, physical therapy, speech therapy, RN, LPN, psychological evaluation, BCaBA, BCBA, teachers of the visually impaired, and teachers of the deaf or hard of hearing services. LCS reserves the right to award contracts to multiple vendors to ensure all required/requested services can be met.

III. BACKGROUND INFORMATION

Lynchburg, Virginia

The City of Lynchburg is located near the geographic center of the state, bordered by the eastern edge of the Blue Ridge Mountains. The historic downtown area sits along the banks of the James River. The City covers approximately 50 square miles and the population estimate is approximately 80,000.

Lynchburg City Schools

Lynchburg City Schools (LCS) offers educational services to more than 7,650 students enrolled in preschool through adult classes in two high schools, three middle schools, and eleven elementary schools. In addition, LCS provides 1,126 students with disabilities services. Alternative elementary, middle, high school, and gifted programs are also available. An example of two schools heavily utilizing the requested services are:

1. The Carl B. Hutcherson Early Learning Center which is a school that has Pre-Kindergarten Programs for young children ages 2-5 years old. In addition, Hutcherson provides young children with disabilities educational services to support their individual needs.
2. Laurel Regional School. LAUREL is a regional public education program. It is governed by its own school board with five area school divisions represented. The LAUREL program provides classroom instruction for regional students, ages 2-22, who are severely and profoundly mentally or physically handicapped or autistic. In addition to the specialized classroom program, other services available to eligible students include speech and language therapy, occupational therapy, physical therapy, vision services and services for the hearing impaired. LAUREL also offers occupational therapy, physical therapy, vision services, and services for the hearing impaired on an itinerant basis to participating school divisions.

Lynchburg City Schools employs over 1,460 staff, including teachers, administrators, and support personnel. A listing of LCS schools and other information is available at LCS's official website www.lcsedu.net.

IV. SCOPE OF SERVICES

LCS is interested in securing a single comprehensive private service provider, or multiple service providers if necessary, to provide the following services IN-PERSON ONLY (not virtual) when employed staff are absent on a short or long-term basis or have staffing vacancies. LCS is not requesting proposals solely offering virtual services. If proposals are received solely offering virtual services, they may be deemed non-responsive, not evaluated, and rejected. Currently, LCS utilizes a sub-finder within the schools. Filling a vacancy through the existing LCS sub-finder is, and will continue to be, the default process and would be subsidized by the following services if a sub cannot be found:

1. Occupational Therapy (evaluations and student specific therapy sessions)
2. Physical Therapy (evaluations and student specific therapy sessions)
3. Speech Therapy (evaluations and student specific therapy sessions)
4. RN Services - Operating a school clinic area
5. LPN Services - Operating a school clinic area
6. LPN Services - Serve as a personal care assistant for students with disabilities (personal care or medical needs)
7. Psychological evaluation services: Ability and Achievement testing for (I.D.E.A) eligibility determination and educational planning
8. BCaBA Services – Board Certified Assistant Behavior Analyst
9. BCBA Services – Board Certified Behavior Analyst
10. Teachers of the Visually Impaired (TVI)
11. Teachers of the Deaf or Hard of Hearing

It will be the service provider's responsibility to make sure that all their personnel are properly licensed according to state and federal regulations.

V. PROPOSAL PREPARATION

Proposals must address the tasks included in the Scope of Services and the Criteria for Proposal Evaluation. Proposals should be prepared simply, providing straightforward and concise responses to requests for information and descriptions of qualifications and capabilities. **Responses shall be limited to no more than 30 single-sided or 15 double-sided pages excluding the Title Page. Resumes of staff will NOT count against the page count.** Each copy of the proposal must be bound with all documentation in a single volume where practical. Failure to do so will result in a lowered evaluation. Incomplete proposals may be determined nonresponsive. Proposals with extraneous information will receive a lower ranking.

Offerors should organize their proposals using the format described below:

Title Page

Furnish the **REQUEST FOR PROPOSALS TITLE PAGE** and include it as the first page of the proposal. The name stated on the Title Sheet must be the full legal name of the Offeror and the address must be that of the office which will have the responsibility for the services provided.

Page 2

Place RFP 2025-042 Attachment A - LCS IN-PERSON SPECIAL EDUCATION SERVICES CHECKLIST as your second page of the proposal. Check the boxes noting which services you are able to provide.

Section 1 - Project Understanding

Briefly describe the understanding of the scope of services to be accomplished, and describe the proposed approach to providing the required services. Explain how the services will be delivered and steps anticipated for service delivery.

Section 2 – Staff Experience

Indicate who would be LCS’s main point of contact for services and each individual with a proposed role in the project. (not clinicians per se, but your firm’s administrative staff) For each individual involved show:

- A. The role of the individual as it pertains to service delivery.
- B. The geographical location of the individual.
- C. The projected availability of the individual over the next 12 months.

Resumes of administrative staff should be included. Resumes of individuals who will not be directly involved with the proposed service delivery should not be included.

LCS Staff reserve the right to review resumes and qualifications of the clinicians the contracted firm works to place within the schools.

Section 3 – Ability to Meet Scope of Service Requirements

- A. Show an understanding of the services which need to be provided and a timeline of how quickly such services can be provided.
- B. Executive summary – Provide a narrative, prepared in non-technical terms, summarizing the Offeror’s proposal. The executive summary should identify the following: Primary Contact for the Offeror, including name, address, telephone number, and E-Mail address.
- C. A detailed description of the services to be provided for each of the categories/job titles listed in the Scope of Services for which your firm can provide staff. Clearly state your firm’s ability to meet or exceed the requested services. Please include a statement acknowledging that all personnel providing services are properly licensed according to state and federal guidelines.
 - 1. Exceptions/Alternatives will be considered. While LCS prefers a single, integrated service provider, LCS is receptive to standalone solutions from multiple vendors for certain services. A key characteristic of a proposed “Best-of-Breed” strategy is a verifiable track record of success in a Pre-K through 12th – into adulthood (when applicable) environment. Contributing to that success will be a proven strategy for the integration of the standalone services.

Section 4 –Firm Qualifications

Provide a brief summary as to why the firm(s) feels qualified to provide the requested services, any performance data pertinent to the proposed services, and include any alternative approaches to achieve the desired results and/or add value to what is provided.

Section 5 – References

Provide a list of three (3) clients for whom similar services have been provided and dates when the service was provided. Include the types of services performed, client name, individual contact name, address, telephone number, and e-mail address. References from other school systems are strongly preferred.

Section 6 – Pricing

Please provide a pricing sheet including the breakdown of hourly rates for each offered service.

VI. CRITERIAL FOR PROPOSAL EVALUATION AND METHOD OF AWARD

LCS will review and evaluate each proposal based on the criteria listed below:

1. Demonstrated understanding of the tasks and requirements depicted in the proposal. (25 points)
2. Expertise, experience, and qualifications of the assigned staff in providing services to students - Pre-K through 12th grade. (and through age 22 if applicable to the services proposed) (25 points)
3. Ability to respond to requests to provide services with short notice. (20 points)
4. Additional Firm Experience to include providing in-person special education related and Medicaid related services. (20 points)
5. Conciseness and clarity of proposal organization. (10 points)

Method of Award

Following evaluation of the written proposals as submitted, presentations shall be held prior to selection. LCS reserves the right to hold presentations in a virtual format (not in-person). The opportunity to present shall be made to two or more Offerors deemed to be fully qualified and best suited among those submitting proposals, on the basis of the factors involved in the Request for Proposal, and respondents ranked 1, 2, 3 or more. Upon completion of the presentations, the selection committee shall select firms for negotiations. After negotiations, the LCS project manager shall begin negotiations with the selected firm(s) in an attempt to reach an agreement to provide the services. Price shall be considered, but need not be the sole determining factor. If after negotiations have been conducted with the top ranked firm(s), an agreement cannot be reached, negotiations will be terminated with that firm, and negotiations began with the next highest ranked firm. This procedure will continue until an agreement is reached or negotiations are terminated and the services re-solicited. At any stage of the selection process should the City determine in writing and in its sole discretion that only one Offeror is fully qualified, or that one Offeror is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that Offeror.

LCS RESERVES THE RIGHT TO AWARD MULTIPLE CONTRACTS AS A RESULT OF THIS RFP PROCESS IF DEEMED NECESSARY TO ENSURE FULL COVERAGE OF THE NEEDED SERVICES. LCS ALSO RESERVES THE RIGHT TO USE ANY CONTRACTED VENDOR AS A RESULT OF THIS RFP PROCESS TO PROVIDE SIMILAR SERVICES TO THOSE OUTLINED IN THIS RFP, BUT WHICH MAY NOT BE SPECIFICALLY LISTED.

LCS's expectation is that the staff of any vendor providing services shall act professionally at all times. This may include working collaboratively with other contracted vendors and LCS staff toward the overall goal of providing the best services possible for the LCS student population.

Notice of Award will be posted on the City's web site (www.lynchburgva.gov/Bids.aspx) and on the bulletin board located outside of the Procurement Office, 3rd floor City Hall, 900 Church Street, Lynchburg, Virginia, 24504.

VII. CONTRACT TERM

The initial contract term for LCS In-Person Special Education Services shall be for one (1) year with the option to renew for an additional four (4) years in one (1) year increments upon mutual agreement by both parties.

Revisions to pricing will only be addressed prior to entering into any renewal term or when pricing for services not originally requested in this RFP are needed.

VIII. GENERAL TERMS AND CONDITIONS

The Contract for Services ("Contract" or "Agreement") with the successful Offeror will contain the following Terms and Conditions. Offerors taking exception to these terms and conditions or intending to propose additional or alternative language must (a) identify with specificity the City/LCS Terms and Conditions to which they take exception or seek to amend or replace; and (b) include any additional or different language with their proposal. Failure to both identify with specificity those terms and conditions Offeror takes exception to or seeks to amend or replace as well as to provide Offeror's additional or alternate Contract terms may result in rejection of the proposal.

A. Subcontracting and Assignment of Work

The Consultant shall not subcontract or assign portions of the work, other than those specifically defined in the contract, without the express written consent of the City/LCS. A description of any work the Offeror proposes to subcontract shall be submitted to the City/LCS for review and approval along with the name and address of the individual, firm, or corporation that is the proposed subcontracting firm. This submittal shall also include a list of the key personnel that the subcontractor will assign to the project. All work performed by any subcontractor shall be coordinated by the Consultant who shall be responsible to the City/LCS for all work performed by any subcontractor or special consultant.

B. Independent Successful Firm

The Consultant is an independent firm and nothing contained in a subsequent contract shall constitute or designate such firm or any of its agents or employees as employees of the City/LCS.

C. Notification

Any notice required by the contract shall be effective if given by registered mail, return receipt requested, to the Consultant in the name and at the address given in its proposal submission; provided that change of address shall be effective if given in accordance with this paragraph. Unless otherwise specified, any notice to the City/LCS shall be given to the City of Lynchburg, Procurement Manager, 900 Church Street, Lynchburg, VA 24504. The Consultant agrees to notify the City/LCS immediately of any change of legal status or of address. Any notice provided in accordance with this paragraph shall be deemed to have been completed five calendar days after the date of mailing.

D. Cooperative Procurement

As authorized in § 2.2-4304 of the Code of Virginia, this procurement is being conducted on behalf of and may be used by public bodies, agencies, institutions and localities of the several states, territories of the United States, and the District of Columbia with the consent of the Consultant.

E. Termination

Subject to the provisions below, the contract may be terminated by the City/LCS upon thirty (30) days advance written notice to the Consultant; but if any work or service hereunder is in progress, but not

completed as of the date of termination, then the contract may be extended upon written approval of the City/LCS until said work or services are completed and accepted. All information and materials gathered and/or prepared by or for it under the terms of the contract shall be delivered to, become and remain the property of the City/LCS. The City/LCS shall have the right to use and reproduce the data and reports submitted hereunder, without additional compensation to the Consultant.

Termination for Convenience:

The City/LCS may terminate this contract for convenience at any time in which the case the parties shall negotiate reasonable termination costs.

Termination for Cause:

In the event of Termination for Cause, the thirty (30) days advance notice is waived and the Consultant shall not be entitled to termination costs.

Termination Due to Unavailability of Funds in Succeeding Fiscal Years:

If funds are not appropriated or otherwise made available to support continuation of the performance of this Contract in a subsequent fiscal year, then the Contract shall be canceled and, to the extent permitted by law, the Consultant shall be reimbursed for the reasonable value of any non-recurring costs incurred but not amortized in the price of the supplies or services delivered under the Contract.

F. Laws and Regulations

The Successful firm shall abide by all Federal, State and Local laws and regulations governing the provision of the services called for in the contract. The Successful firm shall give notice and comply with all laws, ordinances, rules, regulations, and lawful orders of any public authority bearing on the performance of the work.

By entering this Contract, the Consultant certifies that it does not and will not during the performance of this Contract violate the provisions of the Federal Immigration Reform and Control Act of 1986, which prohibits employment of illegal aliens.

This contract shall be governed and construed in all respects by its terms and by the laws of the Commonwealth of Virginia. Any legal proceedings arising out of or related to this contract shall be filed by the parties in the City of Lynchburg General District Court or the Lynchburg Circuit Court.

G. Additional Services

The City/LCS may add to the Scope of Services any services of a similar nature to those specified in the Scope of Services of this Request for Proposals as mutually agreed to at a price mutually agreed upon.

H. Severability

Each paragraph and provision of the resultant contract will be severable from the entire contract and if any provision is declared invalid, the remaining provisions shall remain in effect.

I. Licenses and Permits

The successful firm shall secure and pay for all permits, governmental fees and licenses necessary for the proper execution and completion of the work which are legally required prior to and during the work. The City/LCS will not charge for any permits required by the City of Lynchburg.

J. Nondiscrimination

If the resultant contract exceeds \$10,000, during the performance of the contract, the Consultant agrees as follows:

- a. The Consultant will not discriminate against any employee or applicant for employment because of race,

religion, color, sex or national origin, except where religion, sex or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of the Consultant. The Consultant agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this non-discrimination clause.

- b. The Consultant, in all solicitations or advertisements for employees placed by or on behalf of the Consultant, will state that such Consultant is an equal opportunity employer.
- c. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.
- d. The Consultant will include the provisions of the foregoing paragraphs a, b and c in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontracted firm or vendor.

K. Payments to Successful firms

Payments to the Consultant shall be made within 30 days after receipt of an approved invoice for services provided in the previous month. Backup documentation for each invoice shall be provided in detail satisfactory to the City/LCS. The Consultant's records and documentation supporting such invoices shall be made available to the City/LCS upon reasonable request. The Consultant agrees to retain all records, documents and support materials relevant to the contract for a period of five years following final payment. Invoices must be prepared in formats as required by funding agencies.

In accordance with Virginia Code Section 2.2-4354 the Consultant agrees that:

- 1. Should any contractor be employed by the Consultant for the provision of any goods or services under this Contract, the Consultant agrees to the following:
 - (a) The Consultant shall, within seven days after receipt of any payments from the City/LCS pursuant to this Contract, either:
 - (1) Pay the subcontractor for the proportionate share of the total payment received from the City/LCS attributable to the goods or services provided by the subcontractor; or
 - (2) Notify the City/LCS, as applicable, and the subcontractor, in writing, of the intention to withhold all or a part of the subcontractor's payment with the reason for nonpayment. Written notice to the City/LCS shall be given to: City of Lynchburg Procurement Manager, 900 Church Street, Lynchburg, VA 24504.
 - (b) The Consultant shall pay interest to the subcontractors, at the rate of one percent per month on all amounts owed to the subcontractor that remain unpaid after seven days following receipt of payment from the City/LCS for goods or services provided under this Contract, except for amounts withheld under subparagraph (a)(2) above.
 - (c) The Consultant shall include in each of its subcontracts a provision requiring each subcontractor to include or otherwise be subject to the same payment and interest requirements with respect to each lower-tier subcontractors firm.
 - (d) The Consultant's obligation to pay an interest charge to a subcontractor shall not be an obligation of the City/LCS.
 - (e) No contract modification shall be allowed for the purpose of providing reimbursement for these interest charges. No cost reimbursement claim shall include any amount for reimbursement of these interest charges.

L. Contractual Claims

Any claims by a contractor or anyone claiming on the contractor's behalf against the City/LCS arising under or relating to a contract shall only be resolved as specified in the City's Procurement Ordinance, Sec. 18.1-7, ensuring timely notice of the claim.

The contractor shall give the City/LCS written notice of any claim within ten (10) days of the beginning of the occurrence of the event leading to the claim being made. The written notice shall be a document from the contractor addressed to the City/LCS official or employee designated by the contract to receive such notice, or if no one is so designated, to the LCS Superintendent. The written notice shall clearly state the contractor's intention to make a claim, shall describe the occurrence involved, and shall be transmitted in a manner to ensure receipt by the City/LCS. The contractor shall submit the claim and any supporting data to the City/LCS within thirty (30) days after the occurrence giving rise to the claim ends. The burden shall be on the contractor to substantiate that it has given written notice and submitted its claim in accordance with this provision.

M. Taxes

The Consultant shall pay all City, State, and Federal taxes required by law enacted at the time proposals are received and resulting from the work or traceable thereto, under whatever name levied. Said taxes shall not be in addition to the contract price as the taxes shall be an obligation of the Consultant and not of the City/LCS and the City/LCS shall be held harmless for same by the Consultant.

N. Indemnification

To the fullest extent permitted by law, the Consultant, for itself, heirs, representatives, successors and assigns agrees to save, defend, keep harmless and indemnify the City/LCS and all of its officials, agents and employees (collectively, the "City/LCS ") from and against any and all claims, loss, damage, injury, costs (including court costs and attorney's fees), charges, liability or exposure, however caused, resulting from, arising out of or in any way connected with the Consultant's performance (or nonperformance) of the contract terms or its obligations under this contract.

O. Contract Assignment

The resultant contract may not be assigned, in whole or part, without the written consent of the City/LCS. The rights and obligations of the Consultant are personal and may be performed only by the Consultant. Any purported assignment that does not comply with this provision is void. This contract is binding upon and inures to the benefit of the parties and their respective permitted successors and assigns.

P. Royalty and License Fees and Copyright, Trademark and Patent Protection

The Successful firm shall pay all royalty and license fees relating to the items covered by the contract. In the event any third party shall claim that the manufacture, use and sales of these goods offered hereby constitutes an infringement of any copyright, trademark, or patent, the Offeror shall indemnify and hold harmless the City/LCS from any cost, expense, damage or loss incurred in any manner by the City/LCS on account of such alleged infringement.

Q. Precedence of Documents

The precedence of documents shall be as follows: the CONTRACT, the Request for Proposals and the Offeror's response to the Request for Proposals.

R. Insurance

The Consultant shall be required to maintain in force such insurance, in amounts acceptable to the City/LCS,

as will protect it and the City/LCS from claims which may arise out of or result from the execution of the work, whether such execution be by the firm, its employees, agents, subcontractors or by anyone for whose acts any of them may be liable. This coverage should include, at a minimum, Worker's Compensation and General Liability (including premises/operations, independent successful firms, products and completed operations, contractual liability and personal injury liability). All insurance shall be provided by companies authorized to conduct business in the Commonwealth. The Consultant shall furnish the City/LCS with an original Certificate of Insurance upon request. The Certificate should name the City/LCS as additional insured under their General Liability coverage. The Consultant shall notify the City/LCS at least 30 days prior to policy cancellation, non-renewal or reduction of coverage.

S. Administrative Appeals Procedure

- (a) The following are the exclusive procedures for a bidder or offeror to protest the City's/LCS's award or decision to award a contract.
- (1) Any protest to award a contract shall be in writing and shall be delivered so that it is received by the LCS Superintendent not later than five (5) business days after announcement of the award or decision to award, whichever comes first. Otherwise any such protest shall be deemed to be waived.
 - (2) Except for a protest of an emergency or sole source procurement, a protest of a City/LCS award or decision to award a contract may only be made by a person who submitted a bid or proposal for the procurement at issue and who was reasonably likely to have its proposal accepted but for the City's/LCS's decision. In the case of an emergency or sole source procurement, a protest may only be made by a person who can show that he was reasonably likely to have submitted a successful bid or proposal if the procurement had been other than emergency or sole source.
 - (3) Protests shall only be granted if (1) the protester has complied fully with this Sec. 18.1-6 and there has been a violation of law, the Lynchburg public procurement code, or mandatory terms of the solicitation that clearly prejudiced the protestor in a material way, or (2) a statute requires voiding of the decision.
 - (4) The LCS Superintendent shall issue a written decision on a protest within ten (10) days of its receipt by the LCS Superintendent.
 - (5) If the protest is denied, the protestor may only appeal the denial or otherwise contest or challenge procurement by then filing suit in the Lynchburg Circuit Court, Lynchburg, Virginia, and serving the City/LCS with such suit within ten (10) days of such denial. Otherwise, the LCS Superintendent's decision shall be final and conclusive, and the protester's right to appeal the denial or to otherwise contest or challenge the procurement shall be deemed to be waived.
 - (6) The City/LCS should defer award of a contract where the decision to award has been protested unless there is a written determination by the LCS Superintendent that proceeding without delay is necessary to protect the public interest or unless the bid or offer of the prospective awardee would expire.
 - (7) The validity of a contract awarded and accepted in good faith shall not be affected by the fact that a protest or appeal is filed.
 - (8) The exclusive relief allowed if a protest is granted is to void the decision being protested. If a contract has already been awarded and performance under the contract has begun, the contract need not be voided if not in the public interest to do so. Under no circumstances will any monetary amount be allowed to the protestor as part of any relief granted.
 - (9) Strictly following these procedures shall be a mandatory prerequisite for protest of the City's/LCS's award or decision to award a contract. Failure by a bidder to follow these procedures strictly shall preclude that bidder's protest and be deemed to constitute a waiver of any protest.

(b) A protest may not be based upon the alleged non-responsibility of a person to whom the city awards or makes a decision to award a contract.

T. Drug Free Workplace

In accordance with Sec 2.2-4312 of the Virginia Code, during the performance of this contract, the Consultant agrees to (i) provide a drug-free workplace for the consultant's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the Consultant's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the consultant that such consultant maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each sub-Consultant or vendor.

Successful firm shall not use, possess, manufacture, or distribute alcohol or illegal drugs during the performance of the contract or while on City/LCS premises or distribute it to City/LCS employees.

Successful firm understands that a violation of these prohibitions constitutes a breach of the contract and that the City/LCS has the right cancel the contract.

For the purpose of this section, "Drug-free workplace" means a site for the performance of work done in connection with a specific contract awarded to a firm, the employees of which are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

U. Certification by Consultant as to Felony Convictions

No one with a felony conviction may be employed under this Contract and by the signature of its authorized official on the response to this solicitation; the Consultant certifies that neither the contracting official nor any of the Consultant's employees, agents or subcontractors who will work under this contract have been convicted of a felony.

Contracted vendors must certify that any employee of the vendor, or any other person who will provide services under a resulting contract and will have direct contact with students on LCS property during regular school hours or school-sponsored activities, has not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. Service Provider further acknowledges that such certification shall be binding on vendor throughout the term of the contract, including renewals or extensions thereof, and agrees to provide immediate notice to LCS of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individual providing such services.

In accordance the Code of Virginia 22.1-296.2, contracted vendors shall conduct criminal background checks of its employees and volunteers if applicable, and upon receipt of those checks, certify to LCS that no employee or volunteer who will be working with students from LCS has been convicted of a violent or serious felony as defined by statute. LCS shall not permit any employee or volunteer to have any such contact with a student of LCS until such certification has been received by LCS. Contracted vendors shall supply LCS with a list of names of those employees and student volunteers who are cleared to work with students of the district. The cost associated with each background check performed will be at the sole expense of the contracted vendor.

V. Confidentiality

1. Consultant Confidentiality

The Consultant acknowledges and understands that its employees may have access to proprietary, business information, or other confidential information belonging to the City of Lynchburg/LCS. Therefore, except as required by law, the Consultant agrees that its employees will not:

- a) Access or attempt to access data that is unrelated to their job duties or authorizations as related to this Contract.
- b) Access or attempt to access information beyond their stated authorization.
- c) Disclose to any other person or allow any other person access to any information related to the City/LCS or any of its facilities or any other user of this Contract that is proprietary or confidential. Disclosure of information includes, but is not limited to, verbal discussions, FAX transmissions, electronic mail messages, voice mail communication, written documentation, "loaning" computer access codes and/or another transmission or sharing of data.

The Consultant understands that the City/LCS, or others may suffer irreparable harm by disclosure of proprietary or confidential information and that the City/LCS may seek legal remedies available to it should such disclosure occur. Further, the Consultant understands that violations of this provision may result in Contract termination.

The Consultant further understands that information and data obtained during the performance of this contract shall be considered confidential, during and following the term of this Contract, and will not be divulged without the Purchasing Agent's written consent and then only in strict accordance with prevailing laws. The Consultant shall hold all information provided by the City/LCS as proprietary and confidential, and shall make no unauthorized reproduction or distribution of such material.

2. City/LCS Confidentiality

The City/LCS understands that certain information provided by the Consultant during the performance of this Contract may also contain confidential or proprietary information. Consultant acknowledges that this Contract and public records (as defined by §2.2-3701 of the Virginia Freedom of Information Act) provided pursuant to this Contract are subject to the Virginia Freedom of Information Act §§2.2-3700 et seq. and the Virginia Public Procurement Act §2.2-4342 of the Code of Virginia.

- W. The Consultant shall devote such part of its time as is reasonably necessary to the operations outlined under the resultant contract. The Consultant may engage in business ventures of a nature and description independent of this Contract with the City/LCS. The Consultant is required to disclose immediately any outside activities or interests, as they arise, that conflict or suggest a potential conflict with the declared or stated interests of the City/LCS. The Consultant is required to disclose all local government clients and must attest that work for those clients will not conflict with the interests of the City/LCS. The City/LCS reserves the right to object to such attestations. If such objections arise, the parties will agree to the best course of action to resolve the conflict or potential conflict.

The Consultant shall conduct all transactions under this contract in good faith. The Consultant will employ the highest ethical and professional standards at all times, failure to do so could result in termination of the Contract for cause or convenience.

- X. Sexual Harassment and Smoke-Free Environment: City/LCS does not and will not tolerate any form of sexual harassment, including but not limited to physical, verbal, implied or any other context that shall be interpreted by the City/LCS as harassment. Smoking is not permitted on any City/LCS site (including both in buildings and on school grounds).

ATTACHMENTS:

Attachment A – 2025-042 In-Person Special Education Services for LCS Checklist

2025-042 IN-PERSON SPECIAL EDUCATION SERVICES FOR LCS

CHECKLIST - ATTACHMENT A

PLEASE INCLUDE THIS AS THE SECOND PAGE
OF YOUR PROPOSAL BEHIND THE TITLE PAGE.

Company Name of Offeror Submitting a Proposal: _____

Please place a checkmark in each box for the service(s) you are proposing to provide.

- 1. Occupational Therapy
- 2. Physical Therapy
- 3. Speech Therapy
- 4. RN Services – Operating a school clinic area
- 5. LPN Services – Operating a school clinic area
- 6. LPN Services – Serve as a personal care assistant for students with disabilities (personal care or medical needs)
- 7. Psychological evaluation services: Ability and Achievement testing for (I.D.E.A) eligibility determination and educational planning
- 8. BCaBA Services – Board Certified Assistant Behavior Analyst
- 9. BCBA Services – Board Certified Behavior Analyst
- 10. Teachers of the Visually Impaired (TVI)
- 11. Teachers of the Deaf or Hard of Hearing

City of Lynchburg
Procurement Division
900 Church Street
Lynchburg, VA 24504
Phone: (434) 455-3970

Addendum for RFP
Special Education Services for Lynchburg City Schools
2025-042

Date: January 13, 2025

From: Matt Marsteller, Senior Contract Specialist

RE: Addendum No. 1

This Addendum becomes a part of the contract documents and modifies the Request for Proposals as noted below. Acknowledge receipt of this Addendum in the space provided on Title Page or by physically printing, completing, and submitting with your proposal package. Failure to do so may subject bidder to disqualification.

Notes and Clarification Points from the Optional Virtual Pre-Proposal Meeting on January 7, 2025 from 2:00 p.m. – 2:51 p.m. (Administrative items covered by Matt M.)

- A vendor attendance record was established by requesting that attendees place their contact information in the chat box.
- Introductions were made by City/LCS Staff.
- The deadlines for questions, answers, and receipt of proposals were noted.
- The importance of acknowledging related addenda was stressed throughout the meeting.
- The City/LCS accepting proposals for virtual special education services was discussed. See Question 10 below regarding accepting both virtual and in-person service delivery. Solicitation name modified to 2025-042 Special Education Service for Lynchburg City Schools.
- How to submit proposals was briefly reviewed. The City's electronic submission functionality is live. See Question 17 below regarding e-submissions only.
- Matt M. briefly covered the Purpose and Background sections of the RFP.
- Donna L. briefly discussed the Laurel Regional School's programs and the services they require.
- Polly S. briefly discussed the Hutcherson Early Learning Center and the services they require.
- Barbara R. clarified that the committee is comprised of she, Donna L., and Polly S., but the requested services are for the entire LCS division, not just Laurel and Hutcherson.
- Matt M. reviewed the Scope of Services noting the 11 disciplines for which LCS is looking for coverage.
- Matt M. noted how proposals are to be laid out, section by section. Attachment A of the RFP should be the second page of all proposals. The checklist makes it easier for committee members to know what they are preparing to evaluate/review.

- Matt M. noted the Criteria for Proposal Evaluation and Method of Award sections. Also mentioned was LCS reserving the right to award multiple contracts as a result of this RFP process and to utilize contracted vendors for similar services that may not be specifically requested in the RFP. The importance of all contracted vendors working in conjunction with one another to provide quality service delivery to LCS students was also reviewed.
- The Contract Term portion of the RFP was briefly discussed by Matt M.

Questions Received Prior to the Pre-Proposal Meeting:

Question 1: Who were the past vendors and what are the hourly rates paid for all of the disciplines?

Answer: HealthPRO Pediatrics was the last vendor LCS used for Special Ed Services. That contract expired on June 30, 2023. See Attachment 1 for the rates paid from July 1, 2022 through June 30, 2023. Some of the disciplines on the Attachment are not listed in the RFP and vice/versa.

Question 2: Can you provide the name and contact information for the individual who will be coordinating the services for the disciplines at the district?

Answer: It will be the Director of Special Education (a recently filled position) and the Principal of the school.

Question 3: How many hours are there per school day?

Answer: 7.5 hours

Question 4: How many school days are there per year?

Answer: 200 days

Question 5: When is the anticipated award date for this RFP?

Answer: The end of February 2025.

Question 6: Does the district allow students to be pulled out for OT/PT/SLP service delivery during any part of the academic day, for example, during elective classes?

Answer: Yes, that is allowed.

Question 7: Are you able to share the approximate number of vacancies expected for the upcoming contract year? Or if not, the approximate number of vacancies you filled last year with external providers?

Answer: LCS has not had a recent contract with external providers as noted above; therefore, no positions were filled with external providers. Staff covered as possible; however, that is not LCS's preferred way to meet student needs. With a change in leadership, external providers are preferred if it will ensure students' needs are met.

Question 8: Will LCS accept additional specialties, other than the ones requested?

Answer: See the Answer to Question 27.

Question 9: Will LCS accept a rate range for each discipline or is one specific rate for each service required?

Answer: See the Answer to Question 24.

Question 10: Although the RFP is for in-person services, will LCS accept proposed rates for both on-site and virtual, as virtual services may be needed, if district is unable to secure on-site staff?

Answer: Yes. LCS will accept proposals for virtual special education services. This answer formally modifies the original RFP removing any reference to NOT accepting proposals with a virtual option. The evaluation committee recognizes that in-person service delivery proves to be most beneficial for LCS students; however, there may be instances where virtual services work well for some students.

Question 11: Will the district accept an attestation letter that the employee has passed our background and sex offender search or does the district HR require them to go through the district process/have fingerprints completed?

Answer: HR requires them to go through the district process for fingerprints/background check. The vendor will be responsible for covering a small fee associated with that process. LCS utilizes a system that will allow contracted staff not local to Lynchburg to complete the process seamlessly.

Question 12: Does the district provide contracted staff members with all necessary materials, protocols, testing kits, printer access, and laptop for daily use?

Answer: Yes.

Question 13: Does the district provide contracted staff members with a badge? If so, what is the process for obtaining it?

Answer: Yes, it would be obtained from HR once the background check is cleared.

Question 14: Does the district provide contracted staff members with a district email address?

Answer: Yes, LCS will and will require all contracted staff to utilize that email concerning anything related to the students in the district.

Question 15: Are there any additional district HR forms that are needed to be completed by the contracted staff member prior to working in the district?

Answer: Yes, there are. Those forms include a computer use policy, student information privacy policy, and other additional items.

Question 16: Does the contracted staff member need to complete any of the following before they can begin working: TB test, physical, drug test, etc?

Answer: LCS HR requires a TB test only. The TB test is obtained by the contracted staff member, at their or the vendor's cost, and a TB form is completed by the physician that will be submitted to HR.

Question 17: There is an option on the City of Lynchburg website to submit this proposal response electronically. Will LCS consider an electronic submittal or are we required to send in the physical copies as instructed in the RFP?

Answer: The City's IFB/RFP electronic submission feature went live two weeks ago. When the RFP was issued, the City didn't know when the functionality would be available. The evaluation committee is agreeable to receiving proposals only through the electronic submission process on the City's website. Paper copies are no longer mandatory for this RFP process.

Questions Received During the Pre-Proposal Meeting:

Question 18: Have you seen an increase in caseloads for current staff?

Answer: LCS hasn't seen a tremendous growth in the need for services. There are currently five (5) speech therapy positions vacant. The vacancies are creating a bit of a backlog. Compensatory services' time is also available.

Question 19: Were there any pain points or issues with Healthpro you would like to see improved with a new vendor?

Answer: Utilizing virtual special education services for young students was challenging. Any virtual services provided will need to be planned out very well. LCS does have the need for teachers of the visually impaired. Those specific teachers were not utilized under the HealthPro contract.

Question 20: Page 4 states "to provide the following services when employed staff are absent on a short or long-term basis". Could you provide a definition of "short term" and "long-term"?

Answer: Short-term is defined as a vacancy of a month or more. Long-term is defined as a vacancy exceeding twelve (12) weeks. LCS is looking for coverage over periods of time. Not a day here or a day there. Continuity of services is crucial.

Question 21: What is the typical caseloads for SLPs, PT/OTs?

Answer: For SLP's, approximately 50-60 students depending on the services needed. For OTs, approximately 40 students depending on the services needed. For PTs and an Assistant, approximately 15-30 students depending on the services needed.

Question 22: Are any of the RN or LPN positions needed for students requiring 1:1 services?

Answer: Not currently, but that is always subject to change. LCS could hire a PCA for 1:1 attention if that need arises.

Question 23: Will nurses or other staff be asked to ride the bus with students?

Answer: LCS has not recently had nurses riding the bus with students.

Question 24: Will you accept an hourly rate range for each service discipline that includes a minimum to maximum rate, considering the demand for school-based providers and experience levels?

Answer: Yes. Hourly rate ranges for each service discipline are fine.

Question 25: Do you have any current RN or LPN needs in the school health clinics?

Answer: Not currently, but that is subject to change. Last fall, one school did need a nurse to cover the clinic due to medical leave of a staff member.

Question 26: Is the district open to new graduates for requested services?

Answer: LCS is open to new graduates for services; however, those graduates would need to be supervised by someone from the contracted vendor's staff until licensure requirements are met.

Question 27: Do you want to see all services we provide outside of the 11 listed?

Answer: LCS is willing to review all services available; however, only the requested services listed in the RFP will be reviewed in the proposals for purposes of scoring. Any extra/ancillary services can be included in the proposal as an Appendix. Any Appendices included will count against the page count.

Question 28: Once a vendor(s) are selected, how are needs and open requirements communicated? if we have caseload questions who will be our main point of contacts?

Answer: Through the Director of Special Education Services, another supervisor in that department, or the Principal of the school. Main points of contact can be determined after contract execution. The dissemination will be determined by student's needs and how well the vendor has clinicians who can match those needs. For example, if the student is a pre-kindergarten student, in-person services have proven to be more beneficial than virtual, but virtual services may be used if in-person is not available. Otherwise, beyond student need, it will be done based on vendor availability, cost, and caseload logistics.

Question 29: When will services be expected to start and is there a submittal and interview process?

Answer: LCS anticipates services beginning in March of 2025 and continuing through the school year. LCS and contracted vendors can re-group during the summer with the goal of rolling out a comprehensive plan to provide services beginning in the 25/26 school year. Whether a submittal and interview process is required will be determined at a later time by the newly hired Director of Special Education Services.

Question 30: What is the overall dollar amount of the RFP?

Answer: This depends upon student need and the amount of money budgeted for the provision of services. The amount of anticipated annual spend for all potential services is between \$250k - \$300k.

Question 31: Do you require ESY (Extended School Year) services:

Answer: Yes. If the IEP committee determines that ESY is needed, those services are provided. It is possible that ESY services will be needed in the summer of 2025.

Question 32: How many contractors were used in 24/25 school year?

Answer: 1 retired LCS speech therapist was brought back to assist and was paid as a staff member of LCS. Zero (0) third party contractors were utilized.

Question 33: What student service systems does the district use for iep management, doc management, etc.

Answer: LCS uses Virginia IEP sponsored by the VDOE. At some schools, the SLP Toolkit is used to assist with data collection.

Question 34: What are the requirements for background checks through the state of VA?

Answer: Please see Answer to Question 11.

Question 35: Will our providers be given access to the iep systems and access. Does the district provide testing materials for each need?

Answer: Yes, clinicians will be given access to the IEP systems. Yes, LCS provides testing materials for its students.

Questions Asked After the Pre-Proposal Meeting:

Question 36: Apart from end of tenure, is there any other reason to release this solicitation?

Answer: LCS has been without a contracted third-party special ed services vendor for 18 months. Due to staff vacancies, this RFP was released.

Question 37: Can the district please clarify how needs for vendor supplied contractors will be disseminated to awardees post award?

Answer: See Answer to Question 28.

Question 38: When is the estimated contract award date, and how will the district communicate award status to vendors?

Answer: The end of February 2025. Awarded vendors will be notified by City staff once the Notice of Award is posted. Vendors conducting presentations, but not selected for contract award are typically called to inform them that the process has concluded. Vendors submitting proposals, but not selected to present are typically notified via email that the process has concluded. All Notice of Award postings for the City / LCS can be found at: www.lynchburgva.gov/Bids.aspx

Question 39: How many vendors does the district expect to award a contract to for the services requested in this solicitation?

Answer: That hinges entirely on the number of proposals received. That question cannot be fully answered at this time.

Question 40: Can the district please provide incumbent information and current bill rates for contracts in place for similar services?

Answer: See Attachment 1 to this Addendum.

Question 41: What is the expected amount of full-time, vendor supplied (RN/LPN, PT/OT/SLP, School Psych, BCBA, TVI, & TDHH) needed during the 2024-25 SY?

Answer: At this point, the LCS knows it needs 3 to 5 SLPs and other positions on an as-needed basis.

Question 42: Can the district please provide the total amount of full-time, vendor supplied (RN/LPN, PT/OT/SLP, School Psych, BCBA, TVI, & TDHH) utilized during the 2023-24 SY?

Answer: There were no vendors supplied clinicians used in the 2023-2024 SY. The contract expired prior to the start of that school year.

Question 43: Can the district please describe the supplies and materials that contracted providers will have access to at the district? (wifi, computer access, testing material, office supplies, etc.)?

Answer: See Answer to Question 12.

Question 44: What travel between schools is expected for these providers?

Answer: Yes, travel between schools can be expected. That is entirely dependent upon LCS's needs are.

Question 45: What are the district expectations of contract providers to assist in Medicaid reimbursement documentation services?

Answer: LCS doesn't currently bill for Medicaid services. Any changes to this process will be discussed and negotiated with any contracted vendor(s).

Question 46: What is the average caseload for the providers requested in this solicitation?

Answer: See Answer to Question 21. For Vision Impaired students, 8-18 depending on the services needed.

Question 47: Will the district accept Speech Language Pathologists during their Clinical Fellowship Year (CFY)?

Answer: See Answer to Question 26.

Question 48: Can the district please clarify the maximum weekly allowable hours approved for providers requested in this solicitation?

Answer: 37.5 hours per week would be the maximum weekly allowable hours.

Question 49: Will the district accept contract exceptions?

Answer: If you are referring to exceptions to the Terms and Conditions noted in the RFP, possibly. Some of the T/C's are non-negotiable. The City Attorney's Office would need to review and approve any revisions to the T/C's in the RFP.

Question 50: Is district able to provide job descriptions/duties for each listed position?

Answer: See Attachment 2. Not all requested positions currently have LCS job descriptions.

Question 51: Who is the clinic POC at the district for agency nurses.

Answer: That can be determined prior to contract execution with an awarded vendor(s).

Question 52: Is on-site clinical supervision required?

Answer: All staff are supervised to some extent by Principals and other LCS staff; however, LCS staff are not responsible for any performance documentation or observations or the direct supervision of any licensed or unlicensed contracted clinician.

Question 53: What are the documentation requirements? Will agency staff have access to electronically document or does the district have specific documentation forms to utilize?

Answer: Documentation will largely be completed electronically through Virginia IEP. Other forms may be required on an as-needed basis.

Question 54: Will the district obtain the student physician orders?

Answer: Generally speaking, yes, LCS will obtain the orders.

Question 55: Will the district require vendor to provide any additional training such as CPI, RR, or other crisis management training?

Answer: Not at this time; however, LCS reserves the right to request additional training for a negotiated fee.

Question 56: Will the district allow for contractor to have mutual ability to terminate?

Answer: This can be discussed prior to contract execution if necessary.

Question 57: Does the school district have home care agencies billing Medicaid for the 1:1 RN and LPN services they provide in the school setting?

Answer: No.

Question 58: How does the school district handle students who need 1:1 services with high-acuity medical needs that a PCA cannot provide?

Answer: If a PCA cannot provide services, the needs will be evaluated on a case-by-case basis.

Question 59: Is the contracted agency responsible for orienting contracted skilled nurse staff, or will the school/district orient new nurse staff?

Answer: LCS will provide basic school orientation.

Question 60: Will the school district nurse oversee the physician-directed orders for the students in need of 1:1 nursing, or will this a requirement of the contracted agency?

Answer: For 1:1 services, this will be determined on a case-by-case basis.

Question 61: Will the skilled nurse staff document care for the student on forms provided by the school/district?

Answer: Yes.

Question 62: Is there any expectation for the contracted agency to provide supervision of the contracted school staff? If yes, how often, and can it be done telephonically?

Answer: See the Answer to Question 52.

City/LCS Staff in Attendance for the Optional Virtual Pre-Bid Meeting:

Donna Lewis – LCS / Laurel Regional School
Barbara Rypkema – LCS Finance
Polly Smith – LCS / Hutcherson Early Learning Center
Matt Marsteller – City Procurement

Vendors in Attendance for the Optional Virtual Pre-Bid Meeting:

Myia Sower – LowKey Speech
John Gumpert – The Stepping Stones Group
Todd Campbell – Maxim Healthcare Services
Caylee Harris – Attain Therapy
Jeff Klott – AMN Healthcare
Mason Evans – Supplemental Healthcare
Jessica Fernandez – AMN Healthcare
Amber Carter – Supplemental Healthcare
Chelsea Betancourt – American Medical Staffing, Inc.
Helaina Dollins – Amergis Healthcare Staffing
Noah Ring – Therapy Source
Jessica Mathis – TactStaff
Todd Garrity – Attain Therapy
Jordan Alouf – Maxim Healthcare Services

Taylor McCabe – Maxim Healthcare Services
Cole Huffman – Maxim Healthcare Services
Martin Crawford – Maxim Healthcare Services
Cynthia Lara – Amergis Educational Staffing

ATTACHMENT 1: LCS SPECIAL EDUCATION SERVICES AMENDMENT 4 ATTACHMENT A HEALTHPRO PEDIATRICS
REVISED PRICE LISTING EFFECTIVE MAY 10, 2022

ATTACHMENT 2: CURRENT LCS JOB DESCRIPTIONS AVAILABLE FOR THE REQUESTED SERVICE POSITIONS

READ TERMS AND CONDITIONS AND SIGN

In compliance with the above RFP, and subject to all the conditions hereof, the undersigned offers and agrees to comply with any or all of the terms and conditions contained herein, or as mutually agreed upon by subsequent negotiations. This form shall become part of the final file.

Company Name: _____ *Address:* _____ *Date:* _____

Authorized Signature: _____ *Title:* _____

Print Name: _____ *Telephone No.:* _____ *E-mail:* _____

LCS Special Education Services Amendment 4 Attachment A
Revised Price Listing May 10, 2022

Position Title	Hourly Rate
Speech Therapy	\$73.00
Speech Therapy – Clinical Fellow	\$69.00
Bilingual Speech Language Pathologist	\$79.00
Telehealth Speech Language Pathologist	\$73.00
Registered Nurse	\$59.00
RN Coordinator	\$63.00
Licensed Practical Nurse	\$52.00
School Psychologist	\$82.00
Bilingual School Psychologist	\$88.00
Board Certified Assistant Behavior Analyst	\$68.00
Board Certified Behavior Analyst	\$78.00
Social Worker	\$59.00
Special Education Teacher	\$56.00
School Counselor	\$57.00
Occupational Therapy	\$69.00
Physical Therapy	\$68.00

Job Description

GENERAL INFORMATION		
Title: Board Certified Behavior Analyst (BCBA)	Department: Student Services	Salary Grade: Full-Time FLSA Status: -Exempt
Site/Location: Student Services	Reports to: Director of Student Services	Date: 07/16/2024
POSITION SUMMARY		
<p>The BCBA analyzes all environmental variables that influence behavior and learning for the purpose of evaluating and implementing scientifically sound, evidence based supports. The BCBA consults with teachers, principals and other administrative personnel in order to facilitate optimal behavioral performance for staff and students throughout the organizational structure. The BCBA provides specialized behavior analysis and support for learners who exhibit challenging behaviors at his/her assigned schools. The BCBA provides guidance in the implementation of Social Emotional Learning through sound behavioral best practices. The BCBA provides leadership in all aspects of applied behavioral analysis and its implementation.</p>		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Collaborate with instructional staff, related service providers, other school personnel, families and a variety of community agencies for the purpose of improving the overall quality of student outcomes, and achieving established classroom objectives. 2. Design positive behavior support plans. 3. Assess student progress towards objectives, expectations, and/or goals (e.g. behavioral, social, motor development and communication skills, academic needs, vocational abilities, etc.) using consistent data collection for the purpose of providing feedback to students, families and administration. 4. Guide team members as they work to manage student behavior for the purpose of providing a safe and optimal learning environment using the principles of positive reinforcement and consistent implementation of behavioral techniques. 5. Participate in a variety of meetings for the purpose of conveying and/or gathering information required to perform expected job duties. 6. Submit reports required by the Director for Student Services in a prompt manner. 7. Serve on school and/or community teams as needed. 8. Provide a full range of behavior analytic services to schools in accordance with federal, state and local regulations. 9. Determine school wide needs for specific social work services through consultation with the principal and school staff , establish priorities for service delivery within assigned schools, and perform specialized social work in an educational setting to enable students to perform successfully in the areas of academics, behavior, and culture. 		

10. Consult with teachers, administration, and other education professionals in the application of behavior supports..
11. Provide in-service training to teachers and administrative staff on a variety of behavioral topics, social emotional learning, and other related training.
12. Perform other duties as assigned by the Director of Student Services.
13. Perform other duties as directed by the school board.

LYNCHBURG CITY SCHOOLS COMPETENCIES

Personal Competencies	Leadership Competencies	Functional Competencies
<ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning

EDUCATION AND EXPERIENCE

- BCBA Licensed (Board Certified Behavior Analyst) credentials are preferred and will consider non-BCBA credentialed if enrolled in BCBA program. Master's required. Minimum of 2 years' experience in the role of BCBA and special education teacher certification preferred. Experience with conducting Functional Behavioral Assessments and development of Behavior Intervention Plans.
- Specialized experience for this position includes experience working with learners with behavior disorders in an educational environment; conducting formal and informal assessments using curriculum-based tools or progress monitoring measures; collecting data for academic, behavioral, communication and social skills and graphically displaying data; developing individualized reinforcement systems for a variety of learners and supporting learners in inclusive educational environments for the purpose of generalizing skills across settings. **The ideal candidate will have varied experience conducting staff training and professional development.**

KNOWLEDGE, SKILLS AND ABILITIES

- Ability to adhere to the Behavior Analyst Certification Board Code of Ethics.
- Ability to conduct telephone-based or in-person interviews, data collection, and data entry.
- Strong verbal and written communication skills, including active listening, empathy, and relationship building.
- Ability to interact in a non-judgmental manner with culturally diverse populations and persons experiencing a wide range of social conditions.
- Critical thinking and problem-solving skills, and the ability to use sound judgment in responding to client issues and concerns.
- Ability to adapt to changing environments and receive constructive feedback.
- Knowledge of and experience with the Lynchburg City Schools organization, policies, and practices (preferred).
- Ability to use discretion, maintain confidentiality, and ethical conduct.
- Ability to work effectively with all levels of staff, establishing and maintaining collaborative professional relationships.
- Strong time management skills (organization, prioritization, multitasking).
- Ability to work independently and as part of a multidisciplinary team.
- Proficiency with use of computers (desktop, laptop, tablet).
- Proficiency with use of mobile devices (smartphones, mobile apps).
- Solid knowledge and understanding of Microsoft Office and Google Drive, and ability to learn new technical programs/practices as needed.

- Solid knowledge and understanding of equitable practices that create a safe, inclusive, and supportive environment for LCS staff, students, and community members.

SUPERVISORY RESPONSIBILITY

- The BCBA may supervise behavior teams, behavior coaches, RBT’s or other assigned behavior personnel.

TRAVEL REQUIREMENTS

- Reliable transportation, necessary
- Travel within the City of Lynchburg as needed
- Minimal travel outside of the City of Lynchburg as needed

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Under ADA Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is required to frequently stand; sit; walk; talk or hear; use hands to finger, handle, type, or feel; and stoop, kneel, or crouch.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

AAP/EEO STATEMENT

LCS is an EEO/Affirmative Action Employer and does not discriminate on the basis of age, race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, protected veteran status, disability, or any other legally protected status.

APPROVAL

Direct Hiring Manager:	Date:
Next Level Manager:	Date:
Employee Signature:	Date:



Job Description

GENERAL INFORMATION		
Title: Speech-Language Pathologist	Department:	Salary Grade: \$45,800.82-\$84,210.16 FLSA Status:
Site/Location:	Reports to:	Date:
POSITION SUMMARY		
To provide speech and language screenings, assessment, and therapy to children.		
ESSENTIAL FUNCTIONS		
<p>Ability to screen, evaluate, diagnose, and remediate communication disorders of students, birth to twenty-one years of age; ability to develop and implement appropriate goals and objectives for each individual student and to select and utilize therapeutic materials effectively with individuals and small groups of students. Good communication and human relations skills needed in order to implement consultative programs through classroom teachers and parents and to work effectively and cooperatively as a member of the local school or site-based team. Good writing and organizational skills needed to formulate concise clinical reports, develop IEPs and Individualized Family Service Plans (IFSPs), and to maintain complete longitudinal records for each student.</p> <p>Course work and demonstrated knowledge and expertise in working with communication disorders, including significant expertise in evaluation and therapeutic techniques; experience working cooperatively with professionals in related disciplines; demonstrated skill in working with parents (i.e., parent counseling, parent training, etc.): excellent oral and written communication skills, and human relations skills. Or other combination of applicable education, training, and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.</p>		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> Honesty Integrity Ethical Equity Minded Emotional Intelligence Cultural Competence Safety Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> Models Excellent Customer Service Thinks Strategically Shows Initiative Acts Decisively Communicates Effectively Works Collaboratively Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> Technical Capabilities Computer Literacy Data Analysis and Management Fiscal Planning and Management Project Management Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> Holds a Master's degree in speech-language pathology. Possess or be eligible for a license issued by the Virginia Board of Audiology and Speech-Language Pathology. American Speech-Language-Hearing Association Certificate of Clinical Competence (CCC) desirable. 		
KNOWLEDGE, SKILLS AND ABILITIES		
<ul style="list-style-type: none"> Demonstrate a willingness to work with all students. Possess high moral standards and integrity. 		
SUPERVISORY RESPONSIBILITY		
<ul style="list-style-type: none"> 		
TRAVEL REQUIREMENTS		
<ul style="list-style-type: none"> 		
WORK ENVIRONMENT AND PHYSICAL DEMANDS		
OTHER DUTIES		
AAP/EEO STATEMENT		



APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Hearing Impaired Teacher	Department: Special Education	Salary Grade: FLSA Status:
Site/Location: High School	Report to : Principal	Date:
POSITION SUMMARY		
<p>The hearing impairment position is an internal position that works with pre-kindergarten, elementary, middle, and high school students.</p>		
ESSENTIAL FUNCTIONS		
<ul style="list-style-type: none"> • Conducts conferences with parents and teachers of pupils enrolled. • Provides a course of study to meet the individual needs of students who have the ability to progress satisfactorily in an academic world. • Prepares a schedule for each leader who has pupils enrolled in the deaf/hearing impaired education program. • Requests and maintains essential equipment for the deaf/hearing impaired education program. • Provides opportunities for parents to observe and discuss the student's educational program. • Facilitates parents, teacher and community understanding of the difficulties of students who are deaf or hearing impaired through the use of appropriate public information media. • Prepares schedule and evaluation for each school and place a copy of these in the file in the administration building. • Prepares a case summary and final disposition reports on each pupil yearly. • Performs other duties as assigned by the principal and the director of special education. 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> • Honesty • Integrity • Ethical • Equity Minded • Emotional Intelligence • Cultural Competence • Safety • Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management • Fiscal Planning and Management • Project Management • Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> • Must possess or be eligible for a Virginia Teaching License with an endorsement in hearing impairments PreK-12. • Preference is given to candidates who possess a Virginia Quality Assurance Screening (VQAS) Level III certification. 		
KNOWLEDGE, SKILLS AND ABILITIES		
•		
SUPERVISORY RESPONSIBILITY		
•		
TRAVEL REQUIREMENTS		
•		



WORK ENVIRONMENT AND PHYSICAL DEMANDS	
OTHER DUTIES	
AAP/EEO STATEMENT	
APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Speech Pathologist	Department: Special Education	Salary Grade:
Site/Location: High School	Report to: Principal	FLSA Status:
Date:		
POSITION SUMMARY		
To provide speech and language screenings, assessment, and therapy to children.		
ESSENTIAL FUNCTIONS		
<ul style="list-style-type: none"> ● Ability to screen, evaluate, diagnose, and remediate communication disorders of students, birth to twenty-one years of age; ● Ability to develop and implement appropriate goals and objectives for each individual student and to select and utilize therapeutic materials effectively with individuals and small groups of students. ● Good communication and human relations skills needed in order to implement consultative programs through classroom teachers and parents and to work effectively and cooperatively as a member of the local school or site-based team. ● Good writing and organizational skills needed to formulate concise clinical reports, develop IEPs and Individualized Family Service Plans (IFSPs), and to maintain complete longitudinal records for each student. 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p style="text-align: center;">Personal Competencies</p> <ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<p style="text-align: center;">Leadership Competencies</p> <ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<p style="text-align: center;">Functional Competencies</p> <ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> ● Holds a Master's degree in speech-language pathology. ● Possess or be eligible for a license issued by the Virginia Board of Audiology and Speech-Language Pathology. ● American Speech-Language-Hearing Association Certificate of Clinical Competence (CCC) desirable. 		
KNOWLEDGE, SKILLS, AND ABILITIES		
<ul style="list-style-type: none"> ● 		
SUPERVISORY RESPONSIBILITY		
<ul style="list-style-type: none"> ● 		
TRAVEL REQUIREMENTS		
<ul style="list-style-type: none"> ● 		
WORK ENVIRONMENT AND PHYSICAL DEMANDS		
OTHER DUTIES		
AAP/EEO STATEMENT		
APPROVAL		
Direct Hiring Manager:	Date:	
Next Level Manager:	Date:	

A TRADITION OF EXCELLENCE FOR ALL





Job Description

GENERAL INFORMATION		
Title: School Psychologist - Intern	Department: Special Education	Salary Grade: FLSA Status:
Site/Location: TBD	Reports to: Director of Special Education	Date: 12/10/2020
POSITION SUMMARY		
<p>UNDER THE DIRECT SUPERVISION OF A LICENSED SCHOOL PSYCHOLOGIST, the School Psychologist- Intern, provides the full range of psychological services to schools and centers or to a diagnostic unit, systematically collects, analyzes, synthesises and interperets information necessary to guide services usch as consultation, counseling, behavioral assessment and intervention planning and psychological evalution in the educational setting and performas related duties as required to assigned.</p>		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Completes psychological evaluations that include as appropriate areas of personal-social adjustment, intelligence-scholastic aptitude, adaptive behavior, language and communication skills, sensory and perceptual-motor functioning and environmental cultural influence 2. Participates in eligiblity meeting and process 3. Consults with school personnel and parents to increase understanding of students 4. Provides liaison services with community agencies and private practitioners 5. Provides crisi and non-crisis intervention 6. Gathers data and disseminates new knowledge to improve learning and behavior 7. Assists with analysis and evaluation of data related to the profession 8. Assists with analysis and evaluations of data related to effectiveness of educational/behaviorial and interventions 9. Models professional and ethical standards appropriate to the profession 10. Participates in a meaningful and continuous process of professional development 11. Analytic ability and adaptability to changing needs 12. Ability to communicate effectively, both orally and in writing 13. Ability to write comprehensive reports and ability to interpret findings to parents 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> • Honesty • Integrity • Ethical 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative 	<p>Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management



<ul style="list-style-type: none"> • Equity Minded • Emotional Intelligence • Cultural Competence • Safety • Quality 	<ul style="list-style-type: none"> • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<ul style="list-style-type: none"> • Fiscal Planning and Management • Project Management • Strategic Planning
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EDUCATION AND EXPERIENCE

- Must have completed all requirements to function as a School Psychologist - Intern as defined by their current College or University. Must be eligible to begin the one-year internship as prescribed by the current College/University awarding the degree.

KNOWLEDGE, SKILLS AND ABILITIES

- Good knowledge of psychological theory and practice as applied to the behavior and development of children and young adults, ability to apply knowledge to the needs and requirements of a public school system, ability to gain the confidence and cooperation of students, teachers and parents and the ability to establish and maintain positive relationships with other professionals within the school and the community.

SUPERVISORY RESPONSIBILITY

- This is a 12 month contract position. This job description in no way states or implies that these are the only duties to be performed by this employee. The School Psychology - Intern will be required to follow any other instructions and to perform any other related duties as assigned by the Director of Special Education. Lynchburg City Schools reserves the right to update, revise or change this job description and related duties at any time.

TRAVEL REQUIREMENTS

- Travel is required between school sites for this position.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of the job, the employee is required to frequently stand, sit, walk, talk or hear; use hands to finger, handle, type or feel; and stoop, kneel or crouch.

OTHER DUTIES

Please note that this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

AAP/EEO STATEMENT

LCS is an EEO/Affirmative Action Employer and does not discriminate on the basis of age, race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, protected veteran status, disability or any other legally protected status.

APPROVAL

Direct Hiring Manager:	Date:
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Next Level Manager:	Date:
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Job Description

GENERAL INFORMATION		
Title: Licensed Practical Nurse	Department:	Salary Grade: \$26,141.68-\$44,089.50 FLSA Status:
Site/Location:	Reports to: Principal	Date:
POSITION SUMMARY		
Assist with health services, administer medication to students, and perform support tasks for students who are medically fragile and in need of support to function in the school setting.		
ESSENTIAL FUNCTIONS		
Support in the implementation of student-specific health plans within the school setting, on field trips, during school-sponsored activities, and on the bus to and from school. Maintain health records, as noted in student-specific health care plan and/or Medicaid Plan of Care. Provide first aid when needed, and to monitor and enforce health related laws, codes and immunization requirements. Provide in-services for school staff. Provide classroom health education as needed. Create plans for assigned students in collaboration with a Registered Nurse, Parent(s), and/or Physician. Participate in training for assisting with meeting the specific health needs of students as outlined in the following: Virginia School Health Guidelines Manual, Specialized Health Care Procedures Manual, Manual for the Training of Public School Employees in the Administration of Medication, and Manual for Training of Public School Employees in the Administration of Insulin and Glucagon. Reports to School Principal and LCS School Nurse Coordinator.		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> • Honesty • Integrity • Ethical • Equity Minded • Emotional Intelligence • Cultural Competence • Safety • Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management • Fiscal Planning and Management • Project Management • Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> • Minimum of High School Diploma • LPN Certification, or higher from an accredited program • Experience preferred in pediatrics or community health • General knowledge of school health problems 		
KNOWLEDGE, SKILLS AND ABILITIES		
•		
SUPERVISORY RESPONSIBILITY		
•		
TRAVEL REQUIREMENTS		
•		
WORK ENVIRONMENT AND PHYSICAL DEMANDS		
Light Work: Exerting up to 75 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed		
OTHER DUTIES		
This job description in no way states or implies that these are the only duties to be performed by this employee. The LPN will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time. This is a 10- month position with full benefits.		
AAP/EEO STATEMENT		



APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Occupational Therapist	Department:	Salary Grade: \$42,049 - \$77,312 FLSA Status:
Site/Location:	Reports to:	Date:
POSITION SUMMARY		
Plan and provide therapy to students with developmental and physical disabilities. . Assess students and provide therapeutic intervention to maximize physical or mental functioning, increase independent functioning, and/or adjust to disabilities.		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Assess students' level of functioning and need for occupational therapy. 2. Develop an Individual Education Program for each student and participate in IEP meetings with multi-disciplinary team members as well as parents. 3. Implements therapy programs to meet IEP goals. 4. Teaches parents, teachers or assistants and other appropriate personnel to implement fine motor activities as prescribed by the occupational therapist. 5. Collects and records data on therapy programs. 6. Monitors therapy programs using observations, data and/or pre-post testing. 7. Manages student behavior during therapy. 8. Works cooperatively and communicates appropriately with teaching and support staff. 9. Develops and adheres to a daily schedule. 10. Works with team members to order appropriate materials and equipment; uses and maintains that equipment. 11. Monitors and reports student performance and progress. <p>Communication</p> <ol style="list-style-type: none"> 12. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers. 13. Maintain a professional relationship with colleagues, students, parents, and community members. 14. Use effective communication skills to present information accurately and clearly. <p>Professional Growth and Development</p> <ol style="list-style-type: none"> 15. Maintain professional competence by participating in staff development activities, professional learning communities, curriculum development meetings, and other professional opportunities. 16. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers. 17. Attend and participate in faculty meetings, serve on staff committees, Professional Learning Communities, and participate in student/parental involvement activities as required. 18. Maintains confidentiality. 19. Completes other duties as assigned. 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<ul style="list-style-type: none"> • • 	<p style="text-align: center;">Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<p style="text-align: center;">Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management • Fiscal Planning and Management • Project Management • Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> • Must possess a Virginia Board of Medicine license as an occupational therapist. 		
KNOWLEDGE, SKILLS AND ABILITIES		
<ul style="list-style-type: none"> • Knowledge of procedures, activities, and equipment used in occupational therapy. 		



<ul style="list-style-type: none"> • Ability to instruct students and manage their behavior. • Excellent organizational, communication, and interpersonal skills. 					
SUPERVISORY RESPONSIBILITY					
<ul style="list-style-type: none"> • Supervise occupational therapy assistant(s). 					
TRAVEL REQUIREMENTS					
<ul style="list-style-type: none"> • 					
WORK ENVIRONMENT AND PHYSICAL DEMANDS					
<p>OTHER DUTIES</p> <p>This job description in no way states or implies that these are the only duties to be performed by this employee. The teacher will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.</p>					
AAP/EEO STATEMENT					
<p>APPROVAL</p> <table border="1"> <tr> <td>Direct Hiring Manager:</td> <td>Date:</td> </tr> <tr> <td>Next Level Manager:</td> <td>Date:</td> </tr> </table>		Direct Hiring Manager:	Date:	Next Level Manager:	Date:
Direct Hiring Manager:	Date:				
Next Level Manager:	Date:				



Job Description

GENERAL INFORMATION		
Title: Physical Therapist	Department:	Salary Grade: \$50,782.48-\$83,975.38 FLSA Status:
Site/Location: Laurel Regional Program	Reports to: Director of Laurel Regional Program	Date:
POSITION SUMMARY		
Develops and implements physical therapy programs for students on assigned caseload. Students may be served at Laurel as well as in any of the schools that are based in the divisions served by the Laurel Regional Program.		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Performs as member of interdisciplinary team whose purpose is to provide appropriate educational program for students with disabilities. 2. Serves as a liaison between the student's physicians and instructional team members. 3. Adheres to the Code of Ethics of the American Physical Therapy Association. 4. Provides students with disabilities therapy in the areas of range of motion; posture; gait; strength; motor development; and functional abilities. 5. Keeps essential records necessary for efficient operation. 6. Serves as a consultant to school personnel and parents. 7. Performs other duties as assigned by the principal and director for special education. <p>Communication</p> <ol style="list-style-type: none"> 8. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers. 9. Maintain a professional relationship with colleagues, students, parents, and community members. 10. Use effective communication skills to present information accurately and clearly. <p>Professional Growth and Development</p> <ol style="list-style-type: none"> 11. Maintain professional competence by participating in staff development activities, professional learning communities, curriculum development meetings, and other professional opportunities. 12. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers. 13. Attend and participate in faculty meetings, serve on staff committees, Professional Learning Communities, and participate in student/parental involvement activities as required. 14. Maintains confidentiality. 		
Personal Competencies	Leadership Competencies	Functional Competencies
<ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning
EDUCATION AND EXPERIENCE		



- Must have a degree in physical therapy and/or a Certificate of physical therapy from an approved school of physical therapy.
- Must possess a valid physical therapy license in the state of Virginia.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of procedures, activities, and equipment used in physical therapy.
- Ability to instruct students and manage their behavior.
- Excellent organizational, communication, and interpersonal skills.

SUPERVISORY RESPONSIBILITY

- Supervises the certified physical therapy assistant(s)

TRAVEL REQUIREMENTS

- Must be able to travel to more than one work location in the course of a day if assigned to an itinerant position

WORK ENVIRONMENT AND PHYSICAL DEMANDS

OTHER DUTIES

This job description in no way states or implies that these are the only duties to be performed by this employee. The employee will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.

AAP/EEO STATEMENT

APPROVAL

Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: School Nurse - RN	Department:	Salary Grade: \$29,180.34 -\$49,205.74 FLSA Status:
Site/Location:	Reports to:	Date:
POSITION SUMMARY		
To assist with health services, provide leadership in establishing a complete and effective program of school health.		
ESSENTIAL FUNCTIONS		
<ol style="list-style-type: none"> 1. Interpret the school health services to school personnel and students. 2. Maintain the school medical clinic and administer medication according to school board policy. 3. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including clinic records and accurate, updated health records on all students. 4. Requisition supplies and equipment needed to maintain clinic inventory. 5. Administer screening program as required by Virginia school law and school board policy. 6. Assist with pre-school registration and interprets health requirements required by the school board policies. 7. Assist in the provision of support services to students with disabilities. 8. Conduct and facilitate school, home, and physician contact as it relates to school health including: physical examinations, immunizations, illness, and medications. 9. Conduct the health interview and acts as liaison with the home as it relates to securing health information related to special education and child study activity. 10. Educate faculty and staff as needed on health-related topics. 11. Work in conjunction with other agencies to provide insight into the medical, emotional, and social background of the students. 12. Perform other duties as assigned by the division's school nurse coordinator and/or building administrator. 13. Maintain a professional relationship with colleagues, students, parents, and community members. 14. Use effective communication skills to present information accurately and clearly. 15. Maintains confidentiality 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> ● Honesty ● Integrity ● Ethical ● Equity Minded ● Emotional Intelligence ● Cultural Competence ● Safety ● Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> ● Models Excellent Customer Service ● Thinks Strategically ● Shows Initiative ● Acts Decisively ● Communicates Effectively ● Works Collaboratively ● Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> ● Technical Capabilities ● Computer Literacy ● Data Analysis and Management ● Fiscal Planning and Management ● Project Management ● Strategic Planning
EDUCATION AND EXPERIENCE		
<ul style="list-style-type: none"> ● The candidate must have a valid state license as a Registered Nurse to practice professional nursing in VA. ● 2 years nursing experience, preferably in community health. 		
KNOWLEDGE, SKILLS AND ABILITIES		
●		
SUPERVISORY RESPONSIBILITY		
●		
TRAVEL REQUIREMENTS		



•	
WORK ENVIRONMENT AND PHYSICAL DEMANDS	
OTHER DUTIES	
<p>This job description in no way states or implies that these are the only duties to be performed by this employee. The teacher will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.</p>	
AAP/EEO STATEMENT	
APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



Job Description

GENERAL INFORMATION		
Title: Teacher of the Blind and Visually Impaired	Department:	Salary Grade: \$40,194.00-\$59,377.50 (10 month) \$42,203.70-\$62,346 (10.5 month) FLSA Status:
Site/Location: LAUREL Regional School. LAUREL serves the following five public school divisions: Appomattox, Bedford, Campbell, Lynchburg, and Amherst.	Reports to: Director of Laurel Regional Program	Date:
POSITION SUMMARY		
<p>The itinerant teacher for students with visual impairments travels to the students' assigned schools to provide direct and/or consultative special education services relating to vision loss. These services enable the students to learn in a variety of settings. Services for infants may be provided in the infants' homes or child care settings. The students range in age from birth through 21 and may have only a visual impairment or additional disabilities. The cognitive levels of the students range from severely impaired to gifted and talented.</p>		
ESSENTIAL FUNCTIONS		
<p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • 1. Performs functional vision and learning media assessments on new referrals and three-year re-evaluations • 2. Interprets eye medical reports as they relate to educational environments • 3. Contributes to the development of the IEP/IFSP with goals, modifications, learning styles • 4. Recommends appropriate specialized evaluations as needed, such as low vision, orientation and mobility • 5. Consults with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modification, and test administration • 6. Obtains modified standardized testing materials (Stanford, DWAP, SOL, VAAP, VGLA , PALS, SAT, ACT) and administer or assist in the administration of the test as needed • 7. Works as liaison with other agencies in the vocational assessment process <p>Appropriate Learning Environment</p> <ul style="list-style-type: none"> • 1. Assists in determining and procuring classroom equipment and materials necessary for the student with visual impairments to learn (braille, low vision devices, assistive technology, computer) including ensuring necessary room modifications and lighting changes • 2. Provides the classroom teacher with information regarding the specialized strategies needed to teach a VI student • 3. Consults with other instructional staff to provide information to incorporate the expanded core curriculum into the entire instructional setting • 4. Provides modified materials to the classroom teacher • 5. Provides braille, recorded/enlarged materials, and tactual symbols as appropriate for each child • 6. Performs other job duties as assigned 		
LYNCHBURG CITY SCHOOLS COMPETENCIES		
<p>Personal Competencies</p> <ul style="list-style-type: none"> • Honesty • Integrity • Ethical • Equity Minded • Emotional Intelligence • Cultural Competence • Safety • Quality 	<p>Leadership Competencies</p> <ul style="list-style-type: none"> • Models Excellent Customer Service • Thinks Strategically • Shows Initiative • Acts Decisively • Communicates Effectively • Works Collaboratively • Resolves Conflict Proactively 	<p>Functional Competencies</p> <ul style="list-style-type: none"> • Technical Capabilities • Computer Literacy • Data Analysis and Management • Fiscal Planning and Management • Project Management • Strategic Planning



EDUCATION AND EXPERIENCE	
<ul style="list-style-type: none"> • Must possess or be eligible for a Virginia Teacher’s License with an endorsement in visual impairments 	
KNOWLEDGE, SKILLS AND ABILITIES	
(see list of essential functions required for this position)	
SUPERVISORY RESPONSIBILITY	
<ul style="list-style-type: none"> • 	
TRAVEL REQUIREMENTS	
<ul style="list-style-type: none"> • Must possess the ability to travel between sites. 	
WORK ENVIRONMENT AND PHYSICAL DEMANDS	
OTHER DUTIES	
<p>This job description in no way states or implies that these are the only duties to be performed by this employee. The employee will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Lynchburg City Schools reserves the right to update, revise, or change this job description and related duties at any time.</p>	
AAP/EEO STATEMENT	
APPROVAL	
Direct Hiring Manager:	Date:
Next Level Manager:	Date:



THE STEPPING STONES GROUP

Transforming Lives Together

The Stepping Stones Group, LLC

RFP #2025-042

SPECIAL EDUCATION SERVICES FOR LCS

Lynchburg City Schools

Authorized Representative

Ansley Brittingham, Client Services Manager

225 W. Washington St., Ste. 1140, Chicago, IL 60606

ansley.brittingham@ssg-healthcare.com

470-407-9782

Secondary Contact: John Gumpert, Director of Contracts & Proposals

k12ops.bids@ssg-healthcare.com

610-517-0063

Opening Date: January 28, 2025

Respectfully Submitted



REQUEST FOR PROPOSALS TITLE PAGE
Include this Page as the First Page in the Proposal Response

City of Lynchburg, Virginia
Procurement Division

Proposal Title: In-Person Special Education Services for LCS

This is the City of Lynchburg's (City) and Lynchburg City School's (LCS) Request for Proposals (RFP) No. **2025-042**, issued December 23, 2024. Direct inquiries for information should be directed to Matt Marsteller: e-mail: matthew.marsteller@lynchburgva.gov; Phone: 434-455-4233. All requests for clarification of or questions regarding this RFP must be made in writing and received by 4:00 p.m., January 15, 2025. All responses to this solicitation shall be in strict accordance with the requirements set forth in this RFP document and the ensuing contract documents.

Sealed proposals will be publicly accepted prior to **January 28, 2025 at 4:00 p.m.**; however, only the names of firms responding will be available for announcement. Proposals received after the above stated due date and time shall not be considered. Submit proposals in a sealed, opaque envelope, and put the RFP number, title, due date and time on the lower left front. Offerors are responsible for having their proposal stamped by Procurement Division staff before the deadline indicated above and acknowledge all addenda so issued in the space provided below. Any alteration or changes to this Request for Proposals will be made only by written addendum issued by the City of Lynchburg, Procurement Division.

An OPTIONAL Pre-Proposal Conference will be held on January 7, 2025 at 2:00 p.m. through Microsoft Teams. A link to the meeting shall be posted to the City's current solicitations webpage noted below. Any alteration or changes to this RFP will be made only by written addendum issued by the Procurement Division, and all Offerors are responsible for obtaining issued addenda from the City's Procurement website: <http://www.lynchburgva.gov/Bids.aspx>. All addenda will be posted no later than January 17, 2025 at 4:00 p.m.

Acknowledge receipt of addenda here: No. 1 Date: 1/13/25 No. _____ Date: _____

Submit Proposals: BY MAIL OR GROUND DELIVERY TO:
Procurement Division
Third Floor City Hall
900 Church Street
Lynchburg, Virginia 24504

Information the Offeror deems Proprietary is included in the proposal response in section(s): _____

See Paragraph B. on page 2 for guidelines on submitting proprietary information. In compliance with this Request for Proposals and all the conditions imposed therein, the undersigned offers and agrees to furnish the services in accordance with the attached proposal or as mutually agreed by subsequent negotiations. By my signature below, I certify that I am authorized to bind the Offeror in any and all negotiations and/or contractual matters relating to this Request for Proposals. Sign in ink and type or print requested information.

Full Legal Name of Offeror: The Stepping Stones Group

Fed ID OR SOC. SEC. NO.: 26-0852181 Date: January 10, 2025

Address: 225 West Washington Street, Suite 1140 Phone: (610) 517-0063

Chicago, IL 60606 E-mail address: k12ops.bids@ssg-healthcare.com

Signature:  John Gumpert, Director of Contracts & Proposals

Typed or Printed Name, Title



City Buyer's Signature

2025-042 IN-PERSON SPECIAL EDUCATION SERVICES FOR LCS

CHECKLIST - ATTACHMENT A

PLEASE INCLUDE THIS AS THE SECOND PAGE

OF YOUR PROPOSAL BEHIND THE TITLE PAGE.

Company Name of Offeror Submitting a Proposal: The Stepping Stones Group

Please place a checkmark in each box for the service(s) you are proposing to provide.

- 1. Occupational Therapy
- 2. Physical Therapy
- 3. Speech Therapy
- 4. RN Services – Operating a school clinic area
- 5. LPN Services – Operating a school clinic area
- 6. LPN Services – Serve as a personal care assistant for students with disabilities (personal care or medical needs)
- 7. Psychological evaluation services: Ability and Achievement testing for (I.D.E.A) eligibility determination and educational planning
- 8. BCaBA Services – Board Certified Assistant Behavior Analyst
- 9. BCBA Services – Board Certified Behavior Analyst
- 10. Teachers of the Visually Impaired (TVI)
- 11. Teachers of the Deaf or Hard of Hearing



THE STEPPING STONES GROUP
Transforming Lives Together

January 24, 2025

Lynchburg City Schools
Mr. Matthew Marsteller
900 Church Street
Lynchburg, VA 24504

Dear Mr. Marsteller,

In response to your Request for Proposal, The Stepping Stones Group, LLC is pleased to present its proposal for the provision of special education services for the Lynchburg City Schools (LCS). We would like to express our sincere and earnest interest in working with Lynchburg City Schools to provide special education staffing and consulting services for your students.

With nearly 40 years of experience and expertise, The Stepping Stones Group is a trusted market-leader in providing special education, therapeutic, nursing, and behavioral health services for school systems throughout the United States. We are comprised of over fifteen trusted, long-standing, and mission-driven organizations that offer a variety of special education solutions. Our family of brands includes well-known school-based providers like Cobb Pediatric Therapy Services, Cumberland Therapy Services, and EBS Healthcare. Through our collective family of brands and continued growth, we now serve more than 1,100 public school systems, charter schools, and private learning centers, and we employ more than 9,000 therapy, behavioral health, nursing, and education professionals nationwide.

Our organization has combined the management and recruitment expertise of our partner companies, along with clinical resources, mentoring, and professional development, into one market-leading organization. We provide comprehensive clinical management services, and each of our clinicians is assigned to a Clinical Manager. As such, we have earned an excellent reputation as an extremely effective and responsive provider of high-quality education-based services. The Stepping Stones Group has maintained a 92% client retention rate, leading to consistent and reliable staffing for our school district partners.

The Stepping Stones Group is uniquely qualified to meet the needs of Lynchburg City Schools. We have the experience to recruit qualified, licensed providers, and the capabilities to provide the District with whatever level of staffing it may need. If you should have any questions or require additional information, please feel free to contact me directly, and we appreciate your consideration.

Sincerely,

Ansley Brittingham, Client Services Manager
470-407-9782
ansley.brittingham@ssg-healthcare.com
www.thesteppingstonesgroup.com

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STATEMENT OF UNDERSTANDING

The Stepping Stones Group (SSG) is passionate about helping students in need across the country. We engage with school districts, educators, and parents to understand students' unique challenges and provide special education solutions. We leverage our longstanding history, national leadership, regional experience, and expansive professional network to effectively provide therapeutic and behavioral health services for our school district partners.

We understand and are qualified to meet and exceed the requirements set forth in the LCS RFP for Special Education Services. We are involved, accountable partners with our school district clients and work to ensure the quality and reliability of our clinicians. We believe we have the necessary experience and qualifications to fulfill LCS' needs.

WHO WE ARE

The Stepping Stones Group is the nationwide market leader in providing therapeutic, nursing, and behavioral health services for children with special needs.

- **Our mission:** *Transforming the lives of children, families, and communities together through our exceptional therapeutic and behavioral health services*
- **Commitment to our Core Values:** Trust, Integrity, Results, Quality, Community, and Inclusivity
- **Dedication to our client relationships:** Our over 35-year history working closely with our district partners is the foundation of our organization.
- **Stepping Up for a Cause:** The Stepping Stones Group is intentional about serving its communities, and we believe small acts make big differences in the lives of people where we live and work. We are committed to giving back to the communities that we serve through our philanthropic efforts.
- **Inclusivity:** Our Diversity & Inclusion Council focuses on bringing about a more equitable environment to enable all employees to feel welcomed and included for their unique talents and contributions.

WHY SCHOOL DISTRICTS TRUST US

- **We Know School Districts:** We are the largest provider of school-based therapeutic and behavior support services nationwide, serving over 1,100 districts.
- **Quality is Our Priority:** We utilize an engagement and communication platform to enhance our employees' experiences and to monitor their fulfillment with their positions. This allows the team to stay informed of potential issues and fix potential problems early.
- **Our Experience:** We have specialized in serving school systems for 35 years and positively impact over 2.1 million children annually across 45 states. We have been providing school-based services to Virginia school districts since 2007, and we currently have 231 clinicians working across the state.
- **Our Dedication:** We make sure our clinicians have the resources to do their jobs effectively so that your students are served appropriately. We ensure quality services and provide an experienced clinical leadership team.

HOW WE ARE DIFFERENT

- **Clinical Quality:** Every clinician is managed by an experienced school-based clinician, not by someone in HR. Our operational leadership consists of licensed clinicians and educators whose support and mentorship promotes best practices and ensures that our staff members are successful in their district assignments.
- **District Professional Development:** We offer continuing education to your District. Each school year, we will offer your District and your employees exclusive access to ASHA, AOTA, NASP, BACB, and Nursing Contact Hours approved courses three times per year at no additional cost.
- **Training and Development:** We provide our staff with continuing education, training, resources, and mentoring through our professional development program, *Pathways to Success*.
- **Our Employees, Not Independent Contractors:** Our clinicians and educators are our employees, not independent contractors. As a result, we are able to exercise higher levels of accountability and expectations in the provision of services.
- **Personalized Team Approach:** We provide a dedicated **Triad** team (Clinical Manager, Client Services Manager, and Career Services Manager) that works together to deliver the highest level of service and support to the District and the students served.

- **Clinician Retention:** Our Net Promoter Score is rated as Excellent for our industry. The Net Promoter Score is a measure of how likely our clinicians are to recommend us to someone else. With such a high rating, our clinicians are more likely to return year after year, which results in reduced turnover.

OUR COMMITMENT

Together, we are transforming the lives of children and families, improving the quality of therapeutic and behavioral services, and joining with like-minded therapists, clinicians, and educators in order to have a greater impact in our communities. Our passionate leadership team and expansive clinical support network ensure the delivery of the highest quality therapeutic and behavioral health services to the District.

CAPABILITIES

Staffing Capabilities

Our longstanding history, national leadership, regional experience, and localized familiarity allow us to continue the growth of our professional network so we may effectively meet the staffing demands of our school district partners in every area of need. We continue to experience remarkable growth and success in recruiting highly skilled special education, therapeutic, behavioral health, and education professionals for our school district clients. This success is represented in our client retention rate, in which 92% of our school district partners have chosen to work with us year after year.

- **Regional knowledge and experience.** As a longstanding local provider in Virginia, SSG is familiar with the Lynchburg area. We understand the commutability factors from different cities or counties, and we use this knowledge and experience to match available clinicians with assignments in appropriate or commutable locations.
- **Local and nationwide candidate pools.** SSG has built a large network and database of professionals that we can call upon when a school district partner has an opening. This database includes candidates in the Amherst, Appomattox, Bedford and Campbell County region as well as candidates located throughout all 50 states. This allows us to expand our recruiting efforts to help source candidates relocating to the area if needed.
- **Creative sourcing and recruiting.** SSG uses proven recruiting techniques to uncover new candidate leads for our school district clients. Through creative, proactive, and personalized recruiting efforts, we can respond to the needs of your District to provide qualified and available candidates. We also work with universities and colleges across the country, including many in Virginia. Our ongoing and broad recruiting strategies ensure that we have potential candidates in our pool today and that we are developing new candidates for the needs of tomorrow.
- **Consistency of service and retention of clinicians.** SSG is proud of the consistency of service that we offer our school district partners. The growth and satisfaction of our clinicians is an integral part of our company culture, so our clinicians tend to stay with us year after year. Maintaining these high retention rates allows us to offer returning staff to your District each school year.
- **Ongoing and immediate staffing needs.** SSG is committed to responding to the short notice needs of our clients. Our approach includes immediate access to our local / regional database of clinicians, offering special incentives and creative solutions to support the urgent needs of your district. As our relationship continues to grow with the District, so does our involvement with local clinicians and the ability to respond quickly with qualified and talented candidates.

IMPLEMENTATION PLAN

Once awarded a contract with LCS, SSG will follow the steps and schedules outlined below to ensure the successful delivery of services. We will maintain open and frequent communication with District staff to ensure a seamless transition from a clinician's hire date to their first day of assignment.

Overview of Process

Before Award

- Begin building a pipeline of candidates in anticipation of awarded contract
- Review compliance procedures including necessary certificates, fingerprinting, TB tests, etc.

Awarded Contract

- Submit signed contract and insurance documents
- Identify District's staffing needs, priorities, and preferences
- Begin interviews with candidates to be presented to the District
- Submit clinicians to the District for consideration

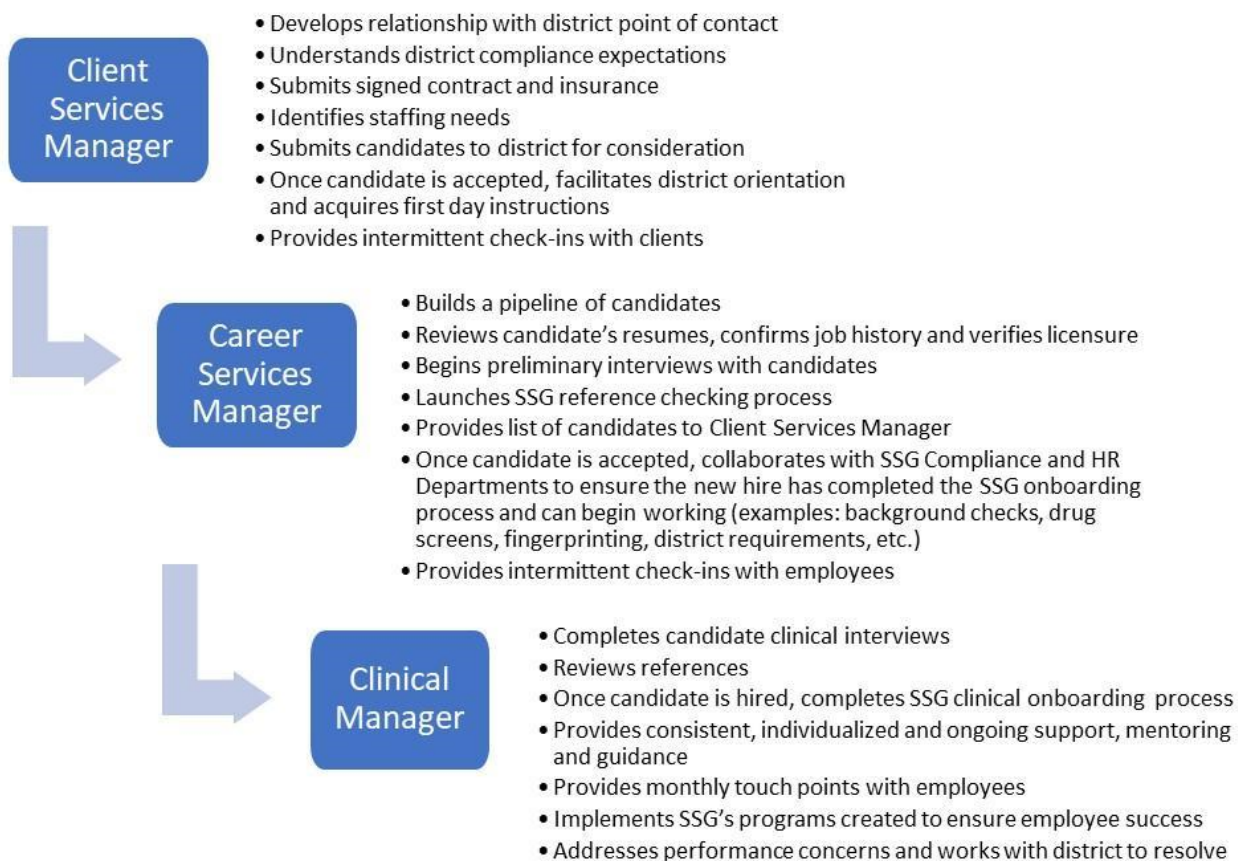
Placements

- Verify clinician's credentials (state licensure, certification, etc.)
- Run all necessary compliance per District regulations (fingerprint clearance, identification badge, background check, TB test, etc.)
- Onboard clinician per SSG policies
- Clinical Manager to assist with setup, scheduling, documentation, and IEP review on the first day of all placements at no additional cost to the District
- Clinician begins assignment at the District

Account Management

- Establish process for invoicing and contract compliance
- Provide ongoing management of clinician placements
- Provide ongoing clinician supervision, support, and mentoring
- Monitor and evaluate clinicians to ensure quality performance
- Establish District's preferences for the provision of training or CEU events
- Communicate regularly with District personnel

Roles and Responsibilities



Execution Strategy for Delivery of Special Education Services

1st week

- Learn District expectations, policies, and procedures
- Obtain caseload from the District
- Set up room for services
- Set up logins
- Review student files and/or IEPs
- Create service schedules
- Meet District team and other staff
- Introduce and build rapport with teachers and building administrator/principal
- Obtain list of IEPs and Evaluations that are due within first month
- Start service delivery

30 days

- Ensure all trainings are complete on tracking and managing as well as billing for services
- Connect with case managers to plan for upcoming IEPs
- Check for screening referrals from previous school year and schedule initials
- Make an IEP calendar for the remainder of the year (initials, triennials, etc.)
- Services for all students must be in progress
- Collaboration with teachers and other IEP team members
- If irregularities are noticed within IEP, meet with case manager to hold a possible amendment
- Complete service documentation per District expectations/guidelines
- Establish evaluation deadlines for the school year

- Attend IEPs, if applicable

60-90 days

- Complete Progress Reports per District timeline
- Meet with administration to ensure the District requirements are met to date and adjust if needed

90+ days

- Plan for makeup sessions
- Plan for therapy during District testing weeks, etc.
- Between 90-180 days, especially during the "IEP Season," meet the team and plan in advance to meet the compliance deadlines for annuals and especially evaluations

End of the school year

- Obtain information about the closing procedures
- Prepare documents/files giving information about the caseload, location of service delivery, location of files and student folders, and contact person in the school
- Ensure Medicaid documentation is up to date, if applicable
- Complete all scheduled IEPs
- Meet with the District management team to review District staffing needs and assignments, etc.

RECRUITING AND HIRING

With over 35 years of experience in providing therapeutic and behavioral services, The Stepping Stones Group (SSG) has established a unique approach to recruiting qualified personnel. Recruiters will review District provided job details and identify candidates that match the District's preference in terms of required licensure, credentials, availability, previous experience, knowledge, and flexibility. Within our thorough screening process, we also look beyond basic tangible skills. We qualify clinicians based on their professionalism, presentation, demeanor, positive mindset, and their desire to work with children with special needs. Our priority is to provide our school district partners with highly qualified, passionate clinicians that best match their needs.

By strategically structuring our recruitment team, our clients have dedicated recruiters that are subject matter experts in hiring for their areas and markets. For example, our senior recruiters have over 10 years of experience. This allows for fast, quality results and direct target marketing for candidates that fit their needs.

Request for Candidates

- SSG will receive a request for a clinician or educator from your Special Education Department via email, phone, or in-person visit.
- We will respond immediately, and within no more than 24 hours, with acknowledgement of the request and/or request for clarification.
- We will work closely with your District to review the caseload to determine any specific needs to ensure a successful placement.

Steps to Identify Candidates

- Search our database for candidates who match the job specifications
- Conduct local and online job database searches for candidates
- Launch marketing campaigns through email, referrals, mailings, and social networks
- Participate in state and national conferences, such as AOTA, ASHA, APTA, and NASP
- Connect with colleges and universities for alumni and recent graduate leads
- Attend career days and career fairs at universities and surrounding feeder states
- We have developed a University Relations Program, dedicated to identifying new graduates who want to pursue a career in providing special education, therapeutic, and behavioral health services.
- It should also be noted that we hire many employee referrals, which is a testament to our high level of employee satisfaction.

Once a Candidate is Identified

- Recruiter completes a preliminary interview
- Recruiter reviews candidate's resume, confirms job history, and verifies licensure
- In select situations, SSG Clinical Manager conducts a Clinical Interview to screen the candidate and to determine the candidate's skill level. Candidates are chosen for their education, experience, specialty, flexibility, values, professionalism, and alignment with District specific selection criteria.

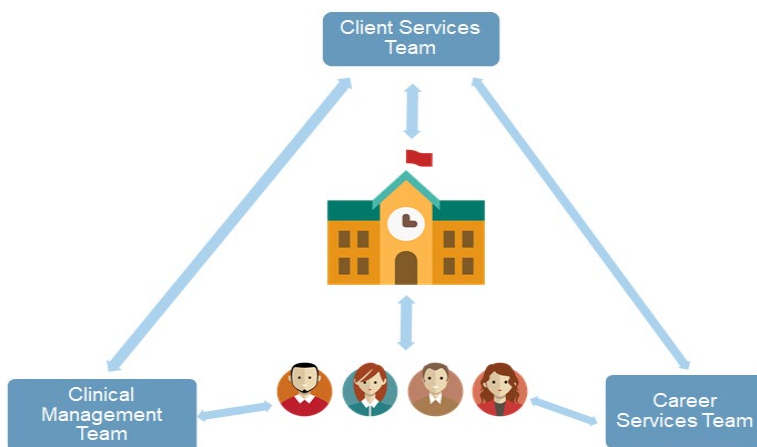
Once a Candidate is Deemed Appropriate for Submission to District

- Recruiter or HR conducts professional reference checks
- Recruiter obtains permission from the clinician to submit resume to the District
- Clinician is submitted to the District for consideration

KEY PERSONNEL

The Stepping Stones Group uses a collaborative approach to ensure that the highest level of service and support is delivered to our school district partners, our employees, and the students served. We refer to this collaborative approach as our **Triad** model, and it is a cornerstone of our company culture.

SSG unifies all areas of District support into a dedicated **Triad** team. This elevates our focus, proficiency, and quality as we work together to deliver excellent customer service to our clients and clinicians. This focused collaboration is our framework for consistent communication, contribution, transparency, and trust. It is the foundation of our client and employee relationships.



Responsibilities for each **Triad** team member are highlighted in the summary below:

TRIAD TEAM		
Client Services Manager	Career Services Manager	Clinical Manager
<ul style="list-style-type: none"> Serves as the District’s single point of contact and responsible for District satisfaction Responds to District staffing needs, submits candidates to district for consideration, helps coordinate placements Regularly reviews recruiting progress for the District’s outstanding staffing needs Oversees invoicing and contract compliance Provides consistent communication and ongoing support to clients 	<ul style="list-style-type: none"> Builds an ongoing pipeline of qualified candidates to meet the District’s staffing needs Verifies candidate credentials and begins preliminary interviews Conducts thorough professional reference checks Helps coordinate onboarding and District compliance requirements for new hires Provides intermittent check-ins with employees 	<ul style="list-style-type: none"> Completes candidate clinical interviews Delivers ongoing clinical support and reviews best practices with clinicians Provides supervision, mentoring, and evaluation of staff to ensure we are meeting district expectations and following district policies/procedures Addresses clinical performance concerns as needed Provides consistent communication and ongoing support to clinicians

Your dedicated **Triad** support team for LCS:

Client Services Manager	Career Services Manager	Clinical Manager
<p>Ansley Brittingham, B.S. 470-407-9782 ansley.brittingham@ssg-healthcare.com</p>	<p>Jordan Niederecker 678-264-0541 ext. 726 jordan.niederecker@ssg-healthcare.com</p> <p>Erica Fratus 559-633-6900 erica.fratus@ssg-healthcare.com</p> <p>Kaitlin Altman 888-835-0894 kaitlin.altman@ssg-healthcare.com</p> <p>Khelsea Colwell 469-223- 9314 khelsea.colwell@ssg-healthcare.com</p>	<p>Darlene Robke, M.S., CCC-SLP 703-395-9971 Darlene.robke@ssg-healthcare.com</p> <p>Lisa Falkenstein, OTR/L 678-426-2570 lisa.falkenstein@ssg-healthcare.com</p> <p>Camille Powell, RN, BSN, RNM 954-832-2912 camille.powell@ssg-healthcare.com</p> <p>Christine Santarelli-Harris, M.Ed., BCBA, LBA 412-404-6789 christine.santarelli-harris@ssg-healthcare.com</p>

Ansley Brittingham, B.S. – Client Services/Business Development Manager

Ansley holds a Bachelor of Science in Psychology and is dedicated to supporting school districts in meeting their unique needs. With experience as a teacher, she understands the importance of connecting districts with high-quality professionals who can make a meaningful impact. Ansley partners with school districts across Virginia to provide tailored solutions for hard-to-fill positions, including special education, therapy, and mental health services. Her focus is on building strong relationships with district leaders and ensuring students receive the support they need to thrive. Ansley is available virtually or in person to LCS as needed at any time.

Darlene D. Robke – Clinical Manager

Darlene D. Robke is a speech-language pathologist (SLP) with over 30 years of clinical and administrative experience. She received her Bachelor of Arts in speech and communication sciences from the University of North Carolina, Chapel Hill. She then received her Master of Science from East Carolina University in speech language and auditory sciences. She has also completed the certification program in assistive technology at George Mason University. Darlene worked as a traveling SLP for many years where she provided services in a variety of healthcare settings and geographic locations throughout the United States. She was a rehabilitation manager in skilled nursing and assistive living facilities in Manassas, Virginia. Darlene served as the interim director of special education and the coordinator of student support services for Manassas Park City Schools. She has also provided both school-based and early intervention (EI) services in northern Virginia. She is a certified EI provider and has completed the northern Virginia master coach training. Darlene was the professional development manager from 2012-2017 and the 2018 associate editor for the American Speech-Language-Hearing Association’s Special Interest Group 11, Administration & Supervision.

Darlene is a member of Special Interest Group 16, School-Based Issues. She is also the past president for the Speech-Language-Hearing Association of Virginia (SHAV) and has served in a variety of executive board positions for the association from 2012-2018. She was awarded the SHAV Fellow Award for her outstanding contributions to the professions. She is also the recipient of the 2019 Martha Mullins-Callender Award from the Communication

Disorders Foundation of Virginia. This award recognizes a communication and sciences disorders (CSD) professional who works to ensure that CSD services, professions and professional organizations flourish in the marketplace. Darlene is also a 2019 graduate of ASHA's Leadership Development Program (LDP). She has been employed by Stepping Stones Group for over 14 years and is currently serving as Clinical Manager. Darlene is passionate about engaging students in both state and national association activities, and she greatly enjoys providing mentorship, training, and support for professionals throughout the Southeastern United States. Darlene is based in Virginia and will be available to LCS any time either in person or virtually.

Lisa Falkenstein, M.S., OTR/L – Clinical Manager

Lisa Falkenstein is a highly qualified OT with 25+ years of pediatric experience. She has worked in a variety of settings, including a children's hospital, inpatient and outpatient rehabilitation facilities, private clinics, homes, and schools. She has also mentored certified occupational therapy assistants (COTAs), new therapists, and students. Lisa combines her experience as an OT with her school district experience. She manages and directs our occupational and physical therapists for a variety of school system accounts. She conducts new therapist orientations and assists in transitioning therapists to the school setting. As a contact for SCPS, Lisa works to ensure quality service is provided to the district on all levels.

Camille Powell, RN, BSN, RNM (hon) – Clinical Manager, Nursing Services

Camille is a distinguished licensed nursing professional with over 15 years of experience in a variety of acute care and educational health setting, including medical surgical, emergency, NICU, research, tele-health, pediatrics, and midwifery. As a healthcare practitioner who has cared for children across the lifespan, she has been credited with implementing school-based nursing protocols in vulnerable communities, and served on multiple committees, including Quality Improvement (QI), Infection Control (IC), Patient Safety Committee (PSC) and other special projects.

She currently serves as the Clinical Nurse Manager for the Southern United States and enjoys using modeling and technology to train and mentor school nurses in various school districts on how to resolve medical emergencies, improve operations and work as part of the school healthcare team. Camille is a strong advocate for children and consistently works to anticipate the healthcare needs of students in the school community.

Christine Santarelli-Harris, M.Ed., BCBA, LBA – Clinical Manager

Chris Harris is a Behavior Support Manager with The Stepping Stones Group and supports paraprofessional educators and Behavior Professionals in the South and Central regions. She was a teacher before becoming a Board Certified Behavior Analyst (BCBA). She has taught in Pennsylvania, Connecticut, New Mexico, and New Jersey. She worked as a Registered Behavior Technician (RBT) and a BCBA in both the clinical setting and in the school system. Chris believes that collaboration as a team is a critical element to ensure client/student success. She uses Organizational Behavior Management (OBM) and behavior skills training (BST) to work with supervisees and when coaching others.

RESUMES

Upon award, we would select members from our current team or screen and hire new team members that meet the requirements of this RFP to provide services for the District.

The resumes included are for the members of the **Triad** team that will directly support LCS in addition to Ansley Brittingham.

- Darlene Robke, CCC-SLP – Clinical Manager Speech Language Pathology Services
- Lisa Falkenstein, OTR/L – Clinical Manager Occupational and Physical Therapy Services
- Camille Powell, RN, BSN, RNM (hon) – Clinical Manager Nursing Services
- Christine Santarelli-Harris, M.Ed., BCBA, LBA – Clinical Manager Behavior Services

We will provide the resumes of candidates available for LCS upon request. We believe the resumes of our staff available for this project will demonstrate the quality and experience of SSG clinicians. If selected as an awarded vendor, we will have resumes to provide to the district and will begin recruiting for any openings upon request.

We ensure that all candidates have valid Virginia licenses and certifications and pass rigorous background checks prior to the hiring and onboarding process.

Darlene D. Robke M.S., CCC-SLP

Professional Summary

- Experienced, licensed, and nationally certified speech-language pathologist who has provided in person, online instruction, teletherapy, and telesupervision
- Manage, supervise, mentor, and support clinical fellows as well as special education professionals throughout the Southeastern United States
- Skilled in person, teletherapy, virtual supervision, diagnostics, and treatment of preschoolers, school-age children, and adults
- Conducted online instruction, debriefing, and asynchronous learning to graduate students
- Extensive knowledge and expertise in all areas of child development as well as in special education practices, procedures, and services
- Developed, and conducted numerous professional development activities and trainings for universities, staff, and fellow professionals at state and national conferences
- Skilled grant writer who successfully procured funds
- Dedicated to providing high quality of services across a variety of settings to all age ranges
- Demonstrates adaptability, and keen problem-solving skills
- Collaborates effectively with stakeholders to achieve targeted outcomes and provide excellent customer service

Regional Director for Stepping Stones Group/ EBS Healthcare -December 2007 to Present

Manage, supervise/mentor, and evaluate Clinical Fellows, SLPs, OTs, PTs, SPED teachers, and psychologists in school systems throughout Virginia, Maryland, North Carolina, and South Carolina according to district regulations and policies. Provide supervision and mentorship for clinical fellows during their clinical fellowship experience in adherence with state and national standards for speech-language pathology. Manage, support, and monitor EI providers in Northern Virginia utilizing Part C Fidelity Assessment requirements.

Monitor data collection, evaluations, individual education programs, and special education documentation to ensure the highest quality of services and use of evidenced-based practices in accordance with state and local regulations. Analyze intervention models and strategies to assure that students' needs are met in the least restrictive environment.

Collaborate and problem-solve effectively with multiple school administrations and agencies regarding programming and current special education issues. Provide consultation, training, and exceptional customer service to diverse school administration, staff, and parents.

Provided contractual school-based speech language services for pre-school through 5th grade for Prince William County Schools and early intervention services for children aged (0-3) for the

Infant Toddler Connection of Prince William County. Completed extensive training and technical assistance activities utilizing the Adult Learning Model via the Northern Virginia Cadre of Master Coaches and the Hanen Certification Program for *It Takes Two to Talk*.

Conducted, arranged, and facilitated professional development events in Virginia, DC, Tennessee, Maryland, and Philadelphia. Select presentation topics include *Strategies for Managing ADHD Difficulties in the Classroom and Sensory Integration Techniques* and *Collaborative Service Delivery in the Schools: What Works*.

Co-authored an article in the American Speech Hearing Association (ASHA) Journal, *Perspectives on Administration and Supervision*, "Supervision in Early Intervention: An Inside-Out Perspective". Co-presented on this topic at the ASHA Convention in San Diego, California, the Speech-Language-Hearing Association of Virginia (SHAV) and the Pennsylvania Speech-Language-Hearing Association (PSHA) in 2011.

Authored article in the American Speech Hearing Association (ASHA) Journal, *Perspectives on Administration and Supervision*, "Foundational Resources and Terminology for Supervision and Mentorship".

Rehab Program Manager, Genesis Rehabilitation Services December 2006- November 2007

Supervised and facilitated the start-up of two newly acquired rehab contract sites in Manassas, Virginia

Efficiently and profitably managed rehab services in both a direct bill and skilled-nursing facility. Supervised physical therapy, occupational, and speech therapy personnel and services within the rehab facilities. Administered financial control over revenues and expenses. Oversaw the delivery of the highest standard of rehab services through the appropriate utilization of resources, the promotion of clinical programs and staff development.

Maintained high level of customer service with administration and public. Performed speech-language diagnostics, treatment, and consultative rehabilitation services for adults with aphasia, dysphagia, neurological impairment, traumatic brain injury and dementia in skilled-nursing and assisted living facilities.

Coordinator of Student Support Services, Manassas Park City Schools (MPCS) August 2003 -November 2006

Chaired all eligibility meetings for special education services. Assisted parents, teachers, and principals with the interpretation and understanding of assessment data. Served as educational consultant to parents, teachers, and principals.

Conducted staff development and training regarding special education processes and procedures. Consulted and collaborated with administration, teachers, staff, and parents regarding classroom strategies and techniques to support general and special education students in the school environment. Collaborated with agencies, organizations, and alternative education settings in

order to secure services for students with disabilities. Followed up with out-of-district placements to ensure appropriateness of services being provided to MPCS students.

Served as administrative designee and facilitated the Child Study and Eligibility process for primary, elementary, middle, and high school-aged students. Coordinated division-wide speech-language and related services including occupational therapy, physical therapy, hearing impaired, and vision-impaired itinerant services.

Facilitated the modification and development of special education forms. Scheduled, conducted, and monitored Child Find screenings of at-risk children. Coordinated referrals, assessments, and services for children transitioning from the Parent Infant Early Intervention Program to school-based services. Coordinated building-level procedures for Federal Monitoring Process. Reviewed IEPs for pre-school, primary, elementary, and middle school students. Evaluated and monitored issues related to special education then consulted and problem-solved with school principals and Special Education Director Provided diagnostics and therapeutic intervention for school-aged population (grades Pre-K-12) on as needed basis as well as consultative speech-language services for parents, teachers, and staff.

Department Chair of Related Services for MPCS

August 2002-June 2003

Chaired all speech-language eligibilities. Conducted all speech-language evaluations for triennial reviews Performed Child Find screenings and conducted meetings to determine need for further evaluation.

Coordinated division-wide speech-language and related services. Provided diagnostics and therapeutic intervention for school-aged population (grades 4-12) as well as consultative speech-language services for parents, teachers, and staff. Reviewed division IEPs. Coordinated purchasing of materials/supplies and assisted with staff development programming.

Interim Director of Special Programs for MPCS

January 2002- June 2002

Collaborated and problem-solved with students, parents, staff, and administration regarding special education issues.

Wrote and implemented Special Education Annual Plan. Coordinated with the local court services, social services, and community services board members during Family Assessment Planning Team (FAPT) meetings to identify, monitor, and meet needs of at-risk students in the community. Attended monthly Region IV Special Education Director's meetings. Collaborated with adjacent school divisions regarding regional program services.

Speech-Language Pathologist for MPCS

January 1999- January 2002

Coordinated speech-language services. Performed diagnostic assessments for pre-school through high school aged students. Chaired eligibilities for speech-language impaired students and actively participated in Child Study process to determine need for school-based services. Provided

therapeutic intervention for school-aged population and consultative speech-language services to parents and teachers.

Health Care Everywhere, Inc., Alexandria, Virginia August 1995 -December 1998

Served as a traveling SLP and provided diagnostic and rehabilitation services for children and adults with aphasia, dysphagia, traumatic injury, and dementia in schools, skilled nursing, outpatient, hospital, and home/health settings in various U.S. locations.

NC Developmental Evaluation Center, Fayetteville & Durham, NC June 1992-August 1994

Provided speech-language diagnostic and treatment services in a multi-disciplinary team model along with the coordination of agency services for children birth to 21 years of age. Participated in neo-natal follow up clinic to identify infants at risk for developmental delays

SLP for Eastern Associates Speech and Language Services Inc., Goldsboro, NC

August 1992-June 1994

Developed therapeutic and diagnostic services for children ages 5-18 with physical, cognitive behavioral and communicative disorders. Served as an active member of inter-disciplinary team to advise the School-Based Committee.

Education

Master of Science in Speech-Language and Auditory Pathology
East Carolina University, Greenville, NC May 1992

Bachelor of Arts in Speech Communications, Concentration Studies in Speech and Hearing Sciences
University of North Carolina, Chapel Hill, NC May 1990

Graduate Certificate in Assistive Technology
George Mason University May 2005

Certifications & Licensure

- Certificate of Clinical Competence in Speech-Language Pathology
American Speech-Language Hearing Association (ASHA) - #01102482
Expiration: 12/31/2022
- North Carolina State License for Speech-Language Pathology- # 2892
Expiration: 6/21/2022
- North Carolina Professional Educator's License # 1237233
Expiration: 06/30/2024

- South Carolina State License for Speech-Language Pathology-#5662
Expiration: 3/31/2023
- Virginia State License for Speech-Language Pathology- # 2202002767,
Expiration: 6/30/2022
- Maryland State License for Speech-Language Pathology- # 06779
Expiration: 5/31/2022

Professional Achievements

- Graduate from American Speech-Language Hearing Association (ASHA) Leadership Development Program (LDP) in February 2020
- Recipient of the 2019 Martha Mullins-Callender Award from the Communication Disorders Foundation (CDF) of Virginia. This award recognizes a communication and sciences disorders (CSD) professional who works to ensure that CSD services, professions, and professional organizations flourish in the marketplace.
- Recipient of the 2018 Fellow Award from the Speech-Language-Hearing-Association of Virginia for outstanding contributions to the professions
- 2018 Associate Editor for American Speech-Language Hearing Association (ASHA) Special Interest Group (SIG) 11, Administration & Supervision
- 2016-2017 President of Speech-Language-Hearing Association of Virginia (SHAV)
- Skilled grant writer who procured multiple personnel grants from ASHA totaling over \$24,000 in funding for SHAV
- 2015 President-Elect & Vice President for Governmental & Professional Affairs for the Speech-Language-Hearing Association of Virginia (SHAV)
- Professional Development Manager for ASHA Special Interest Group (SIG) 11, Administration & Supervision from 2012-2017
- Recipient of 7th ASHA Award for Continuing Education (ACE)
- Vice President of Public Relations and Communication for the Speech & Hearing Association of Virginia (SHAV) from 2011-2014
- Continuing Education Content Manager for ASHA Special Interest Group (SIG) 11, Administration & Supervision from 2011-2012
- Member of ASHA Special Interest Group 16, School-Based Issues



Lisa Falkenstein, M.S., OTR/L

lisa@thestepingstonesgroup.com

The Stepping Stones Group (formerly Cobb Pediatric Therapy Services) Lafayette, CO

Regional Clinical Manager

July 2011 to Present

- Manage and Direct occupational therapists, physical therapists, speech and language pathologists, and school psychologists
- Conduct New Therapist Orientations
- Assist in training new therapists
- Communicate with team members of The Stepping Stones Group

Cobb Pediatric Therapy Services Kennesaw, GA

Occupational Therapy Mentor and Trainer

Feb 2011 to June 2011

- Provided treatment and administrative support to new school-based therapists.
- Initiated consistent and regular follow-up with the therapists.
- Conducted regular on-site visits.
- Communicated with OT/PT Director regarding the status of each therapist.
- Provided documentation of mentoring sessions bi-monthly to OT/PT Director.

Cobb Pediatric Therapy Services Kennesaw, GA

Fulton County Schools Contract Occupational Therapist

Aug 2010 to May 2011

- Administered evaluations and intervention for school-age students.
- Collaborated with IEP team members.
- Incorporated classroom curriculum into therapy sessions.

Private Occupational Therapist Alpharetta, GA

Home-based Occupational Therapist

2001 to 2018

- Provided evaluations and treatment in children's homes.
- Recommended self-care adaptations for increased independence.
- Created home programs to be carried out by the child's caregiver.

Independent Contractor for Fulton County Schools Atlanta, GA

Contract Occupational Therapist

October 2007 to May 2010

- Performed evaluations and intervention for elementary school students.
- Collaborated with IEP team members.
- Incorporated classroom curriculum into therapy sessions.

Pediatric Therapy Services Roswell, GA

Occupational Therapist

1998 to 2010

- Specialized in Sensory Integration Treatment approach in private therapy clinic.
- Evaluated and treated children age 0-21 years of age with a variety of diagnoses.
- Provided mentorship to Occupational Therapy students.

Parkaire Consultants Inc.

Marietta, GA

Occupational Therapist

1994 to 1998

- Performed evaluations and appropriate treatment to school age children in private educational and psychological counseling facility.
- Guided parents on home programs to maximize treatment effectiveness.
- Educated teachers and psychologists on sensory integration disorder.

Scottish Rite Children's Medical Center

Atlanta, GA

Sr. Pediatric Occupational Therapist

1991 to 1998

- Administered evaluation and treatment for children ages 0 -21 with a variety of diagnosis in both outpatient and inpatient facilities.
- Guided new occupational therapists, certified occupational therapy assistants, and aides appropriate treatment intervention.
- Served on a limb deficiency team.
- Presented at limb deficiency conferences.

Education:

University of North Carolina

Chapel Hill, NC

Master of Science in Occupational Therapy

1991

University of Georgia

Athens, GA

Bachelor of Science in Education with a major in Therapeutic Recreation

1989

Certifications:

- Certified in the administration of The Sensory Integration and Praxis Test (SIPT).
- Certified in Listening Therapy through Vital Links
- Certified by the National Board for Certification in Occupational Therapy (NBCOT)
- Licensed by the State of Georgia #OT001057



CAMILLE R. POWELL, RN, BSC (Hon)

Email: Camille.Powell@ssg-healthcare.com **Telephone:** 954-832-2912

PROFESSIONAL SUMMARY: Clinical Nurse Manager with over 15 years of experience, excellent at directing, organizing, and supervising the work of all nursing staff. Oversee the tasks of registered nurses, licensed practical nurses, certified nursing assistants and medical assistants. Specialize in being a nurse manager and provide reports to an administrator about all activities going on within the nursing staff. Excellent clinical skills: ability to remain calm under pressure; and ability to make swift, accurate decisions in emergency situations. Proven leadership, and management skills to increase and enhance patient care, satisfaction, and safety protocols in both acute and educational settings.

CORE SKILLS

- Phlebotomy
- Performance evaluation
- Develop departmental budgets
- Medicine inventory maintenance
- Mentor to nurses
- Interviewing and hiring

- Strong patient assessment
- Proficiency with pediatric and adult Nursing
- Strong Leadership and management
- Knowledge of Medical computer software
- Research and documentation
- HIPPA compliance

PROFESSIONAL EXPERIENCE

Clinical Nurse Manager, October 4th, 2021 – Present
The Stepping Stones Group, LLC USA

I perform a combination of clinical, leadership and administrative duties that assist students and their families access health care in the school system.

Contribution and Responsibilities included:

- Evaluate the performance of staff nurses and provide mentoring and feedback on ways they can improve their service and care to students.
- Contribute to the staff's professional development by interviewing and hiring new nurses and other medical staff members.

Clinical Nurse Manager, October 4th, 2021 – Present (CONT'D)
The Stepping Stones Group, LLC USA

- Speak on behalf of the nursing staff when communicating with higher management in making decisions that affect the nursing staff.
- Monitor patient care for quality and review patient and staff data to measure the effectiveness of patient care.
- Apply healthcare practices and nursing standards throughout the company and enforce adherence to the state board of nursing and state nurse practice requirements.
- Maintain nursing guidelines by writing and updating policies and procedures; collaborate with management teams to implement programs and services.

RN Nurse Supervisor, Broward School District Florida, September 28, 2020 - October 4th, 2021
Stepping Stones Group, LLC USA

I provide general supervision, training and guidance to school Nurses and healthcare workers in the school's district.

Contributions and Responsibilities included:

- Provided general supervision, training and guidance to school Nurses and healthcare workers in the Broward, Florida, school district with responsibility for clinics and isolation rooms.
- Coordinated staff to assure that effective nursing services and established policies and procedures are being met.
- Provided emergency services and first aid care for everyone within the school community.
- Screened for health problems and acted to prevent the spread of contagious and communicable disease that impact education; managed concerns so students are ready to learn.
- Acted as a liaison and member of the crisis intervention team between administration, parents, and students to develop plans to meet health needs.
- Medication administration and developing care plans for students with chronic conditions and disabilities.
- Participated as a member of the multidisciplinary team that identifies, evaluates, and places students in special education programs and makes modifications in programs for students who require accommodations due to health concerns.
- Collaborated with top management teams to develop and implement programs and services.
- Analyzed the data used for strategic planning.

Registered Lead RN-Tele-health: January 7, 2019 – September 21, 2020
Dr. G Banning Practice Multifaith and Multicultural Group, NJ, USA

Worked closely with treatment teams to develop individualized care plans, aiming to maximize care and help patients.

Contributions and Responsibilities included:

- Assessment and treatment interventions of pediatric and medical surgical patients.
- Providing telehealth to clients across the lifespan.
- Counseling: providing physiological support and lactation consultations.
- Research and identify behaviors or emotional patterns.

- Teaching lifestyle changes in diet, exercise, and stress management.

Staff Registered Certified Nurse Midwife: October 2013 – September 2018
The University Hospital of the West Indies, U.H.W.I

Worked as head of nursing care within obstetrics, gynecology, and child health of prestigious regional hospital. Handled obstetrics, gynecology, and child health cases, with emphasis on the pregnant woman in the ante-partum, intra-partum, and post-partum period.

Contribution and Responsibilities included:

- Delivery of newborns and assisting with cesarean section surgeries.
- Conduct teaching and counseling for patients and their families.
- Held responsibility for nursing documentation and medication administration.
- Facilitated effective shift reports.
- Conducted rounds with doctors and nurses as a member of the planning team for patient care and implementing new orders.

Charge Nurse Pediatrics, December 2010 – Oct. 2013
The University Hospital of the West Indies, U.H.W.I

Oversaw the day-to-day management of the unit and collaborating with all members of the health care team to manage the patient conditions effectively.

Contribution and Responsibilities included:

- Supervised a staff of 14 RNs, 5 LPNs, 10 student nurses and administrative staff while maintaining a pediatrics case load of an average 35 patients a day.
- Performed phlebotomy, urinalysis, vaccination, and health screening in collaboration with Physicians.
- Consoled crying children and being an advocate for patients and their families.
- Dealt effectively with enquires, concerns, and complains of children and their parents.
- Effectively documented patient's intake and base line vital signs prior to doctors' consultation.

Acting Charge Nurse/ Staff Registered Nurse 03/2008-12/2010
The University Hospital of the West Indies, U.H.W.I

Worked in all departments including Acting Charge Nurse of the Diagnostic testing and Research department, med-Surgical, Psychiatry, NICU, ICU, Gynecology, Orthopedics, Ophthalmology, and Otolaryngology units.

Contribution and Responsibilities included

- Collecting specimen from subjects with proper charting and documentation for research project
- Organizing community outreach for workshops and inner-city projects
- Recovery and care of ventilated patients in the ICU and NICU
- Perform wound care, oxygen therapy and PICC line care of surgical patients

Acting Charge Nurse/ Staff Registered Nurse 03/2008-12/2010 (CONT'D)
The University Hospital of the West Indies, U.H.W.I

- Organize work shifts for nurses, monitored performance, and held regular meetings and resolve possible conflicts
- Monitor department medical supplies to ensure there is always enough inventory to avoid supply shortage during an emergency

Registered Nurse, (emergency needs/per diem) October 2007- December 2010
Andrews Memorial Hospital, 27 Hope Road Kingston 10, Jamaica

Worked in dental, outpatient, intensive care, imaging, laboratory, maternity, operating- theatre, medical and surgical units. Rotating in all departments as needed, was assigned to preferred specialty in labor and delivery on the Maternity, and NICU units.

Contribution and Responsibilities included:

- Nursing care of postnatal and antenatal patients.
- Assisting with deliveries of babies.
- Monitoring newborns for any abnormalities.
- Monitoring and coaching of pregnant women through deliveries.
- Nursing surgical and medical patients.

Nurse Internship 2006
Florida Adventist Hospital, Orlando Florida, USA

Oriented to medical, surgery and ICU units in the hospital

Duties included:

Contribution and Responsibilities included:

- Vital signs and alerted Charge Nurse to change in patient condition
- Head to toe assessment
- Identify and aid and support to patients and family to ensure positive outcome
- Maintain patient privacy, HIPPA compliance
- Shadowing ICU Nurses as they Nurse ventilated Patients

CERTIFICATION

2020- BLS for Healthcare providers, PALS, NRP and ACLS- American Heart Association
2016-Registered Nurse, NCLEX-RN, FL RN License
2012-2013 Certified Registered Nurse Midwife-University of the West Indies RNM
2003-2007 Bachelor science in Nursing- Northern Caribbean University

EDUCATION

2019 Pregnancy and Post-Partum Depression

Certificate from Dr. Godfried: Multifaith and Multicultural group, NJ USA

2019- Diabetics Management

Certificate from RN, FNP-BC Campbell: Mind Body Sprit Reformers LLC, FL USA

2018 Nursing Management- Certification from University of the West Indies, UWI

2017-Advance Trauma Life Support -Certification from American College of Surgeons, ACS

2017-Workplace Counseling-Certification from U.H.W.I

2001-2002 Certificate in Marketing and Sales

Portmore Community College and HEART Academy

AWARDS AND ACHIEVEMENT

- Award for management protocol for the outbreak of the Chikungunya viruses in Jamaica 2016-2017
- Awarded Certificate for quality patient care and perfect attendance on the job in 2008-2016 U.H.W.I)
- Sponsorship for humanitarianism and providing service during a natural disaster 2012 U.H.W.I
- Volunteer Nurse for Churches and schools

LANGUAGES

- English- Native
- Spanish- Conversational

Christine M. Santarelli-Harris
 M.Ed., BCBA, LBA

Contact Information

Christine M. Santarelli-Harris
 1730 County Road 188
 Anderson, Texas 77830
 Mobile: 575-415-6099
 Email: christine.harris805@yahoo.com

Objective

My objective is to secure full or part time employment within the field of Applied Behavior Analysis. The preference is for a remote placement or a local (within the Bryan/College Station, Texas area) placement.

Some of my favorite aspects of the field include: BCBA field experience supervision; Behavior Analysis training for school staff; home-school-other professional therapist collaboration; and report writing.

Education and Professional Experience

Education

M.Ed. 2019	Texas A&M University Special Education with BCBA Concentration	College Station, TX
B.S 1999	Western Connecticut State University Elementary Education & English	Danbury, CT

Certifications

2021	Organizational Behavior Management (OBM) Certificate
2021	BACB Approved Supervision 2.0 Course
2021-2023	Board Certified Behavior Analyst, BACB (#1-21-47117)
2018-2023	Texas State Standard Educator Certificate (EC-6)
2018-2023	Texas State Special Educator Endorsement (All Levels)
2017-2021	Registered Behavior Technician, BACB

2016-2017	NAFCC Accredited Provider License - Joint Base MDL, NJ
2012-2014	USAF Family Child Care Provider License - Joint Base MDL, NJ
2008-2009	New Mexico Intern Teacher (Special Education)
1999-2010	Connecticut State Initial Educator Certificate (K-6)

Special Education & ABA Employment

(Additional teaching experience is available upon request)

October 2022-Present	The Stepping Stones Group (SSG) Board Certified Behavior Analyst (BCBA) Behavior Support Manager (BSM); Remote Corporate Office, Boston: 184 High Street, 5 th Floor; Boston, MA 02110 Supporting: South and Central Regions Staff Supported: Paraprofessional Educators and Behavior Professionals
August 2022-November 2022	Trumpet Behavioral Health (TBH) Board Certified Behavior Analyst (BCBA); Primarily In-Person 390 Union Blvd STE 300, Lakewood, CO 80228 (corporate office) Serving: Cypress & Katy Clinic Locations via in-home, in-clinic, & remote
May 2022-July 2022	Forta Health Board Certified Behavior Analyst (BCBA); Primarily Telehealth 340 S Lemon Ave #9605; Walnut, CA 91789 (corporate office) Serving: The Greater Houston Area Company discontinued ABA services effective 1Aug2022
Feb. 2022-May 2022	Katy ABA Center of Texas (KatyABA) Board Certified Behavior Analyst (BCBA); Primary Location MW MW: 6701 Highway Blvd # 120; Katy, Texas 77494 SW: 23222 Kingsland Blvd., Suite A; Katy, Texas 77494
Jan. 2019-Jan. 2022	International Leadership of Texas Area Office Houston Behavior Specialist Serving: CSK8, Aggieland HS, Katy K8, WP K8, & KWPHS
2018	Aggieland Autism Center (AAC) Registered Behavior Technician (RBT) 4172 Collette Lane, Bryan, TX 77808
2017-2018	Empower Behavioral Health (EBH) Registered Behavior Technician (RBT) 700 University Drive, Ste #106, College Station, TX 77840
2012-2014 & 2015-2017	Family Child Care Department of Defense, US Air Force Nationally Accredited Provider

1249B Cedar Street, Joint Base MDL, NJ 08640

2008-2009

Alamogordo Municipal Schools | Sacramento Elementary
Special Education Teacher | “D” Level/Medically Fragile
Hawaii Avenue, Alamogordo, NM 88310

Publications & Proficiencies

Curriculum Writing

- Curriculum Team grades 2-8 for Bossier Schools Louisiana, Project SOAR: Supporting Opportunities for Achievement and Resilience. (2018). Developed and wrote lesson plans to correspond with grade level learning objectives and assessments. Wrote 15 lessons.

Report Writing

- Skilled writer of
 - Initial treatment plans
 - Reauthorizations
 - School & Clinic based Functional Behavior Assessments

Teacher

- Experience in the following areas
 - Parent Training
 - School staff training in ABA
 - Clinical staff training in ABA techniques & science
 - Training for future BCBA's seeking supervision hours

Assessments

- Experience with the following
 - Vineland
 - ABAS-3
 - VB-MAPP
 - FAST
 - QABF
- Growing in proficiency with the following
 - PEAK
 - ABLIS-R
 - AFLS

MEMBERSHIPS, SERVICE, & PD

Professional Organizations

- Kappa Delta Pi, Mu Chi Chapter | International Honor Society in Education
- Phi Kappa Phi | Multidisciplinary Honor Society
- TxABA | Texas Association for Behavior Analysis

Service within School Settings

- International Leadership of Texas, Area Office Houston (Jan. 2019 -Jan. 2022)
 - Staff Trainings on topics including, but not limited to: Introduction to Special Education, IEP specific trainings, 7 Phases of Behavior, & Future BCBA Training/Supervision
- Sacramento Elementary School, Alamogordo, NM (2008-2009)
 - Building Leadership Team (BLT)

- Special Education Grade Level Team
- Effective and Efficient Opportunity Team (EEO)
- Student Flag Service - Student Club
- Organized the Veteran's Day Assembly

Professional Development

- TxABA Conference 2022
- TxABA Conference 2021
- Behavior Analyst Certification Board (BACB) approved Supervision Course
- BACB approved Organizational Behavior Management (OBM) Course (Fall 2021)

References

Available upon request

SPECIAL EDUCATION SERVICES

Our professionals are licensed and certified in the states in which they are assigned, have specialized training and experience in special education, developmental disabilities, pediatric rehabilitation, and/or mental illness, and work within the framework of IDEA, the ethical best practices of their disciplines, local District guidelines, and state and federal law. We will ensure that our clinicians and educators comply with the terms and conditions regarding licenses and certificates, fingerprinting, Medicaid service records, and all District rules and regulations.

Scope of Services

SSG has reviewed the Scope of Services outlined in the RFP instructions, and we agree with all requirements and terms. We will recruit highly qualified clinicians who will meet the District's qualifications. We will also ensure that they perform all duties listed in the Scope of Services, including providing direct and indirect services, conducting evaluations, participating in IEP meetings, writing reports, coordinating with parents and staff, and following District procedures.

The clinical culture within SSG revolves around providing educationally relevant services and implementing strategies and best practice techniques to address the students' IEP goals. Our clinicians will comply with the following duties, allowing for differences across disciplines.

- Pre-referral strategies, if applicable within the District
- Assessments
- Report Writing
- Attendance at meetings
- Therapy services
- Documentation
- Treatment logs
- Progress reports
- Consultation with teachers, parents, etc.
- Collaboration with IEP team

For this RFP, the job duties will be as follows:

Speech-Language Pathologist

- language
- articulation
- phonology
- voice
- fluency
- social communication
- pragmatic language

Language:

- Provide services for the five domains of language: (1) semantics (vocabulary), (2) syntax (sentence structure), (3) morphology (word forms and grammar), (4) phonology (sounds), and (5) pragmatics (social language)
- Collaborate with Special Education teachers to use curriculum extension activities to increase skills in the language areas of semantics (vocabulary) and syntax (sentence formulation)
- Co-teach lessons with Special Education and General Education teachers targeting pragmatic (social language) skill development for peer interactions

Literacy:

- Offer literacy intervention in oral comprehension for students with language/learning needs
- Lead whole class lessons in kindergarten and first grade on phonological awareness

- Co-teach activities with the kindergarten and first grade teams for story narratives and sequential markers for story organization

Articulation:

- Teach students placement of the articulators of the mouth for correct sound production
- Partner with teachers and families for carryover activities to practice speech sound production

Fluency/Stuttering:

- Teach students techniques to shape rhythm and smoothness of speech production

Voice:

- Teach students vocal health and hygiene fundamentals, and safe vocal use

Augmentative and Alternative Communication:

- Partner with students and staff to provide meaningful opportunities to use dedicated voice output devices for interactions throughout the school day

Autism Spectrum Disorder:

- Teach students social expectations, organizational systems, and conversational strategies for peer and academic situations

Occupational Therapist

- fine motor, visual motor, and perceptual skills for classroom participation and learning
- sensory processing, self-regulation, and organizational skills
- motor planning skills for task completion
- the use of adaptive equipment and assistive devices in order to enhance student performance in the classroom
- personal care/self-help skills
- pre-vocational/vocational skills

Physical Therapist

- motor planning
- the use of adaptive equipment and assistive devices in order to enhance student performance in the classroom
- posture and balance
- ambulation/functional mobility
- accessibility
- environmental adaptations
- activities of daily living

School Psychologist

- Tests for special education services eligibility, adhering to state and district guidelines
- Assesses learning and emotional needs by observing and consulting with multi-agency teams
- Develops and supports therapeutic and behavior management programs
- Designs and develops courses for parents, teachers, and others involved with the education of children and young people on topics such as bullying
- Writes reports to make formal recommendations on actions to be taken
- Advises, persuades, supports, and negotiates with teachers, parents, and other educational professionals
- Works collaboratively with IEP team members in the development of Individualized Education Plans for students with disabilities
- Attends case conferences involving multidisciplinary teams on how best to meet the social, emotional, behavioral, and learning needs of the children

- Consults with teachers and other professionals (OT, PT, SLP, etc.)
- Facilitates meetings, discussions, and courses
- Formulates interventions that focus on applying knowledge, skills, and expertise to support local and national initiatives
- Develops and applies effective interventions to promote psychological wellbeing, social, emotional and behavioral development
- Provides counseling services to students receiving special education services
- Provides an environment that is sensitive to cultural, language, and learning differences among all children

Board Certified Behavior Analysts (BCBA)

- Maintains CPI certification, as needed, and as requested by the district
- Develops a behavior program that is in line with the goals set in the student's IEP
- Provides therapy services in the least restrictive environment that provides choices and guidelines with ongoing nurturing and support
- Addresses risk management, natural supports, and community resources
- Conducts FBA's, as needed, and submit the results and plan to be added to the IEP
- Designs interventions to ensure the decrease in problem behaviors within the classroom
- Informs/educates parents and caregivers of strategies that can be used to manage behaviors outside of the school environment, i.e. in the home environment
- Assists students with engaging in contributions to the household and community
- Provides updates on progress monitoring and communicates adjustments made to programs on a weekly and monthly basis
- Provides observations, evaluations, and feedback
- Collaborates with the Behavior Specialist, classroom teacher, and other pertinent IEP team members to ensure the students' behavior plans contain steps towards independence, integration, and productivity

Registered Behavior Technician (RBT)

- Observes and assesses students diagnosed with emotional or behavioral problems
- Provides specific behavioral evaluation and treatment, such as behavioral therapy, to help student cope with a situation
- Supports and educates teachers/administrators to help them accept the situation easily and manage the behavior challenges they may encounter
- Attends trainings, workshops, and further education to increase knowledge and improve skills
- Advanced behavior specialists may also provide training and supervision of other behavioral specialists
- Helps IEP teams create plans to manage behaviors that affect a student's learning
- Works with the team to provide a comprehensive approach to behavior management that includes evaluation, data collection, interventions, and regular monitoring

Behavior Technician (BT)

- Provide direct care to students in a one-on-one or group therapy setting
- Collect and record data on student behavior
- Collaborate, communicate, and assist with the training of students, parents, and staff
- Provide crisis intervention as needed
- Implement skill acquisition and behavior reduction treatments as directed by the supervisor

School Nurse (RN or LPN)

- Develop and implement individual health care plans for students with life threatening health care needs' complete and/or delegate health service tasks associate with these plans
- Triage, assess and address student and/or staff illnesses and injuries, including administrating medications, first aid and CPR, consistent with State laws and regulations

- Delegate administration of medications to the extent appropriate under State law/regulations; monitor medication administration by other school staff; and administer medications when required by the situation and student health needs
- Monitor student health records and data, including immunizations, documentation of medication administrations, confidential documents, health alert files and State reports
- Manage health screening programs, including vision and hearing
- Perform nursing assessments as part of the IEP process. Participate on MDT/IEP teams
- Work as a member of a team with other nurses and health service staff to coordinate and carry out health services in the school community
- Provide training and support to staff involved in health services delivery.
- Be a resource person for instructional staff. Be able to develop appropriate curriculum and materials for instruction in student classrooms regarding dental, nutrition, hand washing, infectious disease control, life threatening allergies, HIV/Aids, human growth and development and other health related topics as needed
- Provide training to school staff on blood borne pathogens, asthma, anaphylaxis and other health concerns as required
- Make appropriate health referrals based upon knowledge of available community health resources

Teacher of Students with Visual Impairments (TVI)

- Has primary responsibility for specialized instruction and services required to meet the unique educational needs of her visually impaired students.
- Possesses the skills and abilities necessary to provide and coordinate this specialized instruction.
- Assists the student, parents, special and regular education personnel, and the student's sighted peers in
 - understanding the unique educational needs and learning characteristics of visually impaired students,
 - becoming aware of services and support available from local programs for visually impaired students,
 - acquiring information regarding local, state, and national resources for the education of visually impaired students, and
 - interpreting the visually impaired student's specific eye condition, the educational implications of the visual impairment, and the results of functional vision and learning media assessments.
 - Consults regularly with the classroom teacher, other regular and special education personnel, parents, and others to coordinate programs and services for the visually impaired student.
- Assists the site administrator and teachers in making environmental adjustments for the student in the school.
- Shares responsibility with classroom teachers in the identification of instructional areas in which the student requires assistance.
- Assures that large-type or braille texts, supplementary materials, educational, aids, and equipment needed by the visually impaired student, and the classroom teacher, are provided in a timely manner to ensure the student's maximum participation in all classroom activities (appropriate educational materials may be prepared or adapted by the VI teacher, or they may be obtained from educational, clerical, or transcriber services.)
- Provides instruction in the development and maintenance of skills to meet the student's unique educational needs in the following areas, as indicated in the IEP:
 - low vision & visual efficiency skills,
 - concept development & academic skills,
 - daily living skills,
 - career & vocational education skills,
 - communication skills (these skills include braille reading and writing as appropriate),
 - social/emotional skills and abilities, & sensory motor skills.
- Prepares sequential and meaningful instruction geared to the student's assessed needs, IEP goals and objectives, functioning, and motivational levels. This instruction should be reflected in weekly or monthly lesson plans, as appropriate.

- Provides assistance to the classroom teacher in academic subjects and activities of the classroom that, as a direct result of the student's visual impairment, require adaptation for the student.
- Provides initial and ongoing assessment:
 - consults with assessment team to determine appropriate testing materials and modifications needed,
 - assists with assessments when needed,
 - interprets assessment results when needed.
- Conducts functional vision/learning media assessments and produces written reports.
- Attends ARD and IEP meetings for students with visual impairments.
- Schedules time efficiently for assessment, instruction, planning, preparation of materials, travel, and conferences with relevant school and other key individuals.
- Maintains ongoing contact with parents to assist them in the development of a realistic understanding of their child's abilities, progress, and future goals.
- Provides in-service training programs for school personnel and students and education for parents regarding the needs of visually impaired students and adaptations, programs, and services for these students.
- Makes available pamphlets, films, and other public information materials that may be useful in developing realistic and unprejudiced attitudes toward visually impaired students.
- Coordinates with other personnel, such as transcribers, readers, counselors, O&M specialists, career/vocational education staff, and rehabilitation counselors.
- Maintains a current reference library of professional materials and resources.
- Acquires information and training about current research, development, and technology.
- The Classroom Teacher (regular, special class, or resource specialist has the following roles and responsibilities:
- Provides instruction in appropriate academic and non-academic content areas to the visually impaired student in the classroom.
- Works cooperatively with the teacher of students with visual impairments to
 - identify the student's areas of educational need, including unique education needs,
 - coordinate instruction and services to meet these needs,
 - provide, in a timely manner, classroom materials that need to be reproduced in another medium,
 - determine mutually convenient times during the school day for scheduling the teacher of students with visual impairments to work with the student,
 - modify classroom procedures and environment to meet the specific needs of the visually impaired student for participation in classroom activities

Teacher of the Deaf/Hard of Hearing (TOD)

- works jointly and in cooperation with schools, teaching assistants, communication support workers, other teachers, and parents/custodian
- Teaches hearing, deaf, and hard-of-hearing pupils
- Consults with parents, other professionals, agencies, and support staff regarding student educational needs
- In-services parents, teachers, students, and aides on various issues regarding working with children who have a hearing loss
- Employs amplification devices
- Meets with parents, teachers, other professionals, and students to provide information and support regarding hearing loss
- Plans instruction as needed per Individual Education Plans (IEPs)
- Records student progress and other data as required per IEPs and school monitoring procedures
- Develop appropriate IEP goals based on data and the educational needs of the child

METHODOLOGY

It is our priority that SSG clinicians implement educationally relevant and evidence-based therapeutic and behavioral health approaches, follow best practice standards in their area of specialty, and implement services within the least restrictive environment.

Our clinicians will apply an integrated and collaborative approach to services, following your District's Multi-Tiered System of Supports or Response to Intervention guidelines and approach. Our clinicians will also participate in all aspects of the school-based identification and intervention process: from assessments and eligibility standards, to development, planning, and implementation of IEP services.

As members of the collaborative IEP team, our clinicians will help determine the right service delivery model and strategies to support the educational goals of each individual student. Service models may include individual or group service delivery, push-in, pull-out, consultative approaches, or any combination of the above. We believe that it is essential for all IEP team members to collaborate with one another on a regular basis in order to promote consistency and increase student success.

Pre-Referral Strategies, Including RtI

SSG clinicians will follow the policies and procedures defined by the District. Before an assessment is initiated, SSG clinicians may collaborate with IEP team members or school staff to discuss parent and/or teacher concerns regarding the student's academic and/or behavioral challenges. The clinicians will work with the team to determine specific strategies and modifications that can be implemented for a specified amount of time, in the general education environment. If necessary, a classroom observation may be scheduled.

SSG clinicians will lend support, provide strategies for interventions, and educate the IEP team members with regard to related disability areas, which have a negative educational impact on student performance. In addition, prior test scores, attendance records, medical history, and work samples may be reviewed to assist in making the right modifications for the student. This approach will frequently reduce unnecessary assessments and provide staff with the tools to help meet student needs.

Assessments

If an area of deficit has been identified that negatively impacts a student's academic performance, SSG clinicians will provide assessments in accordance with state and District guidelines. Assessment materials and protocols are administered based on the student's age, specific areas of academic concern, and culture. Once all data has been compiled, an evaluation report is completed, and the outcomes of the assessment are shared with the IEP team and family during an IEP meeting. The student's present levels of function, proposed goals, recommended accommodations, and potential interventions are discussed. If services are recommended, the information gathered during the assessment process will be used to develop the student's treatment plan and goals.

Consultation

SSG clinicians provide consultation services to support students' success and bolster their skills in various learning situations. Consultation involves different components, such as classroom observations, providing strategies for teachers and parents, and providing resources. Consultation may take place in or out of the classroom.

IEP Team Collaboration

SSG recognizes that parents and teachers are key members of the student's IEP Team. We encourage our clinicians to communicate with IEP team members regularly to keep them informed and to answer any questions they might have regarding the services the clinician is providing. In order to ensure consistency and continuity, our clinicians:

- coach the school staff in techniques and modifications for improved carryover and success
- participate in co-treatment sessions with other service providers, when appropriate
- provide parents/guardians with information on their child's disability and how it is being addressed at school
- provide home programs that include activities to reinforce services that are being provided throughout the day

Student Intervention

SSG clinicians understand that interventions are driven by the student's IEP goals, using best practice methodology and appropriate service delivery models (push-in, pull-out, consultative, collaborative) to address their individual educational needs. Whenever possible, services are integrated into the classroom, to ensure that the least restrictive environment is utilized. This promotes the carry-over of therapeutic strategies into the classroom and provides opportunities for staff education, collaboration, and consultation with key staff members that will be supporting the student's educational progress.

Progress Monitoring

SSG recognizes the significance of data collection, documentation, and accountability, as well as the importance of providing the appropriate amount of services stated in the IEPs. Our Clinical Manager will provide individualized support and direction to our clinicians and educators in the area of Progress Monitoring, as needed. They are available for direct visits, phone conversations, and email communications, and they can answer questions regarding data collection and documentation.

With regard to monitoring progress, SSG clinicians will:

- complete District and/or site-specific quarterly progress reports
- follow the District's policies and procedures for documentation and availability
- monitor the daily notes to determine progress
- record student IEP progress and keep printed progress reports in student records
- complete Attendance Logs in order to track the frequency and duration of services provided
- notify case managers when clinicians complete their portion of student progress related to Special Education services

Student Confidentiality, HIPAA/FERPA/IDEA Compliance, and Maintenance of Records

SSG and its employees understand and comply with HIPAA, FERPA, and IDEA regulations and guidelines to ensure total confidentiality and maintenance of student records/documents. We also abide by the understanding that all student records/documents are retained as property of the District. The importance of confidentiality and protecting the privacy of students' health information and students' education records is addressed during our Employee Orientation Process. This information is also covered in our Employee Handbook. SSG is committed to maintaining legal compliance and integrity in all aspects of our operations. SSG employees are required to read and sign the SSG Compliance Program.

COMPANY BACKGROUND

The Stepping Stones Group offers a robust 36-year history of providing therapeutic, behavioral health, nursing, and special educational services for school systems. Since our beginnings in 1989, we have become the nationally recognized leader in serving school districts and have made the INC 5000 list over 11 times. We are headquartered in Chicago, Illinois and have additional corporate hubs in Indiana, Massachusetts, Pennsylvania, and New York.

We currently have over 9,000 clinicians and educators providing services for over 1,100 public school districts, charter schools, and private learning centers in more than 45 states. We have unparalleled experience in delivering best practice therapeutic and behavioral health solutions to children with special needs and autism. In addition to recruiting highly qualified staff, we provide clinical management, comprehensive training and orientation, and ongoing monitoring for our clinicians.

Our Mission and Core Values

The Stepping Stones Group was founded with the singular mission of transforming the lives of children, families, and communities together through our exceptional therapeutic, special education and behavioral health services. We have a strong commitment to our core values, as they are the true heart of our company culture:

- **Trust:** Respectful and loyal in our actions
- **Integrity:** Honest, ethical, and fair in our activities
- **Results:** Striving to exceed expectations
- **Quality:** Excellence in everything we do
- **Community:** Working together to improve a child’s future
- **Inclusivity:** Welcoming everyone to join our mission in transforming lives together

A passionate adherence to these guiding beliefs continues to shape how we serve our employees, our clients, and the broader community.

Family of Brands

The Stepping Stones Group grew from a simple belief: That every child is born with a special set of gifts. Throughout our history, we have partnered with ten mission-driven organizations that share in our vision. Our dynamic leadership team and expansive clinical support network ensure the delivery of the highest quality therapeutic and behavioral health services nationwide.



Commitment to Diversity & Inclusion

The Stepping Stones Group is committed to diversity and inclusion. As a socially conscious employer driven by purpose, we welcome all people who have the heart to join us in our mission to transform lives together. Our Diversity & Inclusion Council focuses on bringing about a more equitable environment to enable all employees to feel welcomed and included for their unique talents and contributions. We celebrate the diversity of our colleagues

and believe that by listening, learning, and empathizing with each other’s life experiences we become a stronger organization.

Scope and Service Cohorts

Below is a partial list of the services we provide:

<u>Related Therapy</u>	<u>Related Behavioral</u>	<u>Education</u>	<u>School Nursing</u>	<u>Autism</u>
Speech Language Pathologists	School Psychologists	Special Education Teachers	Certified School Nurses	Board Certified Behavioral Analysts
Occupational Therapists	Licensed Social Workers	Teachers for the Visually Impaired	Registered Nurses	Registered Behavioral Technicians
Physical Therapists	Mental Health Counselors	Teachers for the Deaf and Hard of Hearing	Licensed Practical Nurses/Licensed Vocational Nurses	Behavioral Technicians
Audiologists	Educational Diagnosticians	Sign Language Interpreters		Paraprofessionals
Therapy Assistants (Speech-SLPA, Occupational-OTA, Physical-PTA)	School Counselor	Adaptive Physical Education Teachers		Instructional Aides

COMPANY EXPERIENCE

The Stepping Stones Group is the largest provider in the country with more than 9,000 clinicians in over 1,100 school systems across 45 states. We deliver high quality, educationally relevant therapy, behavioral health, and educational services to school districts, and our decades-long experience is comprehensive and diverse. It includes serving student populations of all sizes throughout rural, suburban, and urbanized metropolitan areas, with diverse student and socioeconomic populations and varying severities of disability or delays. In working with SSG, LCS will gain a knowledgeable partner that understands the school framework, the importance of supporting your district initiatives, and the value that our additional resources and clinician support brings to your administration.

Virginia Experience

The Stepping Stones Group has been providing school-based therapy services for Virginia school districts since 2007. We currently have 231 clinicians working in 29 districts across the state. Below please review a partial list of the school districts we are currently serving for the 2024-2025 school year.

- Spotsylvania County Public Schools
- Fairfax County Public Schools
- Giles County Public Schools
- Hampton City Schools
- Harrisonburg City Public Schools
- Lee County Public Schools
- Norfolk Public Schools
- Richmond Public Schools
- Chesterfield County Public Schools
- Frederick County Public Schools
- Halifax County Public Schools
- Hanover County Public Schools
- Henrico County Public Schools
- Loudoun County Public Schools
- Portsmouth Public Schools
- York County School Division

ACTIVE SIMILAR WORK

The Stepping Stones Group (SSG) has the experience and capabilities to provide LCS with whatever level of staffing it may need, from simple position staffing to department management, and anything in between that would benefit its students. The projects described below attest to the success of our current mental health and behavioral programs and the strength of our SSG district partnerships, as well as our continued retention and growth.

Rock Hill 3 School District (Rock Hill, SC)

Address: 386 E. Black St., Rock Hill, SC 29730

Enrollment: 17,594 students

Services: SLP, SLP-CF, SLPA, Licensed Professional Counselors, Licensed Mental Health Counselors, Mental Health Professionals, and Paraprofessionals.

Status: We currently have 13 clinicians providing services to the district.

Years: 2012 to Present



Project Description:

SSG partners with RHSD to provide clinicians to all buildings within the Rock Hill School District. Placements are based on a referral need, or as directed by the Mental Health Services Director. Clinicians maintain a caseload of 32 direct service hours per week and 8 hours of indirect services per week. This allows our clinicians to support their schools in a way that many contract agencies cannot; they are able to consult with staff, attend IEP and 504 meetings, join in school events during the working day, and assist in crisis situations on campus. All students that participate in counseling services are identified through a referral process that is completed by School Counselors, School Administrators, or other designees at the discretion of the School Principal or Director of Mental Health. The program in RHSD bills Medicaid directly for all services that take place on campus which include: Diagnostic Assessments, Behavioral Health Screenings, Individual Plans of Care (treatment plans), Crisis Management, Family Psychotherapy, Group Psychotherapy, and Individual Psychotherapy. All services are documented in SSG's selected Practice Management System, PCG. All staff are master's level, or above, and supervised by 3 Licensed Practitioners of the Healing Arts for all services that take place in RHSD. We have partnered with the University of South Carolina and provide clinicians to the schools taking place in a study to evaluate best practices when implementing mental health services in a public-school setting. This opportunity allows for our clinicians to participate as active members of MTSS teams within the designated schools in RHSD that have been selected for the study. Since the inception of the program in RHSD we have tripled the total staff serving the community and are continuing to grow, as the need is identified and at the request of the district. Additionally, our clinicians are trained to screen students using the CSSR-S and support the district's Suicide Risk protocol, in the event School Counselors or other designated individuals are unable to meet with and screen a student presenting with SI concerns. The partnership with RHSD has allowed for one of the largest mental health programs in the state, with a total of 23 clinicians between the district staff and SSG staff. Our clinicians partner with the clinicians of RHSD to support and balance their caseloads, which ultimately reduces the occurrence of any child being put on a 'waitlist' for services. Services take place during school hours, aiming to only pull children during non-core classes, and there are optional year-round services offered to all children and families. Our clinicians work with the families to provide family therapy at times that work with their schedule through the implementation of telehealth services for families that work during school hours. We provide in person services, telehealth, and hybrid services for families that need to join via telehealth, but their child will work in person for family sessions. We additionally offer free professional development at the request of the school district.

Shelby County Public Schools

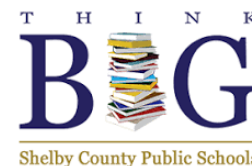
Address: 4774 Sea Isle Rd., Memphis, TN 38112

Enrollment: 112,000 students

Services: Speech Language Pathology, Occupational Therapy

Status: We currently have 37 clinicians providing services in the district.

Years: 2008 – present



Project Description:

In 2008, The Stepping Stones Group, LLC was chosen as vendor to provide Speech Language Pathology and Occupational Therapy services. We have provided a Client Services Manager to oversee our staff in the Speech

Therapy and Occupational Therapy departments. The Client Services Manager visits Shelby County Public Schools two to three times per school year to ensure the successful provision of services. We have a great retention rate, and we currently have 40 clinicians providing services in the district, including SLPs and OTs.

SSG has also provided a district-level Clinical Manager (Jamie Seek, M.A., CCC-SLP) to lead, support, and mentor the clinicians within the department. Jamie does weekly on-site visits as well as check-ins with our therapists. She communicates daily with the therapists on a chat platform. If they have any questions, concerns, or need help, the whole team can provide input as well as Jamie. Jamie is also highly involved in the licensure and credentialing process and supervises some of the Clinical Fellows. She has three administrative days and two caseload days to allow her time to manage and support the team.

Jamie also provides technology assistance to our team members throughout the school year as well as support in current school-based issues that impact our clinicians in Tennessee as the State Association's VP for Legislative Affairs. As a group, we have looked at best practices to complete present levels and progress reports, and we have also done scripting and role modeling when it comes to having challenging conversations.

SSG provides additional services to Shelby County Public Schools.

- We brought a local University professor who specializes in stuttering to present to the district.
- We have done online trainings through ASHA related to different topics at the district's request. Our most recent CEU was about teletherapy, which was presented by Sarah Jordan earlier this school year. We have also presented on topics such as stuttering, apraxia, push in therapy, collaboration. Our upcoming topic is making use of the digital world in therapy.
- We currently provide laptops to the therapists, which helps the district immensely, and we provided printers when the school was unable to provide them.
- We host breakfast for in-service days.

QUALITY CONTROL

Compliance Requirements

Our dedicated SSG Compliance Department ensures that our clinicians meet all credentialing requirements before they are permitted to start working and performs ongoing checks to ensure that clinicians maintain these requirements throughout their assignment period.

Verification of Credentials

Required credentials will vary by specialty, level of expertise, school district, and/or state. Our Compliance Department will follow necessary regulations to verify that each SSG clinician meets the requirements to perform services in the District. Any state licensure, state certification, national certification, or professional certification for our SSG clinicians is confirmed to be Active and in Good Standing through the issuing agency. Credentials of our SSG staff are validated directly through issuing agencies using their online database and copies of each are maintained securely within our HR Department for reference.

Ongoing monitoring is managed by validating updated license or certification records at each expiration/ renewal period. Our Compliance Department also provides proactive reminders to our staff well in advance of any credential expiration to prevent any lapse in their license or certification.

District Compliance Requirements

We will obtain confirmation from the District regarding your contract provider requirements before they are allowed to begin work on campus and with direct interaction with students. These requirements may include items such as a school district or state fingerprint clearance, district-issued identification badge, criminal background checks (federal, state, county, child abuse registries), Tuberculosis test, or drug screenings. In addition, we will follow the District procedures regarding any periodic or routine checks required for ongoing compliance of these requirements.

SSG Employee Onboarding

SSG clinicians are our employees and as such, our Compliance Department ensures that our staff meets our SSG onboarding requirements before they can begin work. These requirements include an additional background screen, 19 Employee Eligibility Verification, Federal and State tax withholding forms, and other company-related items.

Monitoring

SSG consistently monitors its staff to ensure that we consistently provide high quality clinicians and that we meet the needs of the District. The Clinical Manager will conduct meetings and care calls with SSG clinicians to provide support and verify that they have developed a comfort level and a level of confidence in their roles. The Clinical Manager will also regularly connect with District staff via phone, email, or direct visits to confirm that our clinicians are meeting the needs of the District.

Communication

District staff can contact any SSG team member, including SSG corporate staff, via phone or email at any time. We will also communicate regularly with District personnel to identify and address any new needs, review the services being provided, and address any questions. We will respond to your communications and requests in a timely manner and work quickly to solve any problems. Finally, we will be sure to follow up on any issues to ensure that the appropriate changes have been made to address the situation.

CLINICAL OPERATIONS DEPARTMENT

The Stepping Stones Group provides Clinical Operations support and expertise in all states, for all of our service cohorts, which include: Related Therapy, Related Behavioral, Education, School Nursing, and Autism. Our Clinical Managers are experienced in and provide support for over twenty therapy, special education, and behavioral health disciplines.

Regional Directors and Clinical Managers

Regional Directors oversee day-to-day clinical operations for their regions. They lead, manage, and support a team of Clinical Managers assigned to the region. Regional Directors provide guidance to their Clinical Managers and assist them with any problem solving or performance concerns that impact our employees. They also promote quality and consistency across the region.

Clinical Managers are the face of the company! These clinical leaders will provide individualized support, guidance, and mentorship to clinicians we place in the District. Every SSG employee is assigned to a Clinical Manager. They provide tools and resources for our clinicians, so they are confident in delivering excellent services to the students they serve. The list below summarizes the Clinical Manager's roles and responsibilities.

Clinical Manager Roles & Responsibilities:

- Complete candidate screenings and clinical interviews to identify quality candidates
- Once candidate is hired, completes SSG clinical onboarding process
- Work with the Triad (your SSG support team comprised of clinical, recruiting, and client contacts) and/or the District contact to understand District expectations, policies, and procedures
- Provide consistent, individualized, and ongoing support, mentoring, and guidance
- Provide at least monthly touch points with employees, with frequency depending upon the level of support needed
- Discuss best practices with our employees and share clinical tips and ideas
- Monitor employees to determine that they are meeting District expectations and following District policies and procedures, including required documentation and service logs
- Provide District client visits either independently or in collaboration with the Client Services Manager, as needed
- Implement SSG's programs created to ensure employee success
- Communicate with Triad and District personnel, as needed, to address any performance concerns that the District has brought to our attention
- Address performance concerns with employee and work with the Triad and the District to resolve them

- Provide ongoing, excellent customer service for employees, clients, and colleagues

Training and Development Program

Our ***Pathways to Success Program*** provides clinicians with individualized support, engagement opportunities, access to online continuing education resources, and mentoring through three unique programs - Bloom, Foundations, and Bridge Academy - which are described below. Whether our clinicians are new graduates, new to schools, or experienced school-based clinicians, SSG will provide them with the support and resources needed to be successful. Our Training and Development Program is led by Christine Dukes, CCC-SLP, SVP Quality, who has over 25 years of experience in education, recruiting, and management.

Bloom Clinical Fellow Program

Bloom is designed specifically for new CF-SLPs making the transition from student to practicing clinician. Our goal is to provide an unparalleled First-Year experience through a variety of resources, mentorship, and professional training that will empower clinicians throughout their career.

Highlights include:

- *Licensure application assistance and monitoring*
 - *Assist in assigning a CF Mentor to each Clinical Fellow*
 - *Provide state licensure information and application guidance*
 - *Monitor status of license to ensure compliance*
- *Professional Toolbox*
 - *Super Duper discount*
 - *Monthly training and development opportunities*
 - *CF Guide*
 - *Summer Series (8-week resource available throughout the year)*
- *Customized care and support from the Bloom Support Team*
- *Community engagement: Monthly Roundtable Discussions*
- *Bilingual CF-SLP support and guidance*

Foundations Mentoring Program

Foundations is a mentoring guide developed for employees who are new to the school environment, including new grads and therapists transitioning from other settings. It consists of a series of learning modules on Bridge Academy that helps clinicians navigate the complexities of working in school systems. Foundations can be self-guided or completed with an identified mentor.

Highlights include:

- *Caseload Management – Systems and Scheduling*
- *Time Management - Treatment, Meetings, and IEPs*
- *IEPs - Navigating the Process*
- *Service Delivery Models*
- *Assessments, Report Writing, and Documentation*
- *Professional Etiquette*

Bridge Academy – Continuing Education and Training Program

We know the importance and value of continued education and the prominent role it plays in contributing to the professional growth of our clinicians and the children they serve. Bridge Academy, our online training and development platform, hosted by industry-leader Absorb LMS, provides the tools and resources to continue professional development throughout a clinician's career and at **no cost** to the district.

Highlights of our development and training program include:

- *Experienced professional development team representing SLPs, OTs, School Psychologists, Nurses, Behavioral Staff, and more*
- *Webinars with a defined and discipline-specific curriculum provide opportunities to access courses at any time to earn CEUs and CPDs*

- *SSG is an ASHA, AOTA, NASP, BACB, and Nursing approved/authorized continuing education provider*
- *Live webinars provided monthly to address current topics and needs in school setting*
- *Library of over 175 recorded webinars available, including introductory courses with a variety of topics applicable to multiple disciplines*
- *Practical/Printable information including Monthly Toolkits, therapy ideas, and resources*
- *State and District specific required training*
- *Houses our Foundations program, Summer Series curriculum, Teletherapy Toolkit, Monthly CF Roundtables, and more!*
- *Dynamic reporting and course completion certificates available*

A calendar of events is thoughtfully created each school year, so the content is fresh and applicable. In addition to monthly webinars, courses are created to meet specific requirements at the state and district level. Bridge Academy allows for robust tracking and reporting to ensure clinicians have completed their required training prior to start.

Our multidisciplinary, professional development team creates and presents content to ensure our clinicians have access to free, convenient, and appropriate training resources. Our Professional Development team consists of qualified and experienced clinicians, who also act as Clinical Managers.

District Professional Development

To show our appreciation of your business, SSG offers our school district clients and their staff access to **Elevate “U”**, **our district PD platform**, at no cost. Select recorded webinars, which are eligible for ASHA, AOTA, NASP, and/or BACB CEUs and CPDs and Nursing Contact Hours, will be made available to you and your special education staff three times throughout the school year as part of our SSG District Partnership Program. These courses can be done either individually or in a group setting.

We also provide opportunities for districts to request workshops that are customized to the specific needs of the district. We can discuss options for personalized trainings and events hosted by SSG that can be live or pre-recorded.

All of our Elevate “U” offerings also come with dedicated technical support for users on our platform and provide an opportunity for participants to track courses completed within our system.

In 2023-24 alone, we offered 300 districts access to our exclusive webinars, with employees earning over 1,000 CEUs/CPDs/PD Contact Hours through our Partnership Program. Access to Elevate “U” through an SSG partnership offers tremendous savings to districts for PD when compared with PD subscriptions services that charge districts based on number of users. Our commitment to your district includes PD at no additional cost to your district.

REFERENCES



REFERENCES

Name and Location	Caroline County Public Schools 16221 Richmond Turnpike, Bowling Greer, VA 22427
Services	SPED Teacher, OTA, OT Supervisor, CAN, PCA, and Music Therapist services.
Contact Information	Paulette Heron, Director of SPED Services 804-633-5088 x. 1065 pheron@ccps.us
Dates	2024 to Present

Name and Location	Henrico County Public Schools P.O. Box 23120, Richmond, VA 23223
Services	SLP, SLPA, OT, COTA, PT, & Paraprofessional services
Contact Information	Deborah Brown, Speech Chairperson 804-343-6535 x. 2 dbrown@henrico.k12.va.us
Dates	2011 to Present

Name and Location	Frederick County Public Schools 1415 Amherst St., Winchester, VA 22601
Services	SLP, SLP Teletherapy, OT, PT, School Psychologist, School Psychologist Teletherapy, LPN, RBT, Paraprofessional, Instructional Aide, and Spanish Interpreter services.
Contact Information	Todd Coughenour, Supervisor of Diagnostic and Related Services 540-662-3889 x. 88217 coughent@fcpsk12.net
Dates	2018 to Present

The hourly bill rates listed below are inclusive of both direct and indirect service time such as planning, scheduling, documentation, IEP meetings, evaluations, required staff meetings, parent consults, and intra-district travel time between assigned school locations.

Service	Cost Per Hour
Speech Language Pathologist	\$85-\$110
Speech Language Pathologist (Teletherapy)	\$83-\$108
Speech Language Pathologist (Bilingual)	\$90-\$115
Occupational Therapist	\$85-\$105
Occupational Therapist (Teletherapy)	\$83-\$103
Physical Therapist	\$85-\$105
Physical Therapist (Teletherapy)	\$83-\$103
Physical Therapy Assistant	\$70.00
School Psychologist	\$87-\$112
School Psychologist (Teletherapy)	\$85-\$110
School Psychologist (Bilingual)	\$92-\$117
RN	\$75-\$90
LPN	\$69-\$80
Personal Care Assistant	\$50-\$60
BCBA	\$110-\$115
BCaBA	\$95-\$105
Registered Behavior Technician (RBT)	\$66.00
Teacher for the Deaf and Hearing Impaired	\$79-\$95
Teacher for Visually Impaired	\$79-\$95

Additionally, we will provide the following services at **no cost** to the District:

- Dedicated **Triad** team that works together to deliver the highest level of service and support to the District and the students served.
- ASHA, AOTA, NASP, BACB, and Nursing approved courses for your clinicians and staff three times per year through our **Elevate “U”** district professional development platform.
- Ongoing clinical management and support to each SSG clinician assigned to the District.
- Training and development provided by experienced school-based clinician.
- Access to our **Pathways to Success Program** for every SSG clinician including:
 - Bloom Clinical Fellow Program
 - Foundations Mentoring Program
 - Bridge Academy Continuing Education and Training Program

We appreciate your consideration in allowing The Stepping Stones Group to work with the Lynchburg Schools, and we look forward to a mutually beneficial partnership!

