

**Request for Proposals (“RFP”)
For
Special Education Related Services (Speech and Language
Therapy, Occupational Therapy, Physical Therapy,
Counseling/School Psychology)**

This RFP is Being Issued by:

Utah Virtual Academy

310 E. 4500 S., Suite 620

Murray, UT 84107

Tel. (801) 262-4922

Date of RFP Issue: May 19, 2025

Deadline to Submit Proposals: June 29, 2025 by 3:00 p.m.

I – KEY DATES

- A. **Date of RFP Issue:** May 19, 2025.
- B. **Deadline to Submit Proposals:** June ~~2~~9, 2025 by 3:00 p.m. MDT.
- C. **Opening of Proposals:** June ~~2~~9, 2025 by 3:00 p.m. at the offices of Academica West, 290 N. Flint St., Kaysville, UT 84037. Offerors are not expected or required to attend the opening.
- D. **Review of Submitted Proposals:** June 2025.
- E. **Anticipated Contract Award Date:** approximately June 2025.
- F. **Anticipated Contract Term:** Up to five years.
- G. **Commencement of Services:** Beginning approximately August 2025.

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II – GENERAL INFORMATION

A. **Introduction.** Utah Virtual Academy (“UTVA” or the “School”) is an online public charter school that currently serves approximately 1,897 students remotely.

B. **Purpose of RFP.** The purpose of this RFP is to solicit Special Education Related Services, including Speech and Language Therapy, Occupational Therapy, Physical Therapy, and Counseling/School Psychology from one or more reputable, experienced, and skilled providers. Specifically, UTVA is seeking proposals from one or more providers that can provide any or all of these services for our current and future students in a skilled, professional, and timely manner that complies with applicable legal requirements. UTVA is seeking providers that are able and willing to provide these services remotely.

D. **Award of Contract.** UTVA will award one or more contracts to one or more offerors whose proposals are determined to provide the best value to UTVA. UTVA will take into consideration all substantive evaluation criteria outlined in this RFP as well as cost. No other criteria will be used in the evaluation. Please note that the Utah Procurement Code requires that most cost information be evaluated independently from the substantive evaluation criteria. The final determination shall be in writing and shall be determined at the sole discretion of UTVA’s Board of Directors. The contract file will contain the basis on which the award is made. However, to the extent permitted by law, UTVA may reject any and all proposals and may waive any informality or technicality in any proposal received if UTVA’s Board of Directors determines it would serve the best interests of the School.

E. **Term of Contract.** In the interest of maintaining continued services, reducing administrative burdens in procuring, negotiating, or administering contracts, and potentially obtaining a volume or term discount, UTVA intends to award one or more contracts for any combination of these services that it deems appropriate for a period up to, but not to exceed, five (5) years. However, the contract(s) must contain termination and/or renewal provisions acceptable to UTVA as well as include the provisions in Utah Code Ann. § 63G-6a-1204(3)-(5) applicable to the contract.

F. **Written Contract.** If selected by the UTVA’s Board of Directors, the successful offeror(s) must be prepared to enter into a written contract consistent with the acceptable services, terms, and conditions outlined in the successful proposal and the requirements set forth in this RFP. In addition, the written contract(s) must incorporate the below-described “Disclaimer & Acknowledgment” and contain financial terms that require regular payments from UTVA on a monthly basis.

G. **Disclaimer & Acknowledgement.** Authorization to continue operating UTVA as a Utah public charter school is expressly contingent on UTVA’s charter not being terminated by the Utah State Charter School Board. UTVA reserves the right to cancel any and all contracts executed pursuant to this RFP in the event the School’s charter is terminated for any reason. All offerors must agree to cancellation of said contracts and to hold UTVA, its directors, officers, employees, and agents harmless for any loss of potential profits and costs/expenses incurred in the event the School’s charter is terminated for any reason. Submission of a proposal in response to this RFP

shall be deemed an acknowledgment and consent by the offeror to the cancellation provisions contained in this paragraph.

III – PROPOSAL INFORMATION

A. Proposals must be submitted in compliance with **Section IV** of this RFP. Proposals not submitted in compliance with **Section IV** of this RFP may not be considered.

B. The content of a proposal must address the specifications described in **Section V** below. Only one proposal from each offeror may be submitted and considered. Offerors may include in their proposals any special or unique services they plan to provide. Offerors may submit a proposal for any or all of the services requested in this RFP.

C. Submission of a proposal will be construed to mean that the offeror understands the requirements contained herein and that the offeror anticipates being able to supply the described services for the pricing proposal contained in their submitted proposal.

D. Proposals will be opened as set forth above. Proposals will be opened so as to avoid disclosure of contents to competing offerors during the process of negotiation. Only the names of offerors who submitted proposals will be identified at the opening of proposals. However, a register of proposals will be prepared and shall be open for public inspection after the contract for this project is awarded. UTVA will cooperate with all potential offerors, to the extent reasonably possible, in their attempt to obtain information. **OFFERORS ARE NOT REQUIRED OR EXPECTED TO ATTEND THE OPENING.**

E. UTVA's Evaluation Committee may, for the purpose of assuring full understanding of and responsiveness to the RFP's requirements, enter into discussions or conduct interviews with, or attend presentations by, offerors who submit proposals. Offerors may be required to sign a non-disclosure agreement in connection with such activities.

F. **It is understood that UTVA's issuance of this RFP does not obligate UTVA to accept any of the proposals submitted in response to this RFP, nor does it guarantee that UTVA will in fact accept any of the said proposals. To the extent permitted by law, UTVA's Board of Directors reserves the right to accept or reject any or all proposals and/or to waive any or all formalities in any proposal or in the proposal process deemed to be in the best interest of UTVA. No agreement exists on the part of UTVA and any offeror until a written contract is approved and executed by UTVA's Board of Directors and the offeror.**

G. **This RFP does not obligate UTVA to pay for any costs of any kind whatsoever that may be incurred by an offeror/respondent or any third parties in connection with a proposal. All submitted proposals, responses, and supporting documentation shall become property of UTVA. Further, UTVA shall not be liable to any offeror, person, or entity for any losses, expenses, costs, claims or damages of any kind arising out of, by reason of, or attributable to, the offeror responding to the RFP.**

H. At any time during the evaluation process, UTVA's Evaluation Committee may, with appropriate approval, request best and final offers, as provided for in Utah Code § 63G-6a-707.5, from responsible offerors who submit responsive proposals that meet any minimum qualifications, evaluation criteria, or score thresholds identified in this RFP.

IV – PROPOSAL REQUIREMENTS

Potential offerors are hereby invited to submit a proposal for any or all of the following Special Education Related Services:

- Speech and Language Therapy,
- Occupational Therapy,
- Physical Therapy, and/or
- Counseling/School Psychology

A. **Cover Letter.** It is mandatory that each proposal contain a cover letter which includes the following:

1. The legal company name of the offeror;
2. The complete company address;
3. The company contact person's name, phone number, and email address;
4. The company's website address;
5. The signature of the company's authorized representative, including position/title; and
6. The date of submission.

B. **Specifications.** Proposals must address the Proposal Specifications set forth below in **Section V**.

C. **Proposals must be delivered by email to Gabe Clark at gabe@academicawest.com.** Proposals must be in PDF format and separated by cost and non-cost related information. All non-cost related information of a proposal (the information provided by an offeror in response to **Section V(A)(1)-(4)**) must be contained in a PDF file(s) and clearly identified as "Non-Cost Related Information for Special Education Related Services (*[specify which service the proposal addresses]*) Proposal." All cost-related information of a proposal (the information provided by an offeror in response to **Section V(A)(5)(a)**) must be contained in a different PDF file(s) and clearly identified as "Cost-Related Information for Special Education Related Services (*[specify which service the proposal addresses]*) Proposal." No cost information may be submitted in the same PDF file identified as the "Non-Cost Related Information for Special Education Related Services (*[specify which service the proposal addresses]*) Proposal." The subject line of the email should indicate that the email contains a proposal for Special Education Related Services (*[specify which service the proposal addresses]*) to UTVA.

D. **Submission of Protected Information.** Protection of disclosure of information submitted by an offeror in response to this RFP is governed by Utah's Government Records Access and Management Act in Utah Code § 63G-2-101 *et seq.* and Utah Administrative Code Rules R33-7-105 and R33-7-106. An offeror that desires to request protected status of any information it submits to the School in response to this RFP must specifically identify the information that it

desires to protect and the reasons that the information should be afforded protected status under the law. In making this request, the offeror shall comply with the requirements in Utah Code § 63G-2-305, Utah Code § 63G-2-309, and Utah Administrative Code Rule R33-7-105. In turn, the School will comply with Utah Code § 63G-2-309 and Utah Administrative Code Rule R33-7-106 with respect to disclosing such information. Submission of protected information in response to this RFP shall be deemed an acknowledgment and consent by the offeror that the offeror agrees with this paragraph and will indemnify, defend, and hold harmless the School, its members, directors, officers, staff, and agents from any and all liability relating to the proper disclosure of information provided by the offeror in response to this RFP, even if the offeror requested protected or other confidential status for the information.

F. Submission of Proposals with Protected Business Confidential Information. In accordance with Utah Administrative Code Rule R33-7-107, if an offeror submits a proposal that contains information claimed to be business confidential or protected information, the offeror must submit two separate proposals as follows:

1. One redacted version for public release, with all protected business confidential information either blacked-out or removed, clearly marked as “Redacted Version;” and
2. One non-redacted version for evaluation purposes clearly marked as “Protected Business Confidential.”

Please note that pricing may not be classified as business confidential and will be considered public information. In addition, an entire proposal may not be designated as “protected,” “confidential,” or “proprietary” and shall be considered non-responsive unless the offeror removes the designation.

V – PROPOSAL SPECIFICATIONS

A. Scope of Services. Offerors should be able and willing to provide any or all of the following services through qualified personnel (proposals should clearly indicate which service categories are addressed in the proposal):

- **Speech and Language Therapy:**

1. Evaluating students and providing evaluation results and intervention recommendations;
2. Developing appropriate treatment plans for students and collaborating on goals and progress benchmarks for students;
3. Formulating and providing methods of intervention for students;
4. Providing services to students which may include:
 - a. Direct student intervention
 - b. Monthly student supervision
 - c. Collaboration with teachers, school staff, and/or parents regarding student
 - d. Student screenings
 - e. Student evaluations and assessments
 - f. Student sensory observations

- g. Evaluation writeups, IEPs, intervention documentation
- h. Providing therapy resources and teacher and staff training meetings as requested
- i. AAC support services, consultation and or training
- 5. Consulting with staff concerning student progress, interventions, and recommendations
- 6. Consulting on physical arrangements of classrooms to meet student needs
- 7. Assisting teachers and paraprofessionals to understand appropriate treatments through demonstration and supervision
- 8. Preparing and providing regular treatment and progress notes for each intervention as necessary
- 9. Other services as needed and appropriate

- **Occupational Therapy:**

- 1. Assessment and Evaluation
 - a. Comprehensive OT evaluations for students referred through the IEP or 504 Plan process.
 - b. Re-evaluations and periodic updates as required by IEP timelines or student progress.
 - c. Participation in multidisciplinary evaluations to determine eligibility and service needs.
- 2. Individualized Education Plan (IEP) Services
 - a. Development of individualized OT goals and objectives aligned with each student's educational needs.
 - b. Delivery of direct occupational therapy services as specified in the IEP.
 - c. Regular progress monitoring and documentation toward IEP goals.
 - d. Active participation in IEP meetings, team consultations, and parent conferences.
- 3. Direct and Indirect Services
 - a. Direct services: Individual or small-group OT interventions focused on improving functional school skills.
 - b. Indirect services/consultation: Working with teachers, aides, and staff to support classroom strategies and student participation.
- 4. Areas of Intervention
 - a. Fine motor skills (e.g., handwriting, cutting, grasping).
 - b. Visual-motor integration and hand-eye coordination.
 - c. Sensory processing and self-regulation strategies.
 - d. Activities of daily living (ADLs) (e.g., dressing, feeding, hygiene) as related to the school environment.
 - e. Organizational and executive functioning skills.
 - f. Postural control and positioning for participation in academic tasks.
- 5. Collaboration and Training
 - a. Consultation with educators, therapists, and families to support student access and performance.
 - b. Training school staff on accommodations, sensory strategies, and adaptive equipment use.
 - c. Participation in Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) initiatives if required.

6. Adaptive Equipment and Environmental Modifications
 - a. Assessment and recommendation of adaptive tools and classroom modifications.
 - b. Oversight and maintenance of occupational therapy equipment.
 - c. Collaboration with staff to implement changes that support student access.
7. Documentation and Reporting
 - a. Accurate and timely documentation of all therapy sessions, assessments, and consultations.
 - b. Compliance with state, district, and federal documentation standards.
 - c. Support for Medicaid or third-party billing documentation (if applicable).
8. Scheduling and Caseload Management
 - a. Coordination of service delivery around student academic schedules to reduce instructional disruption.
 - b. Ability to manage a caseload that may include multiple schools or classrooms.
9. Regulatory Compliance
 - a. Adherence to IDEA, ADA, Section 504, FERPA, and HIPAA requirements, as applicable.
 - b. Verification of appropriate state licensure and credentials for all therapists.
 - c. Background checks as required by law.
10. Crisis and Safety Planning
 - a. Participation in creating student-specific emergency plans when needed.
11. Communication and Reporting
 - a. Routine communication with teachers, families, and school administrators.
 - b. Provision of written reports on evaluations, progress, and service recommendations.

- **Physical Therapy:**

1. Assessment and Evaluation
 - a. Initial physical therapy evaluations for students referred by the IEP (Individualized Education Program) team or 504 Plan.
 - b. Periodic re-evaluations and updates based on IEP requirements or changes in student condition.
 - c. Participation in multidisciplinary evaluations for eligibility and program planning.
2. Individualized Education Plan (IEP) Services
 - a. Development of PT goals and objectives aligned with each student's IEP.
 - b. Delivery of direct physical therapy sessions as specified in IEPs.
 - c. Documentation of progress towards IEP goals.
 - d. Participation in IEP meetings, including parent-teacher conferences when required.
3. Direct and Indirect Therapy
 - a. Direct therapy: One-on-one or group sessions provided to students.
 - b. Indirect therapy (consultation): Collaborating with teachers, aides, and staff to adapt classroom environments and support student participation.
4. Collaboration and Training
 - a. Training and support for school staff and caregivers on physical therapy strategies and equipment use.

- b.. Regular collaboration with special education and general education teachers, occupational therapists, and speech therapists.
- 5. Documentation and Reporting
 - a. Timely and accurate documentation of services delivered (e.g., session notes, attendance).
 - b. Compliance with district, state, and federal reporting requirements.
 - c. Submission of reports and data for Medicaid billing (if applicable).
- 6. Assistive Equipment and Adaptive Devices
 - a. Assessment and recommendation of adaptive devices and mobility aids.
 - b. Training on the use and maintenance of equipment.
 - c. Monitoring and documenting the effectiveness and appropriateness of equipment.
- 7. Service Coordination and Scheduling
 - a. Coordination of PT services within the school schedule to minimize classroom disruption.
 - b. Management of caseloads across multiple schools or classrooms (if applicable).
- 8. Compliance and Legal Requirements
 - a. Adherence to IDEA, ADA, FERPA, HIPAA, and state-specific regulations.
 - b. Maintenance of licensure and credentials for all personnel providing services.
 - c. Background checks as required by law.
- 9. Crisis and Emergency Response
 - a. Participation in the development of student-specific emergency plans.
 - b. Availability for consultation during emergencies.
- 10. Reporting and Communication
 - a. Periodic reports to school administration on service delivery and student outcomes.
 - b. Immediate communication of concerns regarding student safety, regression, or equipment needs.

- **Counseling/School Psychology:**

- 1. Engaging in advocacy and outreach as needed in collaboration with school staff
- 2. Understanding applicable modalities, technology, and instrumentation
- 3. Collaboration with school staff, families, and students
- 4. Promoting prevention and wellness in collaboration with school staff
- 5. Screening and assessment, including identifying and administering appropriate assessment instruments, evaluating students, and providing evaluation results and intervention recommendations
- 6. Providing counseling as needed to students and families
- 7. Developing appropriate treatment plans for students and collaborating on goals and progress benchmarks for students;
- 8. Formulating and providing methods of intervention for students;
- 9. Providing services to students which may include:
 - a. Direct student intervention
 - b. Monthly student supervision
 - c. Collaboration with teachers, school staff, and/or parents regarding student
 - d. Student screenings

- e. Student evaluations and assessments
- f. Student sensory observations
- g. Evaluation writeups, IEPs, intervention documentation
- h. Providing therapy resources and teacher and staff training meetings as requested
- 10. Consulting with staff concerning student progress, interventions, and recommendations
- 11. Consulting on physical arrangements of classrooms to meet student needs
- 12. Assisting teachers and paraprofessionals to understand appropriate treatments through demonstration and supervision
- 13. Preparing and providing regular treatment and progress notes for each intervention as necessary
- 14. Other services as needed and appropriate

B. **Content of Proposals.** Offerors must address the following in their proposals:

1. **Description and Past Experience of Organization.**

- a. Provide description of the nature of your organization's services and activities. Specifically address your organization's experience providing each of the service categories addressed in your proposal, particularly within the education arena, specifically regarding charter schools and charter school students, if any.
- b. List all schools, districts, and education-related clients (if allowed) for whom your organization has performed work during the past 12 months and certify that there is no conflict of interest between any existing contract or client relationship and the ability of your organization to provide the requested services to UTVA. Client relationships that could potentially be a conflict of interest must be listed together with a discussion of how your organization will resolve the potential conflict of interest.
- c. Disclose whether your organization, its providers, or its clients have received any warning, sanction, criticism, fine, or similar reprimand from any regulatory agency for the work performed by your organization. Also disclose whether any of your organization's owners, officers, employees, or agents have ever been subject to the same type of reprimand or scrutiny. If not, provide a clear statement to that effect.
- d. List out which services your organization does in-house and which ones it out-sources to other organizations or individuals. If your organization works with other organizations to provide some services, please include them in your personnel and management overview described below, as well as their experience in the relevant categories.

2. **Personnel/Management.**

- a. Identify all individuals on your organization's team who will manage each of the contracted services for Utah students and who will provide each of the contracted services.

- b. Describe each individual's overall experience and skill in each of the contracted services. Provide each individual's current resume/biography.
 - c. Provide each individual's education, experience, and expertise with pertinent information demonstrating qualifications for successfully carrying out a proposal submitted in response to this RFP.
 - d. Provide the length of time that each individual has been employed by your organization.
3. **References.** Each offeror must provide a list of references that UTVA may contact to discuss the offeror's past performance and evaluate offeror's ability to perform each of the requested services.
4. **Pricing.**
- a. Provide the total hourly rate to be charged by your organization for providing each of the contracted services to UTVA.
 - b. Identify any other fees or costs to be charged by your organization in connection with providing each of the contracted services to UTVA.

B. **Selection and Scoring.** Selection of one or more providers for each of the requested services will be based on offerors' responses to these proposal specifications in relation to the Evaluation Criteria set forth in **Section VI**. The successful proposal(s) for each service category will address each of the required specifications and clearly demonstrate how the offeror will meet or exceed UTVA's needs for that service category. The Evaluation Criteria set forth in **Section VI** contains a numerical score for each of the proposal specifications, and proposals will be ranked based on their score for each service category. *Proposals for each service category (Speech and Language Therapy, Occupational Therapy, Physical Therapy, and Counseling/School Psychology) will be scored, evaluated, and selected separately.* The Evaluation Committee will first subjectively score the non-cost portion of each service category of each proposal (the Evaluation Criteria Unrelated to Cost) based on offerors' responses to the specifications contained in **Section V(A)(1)-(4)**. The Evaluation Committee will then objectively score the cost portion of each service category of each proposal (the Evaluation Criteria Related to Cost) by using the following formula: *Total Cost Points Possible x (Lowest Proposed Price ÷ Proposal Price Being Evaluated)*. The offeror with the lowest proposed price for a service category (which proposed price is provided by offerors in response to the specification in **Section V(A)(5)(a)**) meeting the requirements of the RFP will receive 100% of the cost points (30) for that service category, and all other offerors for that service category will receive a portion of the cost points based on the formula above. **Note:** Proposals that are not compliant with **Section V** may not be considered.

VI – EVALUTION CRITERIA

Evaluation Criteria Unrelated to Cost

- A. **Offeror's Description and Past Experience (30 points possible).** This criterion is based on the information provided in response to the specifications contained in **Section V(A)(1)**.
- B. **Offeror's Personnel and Management (25 points possible).** This criterion is based on the information provided in response to the specifications contained in **Section V(A)(2)**.
- C. **Quality of Offeror's Service Based on References (15 points possible).** This criterion is based on the information provided in response to the specifications contained in **Section V(A)(3)**.

Evaluation Criteria Related to Cost

- D. **Pricing (30 points):** This criterion is based on the pricing proposal provided in response to the specifications in **Section V(A)(4)**.

Total points possible based on Evaluation Criteria: 100 points