



## Ocean Springs School District

Ocean Springs, MS

### REQUEST FOR PROPOSAL

*Speech Language Pathology Services*

*June 12<sup>th</sup>, 2:00 PM*

**E-Therapy Contact:**

Theresa Lynn

980-288-7511

theresa@electronic-therapy.com

E-Therapy Intermediate, Inc.

7782 Rock Meadow Trail Ct.

Denver, NC 28037



Dear Ocean Springs School District,

Please find attached information submitted in full for Speech Language Pathology Services for Ocean Springs School District. By submitting this proposal, E-Therapy Intermediate, Inc. agrees to adhere to the terms and conditions outlined in this RFP for 120 days.

E-Therapy Intermediate, Inc. (E-Therapy) is an innovative technology-enabled special education provider, providing speech and language therapy, occupational therapy, mental health, school psychology, social work, counseling, applied behavioral analysis (ABA) as well as other related services, both virtually and in-person, based on the unique needs of our clients. With 15 years of leading technology through our proprietary virtual STAR platform, and our proven partnerships with in-person services, E-Therapy Intermediate, Inc. has multiple models to ensure students are receiving their special education services through the least restrictive opportunity. Our company values include integrity, mentorship, and making a positive impact every day. Our mission to transform the lives of children by providing unparalleled access to innovation, collaboration, and excellent educational services aligns well with Ocean Springs School District's mission to teach students essential content and strategies, which will enable them to apply knowledge beyond their school experience and to have a positive impact on society.

Our legal entity is E-Therapy Intermediate, Inc., and our Federal Tax ID number is 88-1230316. We are a registered C-Corp with our corporate office located at 7782 Rock Meadow Trail Ct. Denver, NC 28037. Our mailing address is 1060 Broadway Suite 230 Albany, NY 12204.

E-Therapy Intermediate Inc. aims to exceed your expectations. Our proprietary virtual STAR platform allows Districts to track teletherapy visits, observe outcomes, and streamline communication. Our in-person services are provided by hand-selected clinicians who undergo a thorough screening process to ensure alignment with the school's goals and culture. All E-Therapy employees are provided with mentorship, training, and continuous support so that they have tools to meet the diverse needs of your students from Pre-Kindergarten to graduation.

Ocean Springs School District will have one principal contact:

Theresa Lynn, K12 Partner

Theresa will be the District's K12 Partner and will be responsible for all direct contact with the District's representative. Theresa will work with the District representative to learn the needs and culture of the schools and students in order to implement services and match the ideal candidate for the position. Your K12 Partner is available at [theresa@electronic-therapy.com](mailto:theresa@electronic-therapy.com) and 980-288-7511.

Our dedication to our clients is demonstrated through our quality assurance process, our comprehensive knowledge of related service needs, and our commitment to excellence. E-Therapy Intermediate, Inc. is honored to serve Ocean Springs School District.

I certify that I am a duly authorized representative of E-Therapy Intermediate, Inc. with the authority to submit this proposal. I am authorized to obligate and negotiate the contract with your consideration. I fully understand the requirements and scope of details in this RFP and any addenda released associated with this RFP. I confirm that E-Therapy Intermediate, Inc. and its employees meet the requirements of this Request for Proposal and that we can comply with the terms and conditions. Thank you for the opportunity to present this proposal to Ocean Springs School District.

Sincerely,



Theresa Lynn  
K12 Parter

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## Part I – Company Profile

### BACKGROUND

E-Therapy Intermediate, Inc. (E-Therapy) is an innovative special education provider, founded in 2009 by Arizona-based Speech-Language Pathologists. With a growing nationwide footprint, we specialize in providing a broad spectrum of special education solutions. E-Therapy was one of the first companies to deliver Teletherapy, and we now provide virtual and in-person services to hundreds of schools throughout the United States. As a market leader and one of the pioneers in the industry, we are known for delivering high-quality services through a virtual and/or an in-person model that fits the unique needs of our customers and their students.

E-Therapy's primary goal is to provide high-quality related services to all students. E-Therapy works with more than 300 highly qualified related service providers, who have years of experience working in both brick-and-mortar and virtual/cyber school settings. All E-Therapists work with multicultural student populations from pre-K to 12th grade. Over the past 15 years, E-Therapy has delivered over 1,000,000 Teletherapy sessions to schools and students throughout the United States. We serve both urban and rural areas that otherwise would not receive adequate and necessary therapy services.

E-Therapy is well known for providing high-quality services in the market. Our providers have extensive special education experience and are all State and Nationally Certified or Licensed per the requirements of their respective professional boards. E-Therapy conforms to all HIPAA, FERPA, and industry standards. We employ the most experienced providers possible and ensure that these providers have the tools and training to deliver high-quality therapy experiences to our schools and students. E-Therapists are required to attend annual training to ensure competency in virtual and in-person service delivery.

### SERVICES

Virtual, in-person, and hybrid models include, but are not limited to:



## CUSTOMERS

- Traditional Schools
- Charter Schools
- Online/Virtual Schools
- Home Schools
- Alternative Schools
- Urban & Rural Schools
- Tribally Operated Schools

## WHY E-THERAPY?

E-Therapy staff has over 15 years of experience in the field.

- We strive to exceed our customers' (schools and students) expectations.
- We commit to quality, excellence, and putting the student first.

We hire only top-tier, experienced and qualified providers and K12 Partners.

- E-Therapy's strict hiring standards ensure a rigorous selection process that allows E-Therapy to only hire top-tier providers.
- K12 Partners have a deep understanding of special education and school operations.

We provide:

- Related services for PreK to 12th Grade Student Populations.
- Virtual and/or in-person models to fit the unique needs of our customers.
- Case Management.
- Lead Therapists who manage a caseload and serve as a liaison between the district and E-Therapy providers.

We have quality control measures in place.

- Dedicated operational and support staff.
- A Compliance Team that ensures compliance within our operations, clinical, financial, and technical teams.
- Full-time K12 Partners who are dedicated to supporting your school's needs.
- Services are monitored over time and in real-time, including auditing, surveying, and reporting to the District.

E-Therapy has a proprietary customized software platform, STAR (Session Tracking and Reporting Database), that tracks and monitors all sessions/services in real-time.

STAR's data analytics tools allow E-Therapy and schools to track students' sessions, find information easily, and improve service. The use of STAR is optional. If the District does not use STAR, and does not allow our Lead Clinicians access to the IEP System in use, quality measures may be limited.

## Part II – Company Experience

E-Therapy is a therapist-owned contracting company that provides related services and mental health services nationwide. At E-Therapy, we believe that every student deserves a chance to succeed, and we are committed to breaking barriers to services. We pioneered Teletherapy solutions and have been providing services virtually and/or in-person for the last 15 years throughout the United States. Since 2009, we have worked with hundreds of schools and thousands of students nationwide. With 50% of our associates providing virtual services, and 50% providing in-person services, we serve early education through graduation in over 84% of the country.

E-Therapy supports related services and mental health programs in their entirety. We have successful implementation of Teletherapy for both urban and rural schools across the county. We provide direct, indirect, and consult services to fragile youth. With the close communication between our dedicated K12 Partner and the District's representative, we can tailor our therapy programs to fit the unique needs of each school.

### E-THERAPY'S TRACK RECORD

Serving a nationwide network of thousands of students.  
Collaborating with hundreds of schools, with ongoing expansion across the country.  
Managing and documenting hundreds of thousands of teletherapy sessions.  
Pioneering the therapy services industry with over 15 years of experience.

### REFERENCES

#### Safford Unified School District

734 W. 11th St., Safford, AZ 85546  
Contact: Melissa Gutierrez, Special Education  
Coordinator  
(p): 928-348-7045  
(e): mgutierrez@saffordusd.com  
We have provided services since 2018.

#### Georgia Cyber Academy (GCA)

1745 Phoenix Blvd., #100, Atlanta, GA 30349  
Contact: Susan Flynt, Related Services  
Coordinator  
(p): 404-334-4790, ext. 2118  
(e): sflynt@georgiacyber.org  
We have provided services since 2015.

#### Florida Virtual School (FLVS)

2145 Metrocenter Boulevard, Suite 100, Orlando,  
FL 32835  
Contact: Nikki Callaghan, District Director  
(p): 813-449-3018

#### Mountain Empire Unified School District

3291 Buckman Springs Rd., Pine Valley, CA 91962  
Contact: Jon McEvoy, Special Ed Director  
(p): 619-473-8869  
(e): jon.mcevoy@meusd.k12.ca.us

(e): ncallaghan@flvs.net

We have provided services since 2016.

We have provided services since 2019.

## KEY PERSONNEL

### Seth Lopez, Vice President of Sales

Seth Lopez focuses his time developing close partnerships with scores of districts. Frequent communication with the Special Education representative and a true understanding of each partner's needs allows Seth to establish candidate expectations with the recruitment team so that qualified candidates are offered. Seth's responsibilities include:

- Contract and rate negotiations.
- Direct communication with the Compliance Team to develop and enforce required training and development based on the needs of the District.

### Amanda Marshall, K12 Partner

Dedicating the last 10 years specifically to school staffing, and the last 25 to healthcare staffing, Amanda Marshall is adept at listening to her clients' needs and providing qualified clinicians to fit those needs. She has received accolades for her prompt and transparent communication and will be the direct contact for your District.

- Frequent and direct communication with the District's representative by phone, email, or text, 24 hours a day.
- Candidate screening prior to submitting to the District to ensure qualifications and personality meet the needs of the District.

### Kerri Kerley, Vice President of Recruitment

Our recruitment division, led by Kerri Kerley, utilizes five highly experienced recruiters who use a strategic approach to finding and qualifying candidates. Kerri has over 20 years of experience and is an expert in recruitment methods. She has developed effective screening tools and systems to ensure a level of professionalism and personal character meets the culture and needs of the schools with which we partner.

### Megan Magee, Senior Director of Compliance & Clinical Success

Megan Magee is a Speech Language Pathologist and the Director of Client Success & Strategic Partnerships at E-Therapy. Megan holds a BS in Education from Kutztown University and an MS from Towson University both in speech-language pathology. Megan has supported and trained hundreds of schools, therapists, and teachers nationally on the day-to-day operations and benefits of teletherapy. Megan is an expert in SPED services implementation and teletherapy operations.



## Part III – Scope of Work

### SERVICE OFFERINGS

E-Therapy will meet specifications for special education service providers as needed by insert name of school. For our customers who utilize our optional virtual services with our proprietary platform, we use real-time, synchronous technology to conduct live online, therapy sessions. Our platform works with standard school district computers and high-speed internet connection.

For both virtual and in-person services, a dedicated E-Therapy K12 Partner works with the District to identify specific needs and then communicates those needs to the Recruitment team. Our recruitment team searches our database of over 100,000 providers to determine the best match for your District. Once a qualified provider is matched, an interview is scheduled between the District representative and the provider, so the District has the opportunity to meet the prospective candidate, either virtually or in person.

All providers hold national and/or state licenses, as required by their respective boards. Additional certifications and licenses are provided as requested by the District. Our providers are expected to have experience with Individualized Education Plans, 504's, evaluations, assessments, and any other documentation required by the District.

E-Therapy has dedicated Human Resources and Compliance professionals who ensure initial and annual training is provided to all our employees upon hire, exceeding industry standards. The following list encompasses a portion of our onboarding requirements:

- Drug Screening ( per school's request)
- Background Check
- Workplace Behavior
- Safety in the Workplace
- HIPAA /FERPA
- Skills Checklist
- IT security
- Infection Control
- Sexual Harassment
- Mandated Reporting (where required)
- Teletherapy Competency

### COLUMNS OF SUPPORT

Servicing clients and students for over 15 years has allowed for us to receive constructive feedback, which we have taken as opportunities for improvement. We have enhanced service offerings to provide multiple columns of support to our clients, which improves students' success. These supports are either already in place or are being rolled out for the 25-26 school year.

#### Column I: Foundational Standards

E-Therapy feels that every customer deserves our Foundational Standards. These are quality checkpoints that are in place and ensure the minimum necessary qualifications for all E-Therapy clinicians. The following Foundational Standards are in place:

- Comprehensive Interviewing & Qualification- License verifications and background checks for all clinicians.
- Skills Checklist & Competency Evaluations- Ensuring high standards of clinician readiness, our clinicians complete skills checklists upon hire, so that we can focus their training on areas where they feel they need support.
- Specialized Training for Virtual Clinicians- “Bootcamp” programs to enhance digital service delivery.
- HIPAA & Cybersecurity Compliance Training- Protecting student data and maintaining industry standards.

### **Column II: Automated Processes for Quality Assurance**

E-Therapy’s Technology Team is elevating our ability to catch errors so that students are not only receiving the highest level of care, but that our clients are receiving clean billing and data.

- Billing & Data Accuracy Audits- Preventing financial and documentation errors within STAR.
- Provider Punctuality & Session Monitoring- Ensuring students who receive virtual therapy do so in a consistent and timely way.

### **Column III: Clinical Compliance Oversight**

For our Districts where we have Clinical Leads, we are able to provide a third level of support, where we implement qualitative assessments for our clinicians and clients.

- Quality Assurance (QA) for Documentation- Documentation review and audits that analyze trends, resulting in targeted training for our clinicians.
- IEP & Evaluation Compliance Tracking- Determines adherence to required timeframes.
- Observation for Virtual Sessions- A structured cadence at hire, then determined based on the skills and autonomy of the clinician, our Clinical Leads perform session observations to ensure our clinicians are meeting expectations.

For all virtual and hybrid models, E-Therapy works directly with school staff, students, and parents to implement all technical requirements. While providing high-quality services, we follow all applicable federal, state, and local regulations as best practices.

In addition to the supports above, E-Therapy employees are also required to participate in all District requirements per the District’s request.

## **METHODOLOGY**

E-Therapy has been providing services for over 15 years; however, our K12 Partners and Recruitment team have combined, well over a century of experience in their respective fields. Our methodology focuses on building relationships with our clients and our providers so that Districts can trust E-Therapy with their

students, their time, and their budgets. We have conversations with District representatives to fully understand the District's needs. We offer several tiers of support, including virtual, in-person, or hybrid models. We offer our proprietary platform, STAR, to allow Districts increased oversight when needed. We provide training and mentorship to our clinicians and have lead therapists in place who oversee and provide support to our clinicians and schools.

With dedicated territories, members of our 5-person recruitment team find qualified candidates based on the unique needs the District has discussed with their K12 Partner. This allows for a focused and methodical approach to candidate selection using email blasts, texting, marketing, social media campaigns, competitor cold calls, resume mining, university partnerships, job boards, headhunters, local/state/national professional associations, trade publications, and search firms. We budget tens of thousands of dollars specifically for recruitment, saving the school district countless hours and money. Our comprehensive database of over 100,000 clinicians allows us to source leads quickly and effectively to promote the District's needs. Our checks-and-balances system filters pre-qualified candidates through the E-Therapy's K12 Partner prior to being presented to the District representative. If approved by the K12 Partner and the District representative, an interview is then arranged so that the District representative can meet the clinician in person or virtually.

If at any time, the E-Therapy employee is not meeting the expectations of the District, communication is requested immediately for appropriate intervention with our Compliance and Human Resources Teams to engage our Behavior Modification Plan. If it is determined that the employee is no longer the right fit for the District, a thirty (30) day notice is requested while E-Therapy works diligently to make every effort to back-fill the position.

## VALUE ADDED SERVICES

Because we dedicate time to truly understand the needs of our Districts and clinicians, we are continuously working to improve our services to meet the needs of our clients and their students.

### Lead Clinicians

- Provides training and mentorship for E-Therapy providers.
- Dedicated to a single school district when the school reaches ten (10) + E-Therapy professionals under contract.
- For Districts with less than 10 professionals under contract, a regional lead clinician is provided for training and mentorship.
- Lead clinicians provide billable services for three (3) days a week and spend the other two (2) days conducting training, competencies, billing and service audits, and implementing any federal, state, or legal changes in special education.

### Bilingual Clinicians

- Bilingual services by clinicians who provide documentation that meets the state and local requirements for their respective languages per the District's requirements.
- Assessments, documentation, and family communication in the preferred language for the student, improving comprehension and carryover, allowing the student to increase success with IEP goals.

#### Proprietary STAR system (optional)

- On-Line/Teletherapy tools; training on the E-Therapy platform; and a dedicated E-Therapy manager to support their therapy and technology needs.
- Provides and utilizes web-based video conferencing software that implements encryption to protect data transmissions and meet HIPAA/FERPA requirements of confidentiality.
- Assist with minor technology troubleshooting, including providing instructions and/or assistance to school site staff.
- Allows for transparency into sessions provided by E-Therapists.

### INDEMNIFICATION

Each Party agrees to indemnify and hold harmless the other Party from and against any and all manner of claims, demands, causes of action, liabilities, damages, costs, and expenses (including costs and reasonable attorney's fees) arising from or incident to the performance of such Party's, or such Party's employees, agents, or contractors, duties hereunder, except for negligent or willful acts or omissions of the other Party. Notwithstanding anything to the contrary, a Party's obligations with respect to indemnification for acts described in this article shall not apply to the extent that such application would nullify any existing insurance coverage of such Party or as to that portion of any claim of loss in which insurer is obligated to defend or satisfy.

## Part IV – Implementation Plan

### APPROACH

Unlike other companies, E-Therapy's five recruiters dedicate 100% of their time to E-Therapy's school-based needs. This allows for a focused approach to the District's needs, which are clearly identified and discussed between the recruitment team and the District's dedicated K12 Partner.

### PROJECT MANAGEMENT

The District's K12 Partner is specialized in the nuances at the state and local levels. The District has one point of contact for all needs, and your K12 Partner will facilitate communication between other members of the E-Therapy team, as needed. For example, if the District has questions regarding our STAR platform or compliance processes, the District representative will only need to reach out to their

dedicated K12 Partner who will connect the parties and have questions answered. Your K12 Partner provides continuous communication with the District representative so that the District has up-to-date information on E-Therapy's progress in meeting the District's needs during the hiring process. Your K12 Partner is available daily by phone or email between 7 am and 7 pm ET and after hours for emergencies. If the District's K12 Partner is on holiday, a backup K12 Partner is provided.

Once E-Therapy has clinicians placed with the District, your K12 Partner monitors services and customer satisfaction. Our goal is to mitigate any issues or concerns, so we encourage active and transparent communication through verbal or written feedback between the District representative and the K12 Partner. With E-Therapy's formalized internal process, all complaints are addressed immediately, and a behavior modification plan is implemented if appropriate. All complaints are addressed within 24 hours.

## RECRUITING

Once the District communicates its needs to E-Therapy's K12 Partner, our recruitment team is notified via system processes, as well as through direct communication between the K12 Partner and the recruitment team. This communication continues daily until a candidate is selected. E-Therapy has a rigorous interview and hiring process through which we only recruit the most qualified and experienced therapists. E-Therapy takes a proactive approach to recruiting our clinicians, which includes a resume and credential review and an interview process. We also ensure all clinicians are industry-credentialed, licensed, or certified as required by national, state, and local requirements. They must meet all legal background checks and tests required. The hiring process is intensive and selective, and we turn away many clinicians who apply and do not meet our high standards.

## EQUAL OPPORTUNITY EMPLOYER

E-Therapy is an equal opportunity employer and is committed to fostering an inclusive and diverse workplace. We welcome and encourage applications from all qualified individuals regardless of race, ethnicity, religion, gender, sexual orientation, age, disability, or veteran status.

## BILLING AND INVOICING

Upon a fully executed contract, E-Therapy will request information regarding the District's billing contact information so that invoices can be sent directly to the designated department. E-Therapy payment terms are Net 30 unless other terms are agreed upon by both parties. We accept purchase orders, checks, or direct deposit. E-Therapy makes every effort to ensure:

- Transparent, accurate, and timely billing.
- No hidden fees.
- Clear and quick timecard approval for E-Therapy employees.
- For STAR users, access to all virtual session times and dates, documentation, progress reporting, and billing.

## NON-SOLICITATION AND BUY OUT

It is agreed by and between the Provider and the School that any Personnel providing services under the terms of this Agreement (i.e., the therapists and therapy assistants provided by Provider) shall not be allowed to and shall not solicit for or provide private services to students served by the Personnel under this Agreement. Neither party shall solicit or offer employment, directly or indirectly, to any individuals employed or otherwise utilized by the other party during the term of this Agreement and for a period of twelve (12) months following its termination. (ii) Personnel Buyout: Section 11(c) of this Agreement notwithstanding, the School may hire individual Personnel under the following conditions: (1) following an individual Personnel's completion of one assignment of at least 1,350 hours the School can hire that individual Personnel upon payment to Provider of a one-time buyout fee of \$7,500.00; or (2) following an individual Personnel's completion of two assignments of at least 1,350 hours each the School can hire that individual Personnel upon payment to Provider of a one-time buyout fee of \$2,500.00.

## BEST PRACTICES

E-Therapy does not accept the status quo. We continuously monitor our clinicians through phone check-ins, surveys, and District feedback. We require annual training and provide continuing education so that our clinicians can elevate their professional skills to better serve their clients. E-Therapy encourages evidence-based assessments and intervention models. Our Clinical Leads are available to provide consistent, stable, and supportive mentorship so that our clinicians can help students achieve their goals. Clinicians take a multi-disciplinary approach, collaborating with all members of the IEP team, while maintaining HIPAA/FERPA requirements. Our clinicians use District software, or our STAR platform, depending on the needs of the District. In STAR (Student Tracking and Reporting System), the District is able to track students' progress in real time and monitor succession toward IEP goals. If ever there are concerns regarding an E-Therapy clinician, we request that the concerns be communicated within 24 hours so that we can initiate our internal compliance process.

# Attachment A

## PART 1 - BASIC PROGRAM DESCRIPTION

**A. Describe best practice regarding Speech Language Pathology therapy in a school setting to include processes, intervention/therapy, and promoting access to the general curriculum for all students ages 3-21 recommended by the IEP committee.**

E-Therapy follows evidence-based best practices for school-based Speech-Language Pathology (SLP) services to support students ages 3–21. Services begin with reviewing each student's IEP or conducting screenings and evaluations to determine eligibility. Therapists collaborate with the IEP committee to develop measurable goals and objectives aligned with access to the general curriculum.

Our clinicians:

- Identify and implement IEP goals and objectives.
- Use appropriate, engaging materials and evidence-based interventions tailored to each student's needs.
- Provide services in various flexible formats—including in-person (preferred), teletherapy, or hybrid—always ensuring the least restrictive environment.
- Offer direct therapy, indirect services, and consultative support to teachers and families.
- Work closely with the District's Multidisciplinary Team and attend using the Teletherapy platform or via another mutually agreed upon means.
- Use the District IEP reporting system for tracking and reporting and attend meetings via Teleconference or Online platform
- Recommend initiation or termination of services based on ongoing progress monitoring and team input.

Therapists participate in all required IEP and eligibility meetings and maintain compliance with district expectations, including documentation, service delivery, and collaboration. E-Therapists use district-approved platforms for IEP documentation and communicate with parents and staff as needed to ensure progress and generalization of skills. Ocean Springs School District will also have access to the E-Therapy **STAR** platform which allows the school to see all the sessions being provided to their school, as well as, all the billing information details.

**B. Describe your process to maintain student data to report progress (Results Driven Accountability) for educational benefit as outlined on the student's Individual Education Program (IEP) or Individualized Service Plan (ISP).**

Data tracking and reporting are essential in every special education program. We have developed a comprehensive tracking system, STAR (Student Tracking and Reporting System), that allows districts to track its students' progress in real time and monitor their progress towards their IEP goals. This ensures

you are always up-to-date with each student's session data. STAR allows you to refer students easily, provides a transparent experience to monitor services, and allows you to quickly access your current billing/invoice information.

STAR also helps inform methodology decisions. Each activity used by the therapist is chosen specifically to motivate and engage the student to best reach his or her goals. We also provide progress reports as requested by the school district. E-Therapy's platform tracks important information and metrics that ensures our customers receive the best quality services possible.

STAR allows schools to be able to not only see past information and all the data analytics behind it (sessions provided, notes, documents, etc.) but STAR also allows schools to see all the future scheduled sessions and when they will occur and the therapist and student's information of who is having the session. So, a school can know that all students are being seen and scheduled and when to ensure services have been delivered and will be delivered.

Among the metrics tracked related to performance and cost are:

- Total number of sessions delivered (real-time); IEP goal progress.
- Regular reporting on the total progress the student is making toward meeting their IEP goals.
- Number of times sessions are canceled and the reasons why (to ensure that all sessions be made up when required).
- Technical issues, i.e. if a student or school has issues with their own system and/or E-Therapy's system to receive services.
- Effectiveness of our therapists and students' performance by providing charts, graphs, and reports in real time.
- Monitoring of sessions conducted, as well as, soliciting feedback from our therapists, account managers, the school, and any student family reporting.

E-Therapy makes every effort to get a 360-degree view of the services you are receiving. Schools can also export the data into an excel spreadsheet. Our clients have all given positive feedback on how this ability to track metrics has greatly helped them track therapy sessions and billing.

When STAR is not used, our providers fully utilize the district's IEP and data management systems to meet the same expectations.

**C. Describe how you will provide specialized training and support for administration, teachers, and parents aligned with the individual student's disability and their IEP or ISP to promote progress in the educational environment, if requested to do so.**

E-Therapy can provide an onsite training for the District. We will ensure that all district personnel learn our system, procedures, and features before therapy services begin. We have ample experience training school district staff, and we will work diligently to make them comfortable with our software. We provide excellent customer service and work to build partnerships with our school district clients.



E-Therapy's primary goal is to provide high quality related services to all its students. We are dedicated to exceptional customer service, which includes access to our account management team, executive team, financial billing department, our **STAR** system, and our technical support group.

E-Therapy is in constant communication with District staff. We provide quality control surveys to our teachers/parents. We follow up on a daily basis with school needs and meet with team members to discuss progress and usage of our E-Therapy program. We communicate directly with the Special Education contact to determine next steps for students' needs and provide formal reports to the district outlining services conducted.

### **Monitoring**

Each school gets a dedicated Account Manager to monitor all services being provided. We also monitor customer satisfaction. The Account Manager is the key liaison that is responsible for ensuring optimal communication between the School and its E-Therapists. The Account Managers speak regularly with the school's Special Education contact to receive feedback and will immediately address any potential issues, problems, or concerns that may arise. E-Therapy will respond within 24 hours to all complaints either via telephone or email. We are always available by email or phone and are more than willing to discuss issues and make plans to deal with any situation that needs attention

### **E-Therapy Admin Procedure**

- District Special Education contact communicates with E-Therapy's Account Manager.
- The assigned therapist reaches out to the teachers and E-Helper/aides at the District following E-Therapy's protocols
- Our staff works closely with the Special Education contact, teachers, and aides to make sure that the students receive therapy on regular scheduled basis according to their IEP.
- Our staff will also be available to discuss student progress with district staff, teachers, and parents.

### **D. Describe your evaluation process.**

Depending on school preference, we obtain consent (case management) through the school's consent process or can assess once presented with signed consent from the district. The provider coordinates with the school to plan and schedule the date(s) for evaluating. E-Therapy providers secure access to digital assessments in advance of the testing session(s) (or utilize the districts hard copy testing materials if providing on-site services). Providers administer digital assessments using standardized assessment practices as set by the publishers. Once complete, assessments are scored promptly, and the evaluation report is written and submitted to the district for next steps. E-Therapy providers typically attend evaluation review meetings to present the results and recommendations as part of the evaluation process. Paper protocols and record forms utilized during the assessment process are returned to the school to add to the student's permanent special education file. All evaluations are conducted by licensed SLPs trained in school-based assessment and aligned with IDEA and MDE Policy 74.19.

**E. Describe how you will ensure compliance with the requirements of the MDE State Board Policy 74.19 and IDEA in regards to the services outlined in the RFP.**

E-Therapy ensures full compliance with IDEA and MDE State Board Policy 74.19 by overseeing our therapists closely and providing support to our therapists, which includes: On-Line/Teletherapy tools; training on the E-Therapy platform; and providing a dedicated E-Therapy manager to support their therapy and technology needs; as well as continuing educational courses so our therapists continue to learn and develop professionally; and the latest in online reporting so that the therapists accurately track each session that can be referenced by the school at any time. E-Therapy on-line therapists practice research-based best practices, interventions, and therapeutic models when delivering both therapeutic and collaborative/consultative support.

E-Therapy ensures that:

- E-Therapy therapists have the training and experience necessary to develop consistent, stable, and supportive relationships with children to achieve successful progress within their programs.
- E-Therapy therapists will be members of the multidisciplinary team and participate in IEP meetings.
- E-Therapy therapists will write appropriate and measurable goals and collect data to track progress towards goals.
- E-Therapy therapists will keep daily therapy notes using District-provided software program.
- E-Therapy therapists will develop and implement individual education plans for students eligible for related services.
- E-Therapy therapists will be evaluated with input from district supervisor/Lead Staff at least annually for the purposes of contract renewal.
- E-Therapy therapists will maintain confidentiality standards to meet District Governing Board Policies and HIPAA and FERPA standards, and to ensure the confidentiality of sessions.
- E-Therapy therapists will utilize District software to maintain student records, document session data/therapy notes, to complete IEP's quarterly progress reports, and to submit Medicaid billing.

Compliance is overseen by our Clinical Success Team, who conduct audits, quality reviews, and offer targeted training.

**F. Describe how you will ensure compliance with the Ocean Springs School District Board of Trustees policies.**

E-Therapy will meet all requirements outlined in **OSSD Policy FGDB**, including:

- Certifying that all employees and subcontractors who may come into contact with students have passed background checks and child abuse registry checks.
- Submitting a complete list of such personnel along with criminal background clearance documentation.
- Ensuring that no disqualified individuals are assigned to the district.

- Maintaining professional liability and workers' compensation insurance, naming Ocean Springs School District as additionally insured.
- Responding to all inquiries and complaints within 24 hours through our Account Manager structure.

We acknowledge and will comply with all OSSD Terms and Conditions, policies, and expectations for conduct, documentation, and professional standards.

## **Scoring Sheet**

<b>Project Description</b>	<b>Maximum number of Points</b>	<b>Points Earned</b>
Described best practice regarding Speech Language Pathology therapy in a school setting to include processes, intervention/therapy, and promoting access to the general curriculum for all students ages 3-21 recommended by the IEP committee.	20	
Describe your process to maintain student data to report progress (Results Driven Accountability) for educational benefit as outlined on students' Individual Education Program (IEP) or Individualized Service Plan (ISP).	20	
Described their evaluation process.	20	
Described how they will provide specialized training and support for administration, teachers, and parents aligned with the individual student's disability and their IEP or ISP to promote progress in the educational environment, if requested to do so.	20	
Described of how the vendor understands the requirements of the MDE State Board Policy 74.19 and IDEA in regards to the services outlined in the RFP.	10	
Described how they will ensure compliance with the Ocean Springs School District Board of Trustees policies.	10	

**BUDGET/COST SUMMARY**

Provide a specific description of your pricing structure. Include travel and other costs associated with your pricing structure. Please type your answers.

DESCRIPTION OF SERVICE	COST PER HOUR/SERVICE
<b>Direct Services to Student</b>	\$88-\$98 In person services \$85-\$92 Virtual services
<b>Support for Personnel</b>	\$88-\$98 In person services \$85-\$92 Virtual services
<b>Indirect Services to Student</b>	\$88-\$98 In person services \$85-\$92 Virtual services
<b>Travel/Mileage</b>	
<b>Other – Describe</b>	
<b>Other – Describe</b>	
<b>Other - Describe</b>	
<b>Other - Describe</b>	

E-Therapy believes in pricing transparency. The hourly and daily rates provided are inclusive of all services provided by your K12 Partner and all recruitment. There are no additional costs for use of our STAR platform. Our rate range allows us to offer candidates to the district at a rate that aligns with experience.

**ASSURANCES AND SIGNATURE FORM**

In submitting this Request for Proposal, I certify that:

1. The company will provide district-wide services through highly qualified and current Mississippi-licensed individuals.
2. The company will comply with the Individuals with Disabilities Act and all laws of the state of Mississippi, including Mississippi State Board Policy 74.19 Regarding Children with Disabilities.
3. The company is fiscally sound and will be able to complete services to the district during the 2025-2026 school year and extended school years as necessary.
4. The company will provide proof of current general and professional liability insurance and workers' compensation insurance.
5. The company acknowledges receipt of OSSD Policy FGDB: Project Administration Contract Awards Procedure and Exhibit "A" and understands of that employee background checks and child abuse registry check is required and that the company is responsible for the fee charged for such by the Ocean Springs School District.
6. The company accepts the OSSD Standard Terms and Conditions that are included in the Bid/Proposal RFP.
7. The company understands that it is at the District's discretion to award a bid for this service. If no bids are received, the District may choose to accept two signed quotes from providers for this service, if allowable by purchasing law.

**Please initial the following as being attached to your submission;**

1. Completed pages 6, 7, 8, 13 and signed page 15 of the contract: \_\_\_\_✓\_\_\_\_
2. Valid Certificate of Insurance attached: \_\_\_\_✓\_\_\_\_
3. Valid License (s) attached: \_\_\_\_✓\_\_\_\_
4. Completed FGDB-E (1) form attached: \_\_\_\_✓\_\_\_\_
5. Completed W-9 form if not a vendor of the OSSD: \_\_\_\_✓\_\_\_\_
6. Website addendum signed and attached, if posted (visit [www.ossdms.org](http://www.ossdms.org) or [www.centralauctionhouse.com](http://www.centralauctionhouse.com)) ✓
7. SAM.gov printout \_\_\_\_✓\_\_\_\_

The undersigned hereby certifies that I am an individual authorized to act on behalf of the company in submitting this Request for Proposal and Assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

E-Therapy Intermediate, Inc

Typed Name of Company

1060 Broadway, Suite 230 Albany NY 12204

Typed Mailing Address of Company

980-288-7511

Typed Telephone Number

theresa@electronic-therapy.com

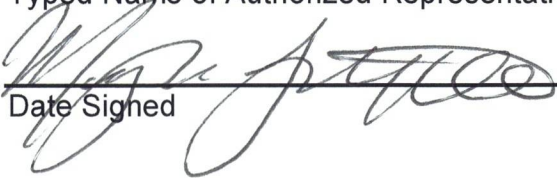
Typed Email Address

Meghan Littlejohn, Marketing & Account Development

Typed Name of Authorized Representative

Signature of Authorized Representative

Date Signed



6/12/25

CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION FGDB-E (1)

The undersigned does hereby certify to the Board of Trustees for the Ocean Springs School District ("District") as follows:

That I am representative of E-Therapy Intermediate, Inc ("Contractor"), currently under contract ("Contract") with the District; that I am familiar with the facts herein certified and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that all of its employees, as well as, employees of subcontractors, who may come into contact with students during the term of the contract with the District have had a criminal background check completed, as well as, a child abuse registry check and none have been located on the child abuse registry nor have any employees been found guilty of any crime of violence, serious felony, or offense listed in the District's School Board Policy FGDB.

A complete and accurate list of Contractor's employees and of all of its Subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto as Exhibit "A".

The Contractor's employees and employees of the Subcontractors that were located on the child abuse registry or who were convicted of a crime of violence, serious felony, or offense listed in the District's School Board Policy FGDB are as follows:

- 1.
- 2.
- 3.
- 4.

Contractor acknowledges that he has reviewed School Board Policy FGDB of the Ocean Springs School District.

Dated: 6/12/2025

CONTRACTOR


By:



Title: Meghan Littlejohn, Marketing & Account Development

SWORN TO AND SUBSCRIBED BEFORE ME this the 12 day of

June, 2025.

  
NOTARY PUBLIC

My Commission Expires: 3-16-2028

JENNIFER BURKE  
Notary Public, State of New York  
Qualified in Onondaga County  
Reg. No. 01BU6405641  
My Commission Expires March 16, 2028



## Special Services -Contracted Services Contract

This agreement entered into between:

(Hereinafter referred  
to as "Contractor")

AND

Ocean Springs School District  
Post Office Box 7002  
Ocean Springs, MS 39566-7002

(Hereinafter referred  
to as "Customer")

IN CONSIDERATION of mutual benefits and covenants contained herein, Contractor and Customer agree as follows:

1. Employment. The nature of this contractual agreement is for an independent contractor to provide School-Based Speech Language Pathology Services to the Customer.
2. Scope of Work. In consideration of the compensation described herein, Contractor shall perform the services as set forth in the attached RFP for School-Based Speech Language Pathology Services contract hereto and incorporated herein by reference. Contractor agrees to supply all labor, equipment, and materials necessary to perform such services.
3. Contractor Warranty. Contractor warrants that the services will be performed in a professional manner and that proper protocols will be enforced to protect the privacy of all students and/or employees.
4. Contractor Employees. Contractor shall perform the following duties:
  - (a) Contractor shall employ only persons skilled and licensed in the performance of services as outlined in the RFP form.
  - (b) Contractor must maintain a license to do business in the State of Mississippi.
5. Contractor shall maintain insurance of the following types and amounts which shall insure the actions of personnel, employees, agents, etc.:
  - (a) Professional Liability - Combined Single Limit in an amount of \$1,000,000.00 per occurrence with \$2,000,000.00 aggregate and other insurance coverages as outlined.
  - (b) Proof of coverage must be placed on file with the school district by the Contractor and kept current throughout the term of this contract.
  - (c) Failure to provide insurance set forth herein shall constitute default and the Customer may terminate the contract without penalty by providing five (5) days written notice to the Contractor.
6. Liability for Loss. Contractor shall be responsible for and shall indemnify and hold harmless Customer from and against any and all claims, demands, liabilities, or damages which may be suffered by, accrued against, be charged to, or recoverable from the Customer including attorney's fees, expenses, and costs which may arise out of or in connection with the Contractor's performance of duties, actions of his employees and agents, for dishonesty of any employee of the Contractor.
7. Miscellaneous.
  - (a) This Contract shall be construed in accordance with the laws of State of Mississippi.
  - (b) This Contract constitutes the entire agreement of the parties and all additions or changes hereto shall be in writing;
  - (c) The continuing covenants of the parties contained in this contract shall survive the termination thereof;


- (d) By the signature below, the individual executing this Contract on behalf of Customer warrants to Contractor that he has full power and authority to execute this Contract and thereby bind, jointly and severally, Customer to the terms of this Contract;
- (e) If any portion of this Contract be legally adjudicated invalid or unenforceable, the parties do hereby covenant and agree that such portion or portions are absolutely and completely severable for all other portions of this Contract, and such other provisions shall constitute the agreement of the parties.

8. Terms of Service. The terms of this Contract shall commence **July 1, 2025** and shall continue until **June 30, 2026**. That either party may terminate this Contract by providing the other party with forty-five (45) days advanced notice of the intent to quit. That upon serving written notice to the other party, the party desiring to terminate the Contract shall comply with all terms set forth herein until the expiration of the forty-five (45) day period.
9. Work Hours. Contractor shall schedule its services so as to conform to the reasonable requirements of the staff and students of the Ocean Springs School District.
10. Compensation. Throughout the terms of this Contract, Customer shall pay to the Contractor the hourly rate as outlined on the signed quote form and incorporated into this agreement in accordance with the following terms:
- (a) Payment will be made no later than forty-five (45) days after an invoice for services has been submitted and:
1. There are no unresolved problems with the service as outlined in the Special Services Contracted Services Quote form attached;
  2. A bill for the appropriate amount will be presented to the Ocean Springs School District Department of Special Services the last Thursday of each month.
  4. There are no liability and/or insurance problems with required insurance coverage and limits.
- (b) Contractor will perform services in accordance to School-Based Speech Language Pathology Services RFP form, Terms and Conditions and Policy FGDBE all attached.
11. Neither party may assign or transfer any right set forth herein.
12. In the event the Contractor shall file bankruptcy, the Customer shall be entitled to terminate the Contract upon providing five (5) days written notice to the Contractor.

IN WITNESS WHEREOF, this contract has been executed on the dates listed under the signatures of the parties below and shall become binding when the fully executed contract is approved by the Board of Trustees of the Ocean Springs School District.

Contractor:

Ocean Springs School District

  
Date: 6/12/25

\_\_\_\_\_  
Date: \_\_\_\_\_



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

1/6/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION** IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> HAUSER 5905 E. Galbraith Rd, Ste 9000 Cincinnati OH 45236	<b>CONTACT NAME:</b> <b>PHONE (A/C, No, Ext):</b> 513-745-9200 <b>E-MAIL ADDRESS:</b> vking@thehausergroup.com	<b>FAX (A/C, No):</b> 513-745-9219
<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>
INSURER A : HANOVER INS CO		22292
INSURER B : TECHNOLOGY INS CO INC		42376
INSURER C : Westfield Specialty Insurance Company		16992
INSURER D :		
INSURER E :		
INSURER F :		

**COVERAGES****CERTIFICATE NUMBER:** 275843010**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	L3WJ576505	1/5/2025	1/5/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 General Liab Dedt \$ 10,000
A	<input type="checkbox"/> <b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			L3WJ576505	1/5/2025	1/5/2026	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$	Y	Y	L3WJ57650600	1/5/2025	1/5/2026	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ \$
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N <input type="checkbox"/>	N / A	TWC4426887	1/1/2025	1/5/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A C	Professional Liability Tech E&O/Cyber			L3WJ57650500 PCE-461564R-00	1/5/2025 1/5/2025	1/5/2026 1/5/2026	Each Occur/Aggr/Deduc Sex Abuse/Molestation \$2,000,000 Aggregate \$1M/\$3M/\$10K \$1M/\$3M \$25,000 Retention

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES** (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

With regards to the conditions of the General and Professional Liability policies W-2 employees are included as insureds.

**CERTIFICATE HOLDER****CANCELLATION**FOR INFORMATIONAL PURPOSES ONLY  
United States

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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## PROVIDER LICENSES AND RESUMES

The speech language pathologists listed in this proposal are current employees of our organization. While we are providing their names to demonstrate the qualifications of our team, we cannot guarantee that these specific clinicians will be placed in the Ocean Springs School District. As part of our commitment to partnering with districts as early as possible for the upcoming school year, some of these clinicians may already be committed to other placements by the time of award. However, we have a strong team of MS Licensed providers and will ensure that qualified clinicians are available to meet the needs of the district.

Alexxis T

Speech Language Pathologist

## EDUCATION

Clarion University of Pennsylvania, Clarion, PA

Master of Science in Speech-Language Pathology, December 2018

Overall QPA: 4.0/4.0

Clarion University of Pennsylvania, Clarion, PA

Bachelor of Science in Speech Pathology and Audiology, May 2016

Major: Speech Pathology and Audiology

Minor: Psychology

Overall QPA: 3.753/4.0 Major GPA: 3.8/4.0

Graduated Magna Cum Laude

## LICENSE AND CERTIFICATIONS

ASHA Certificate of Clinical Competence - # 14202102

Licensed Speech-Language Pathologist, State of Pennsylvania, # SL015002

Instructional I Speech & Language Impaired PK-12 – PPID # 2085401

Licensed Speech-Language Pathologist, State of Mississippi, #S-5134

American Heart Association CPS-BLS certified

## EXPERIENCE

E-Therapy, December 2021-Present

- Teletherapy through virtual platform for children grades K-12
- Evaluate and determine the need for school-based Speech Language Pathology services
- Develop goals, plan and personalize activities based on IEP and 504 plans to improve student abilities and functioning within the academic environment



- Incorporate objectives of interdisciplinary treatment plans and comprehensive assessments to develop care plans in accordance with IEP and 504 guidelines

#### Apex Rehab Solutions, March 2020-December 2021

- Evaluate and provide individualized therapy to a geriatric population with a variety of diagnoses including, but not limited to, dysphagia, aphasia, and cognition.
- Reevaluate, complete progress reports, and discharge patients as needed.
- Maintain all documentation through Casamba and MatrixCare including daily notes, billing, progress reports, evaluations, and discharge reports as well as accurate records of time in/out of the facility.
- Communicate information regarding patients with other staff member such as other therapists, nursing staff and aids.
- Create and facilitate in-service staff training as needed.

#### Benchmark Therapies, September 2020-March 2020

- Evaluate and provide individualized therapy to a geriatric population with a variety of diagnoses including, but not limited to, dysphagia, aphasia, and cognition.
- Reevaluate, complete progress reports, and discharge patients as needed.
- Maintain all documentation through Rehab Optima including daily notes, billing, progress reports, evaluations, and discharge reports as well as accurate records of time in/out of the facility.
- Communicate information regarding patients with other staff member such as other therapists, nursing staff and aids.

#### Theraplay, INC. – Clinical Fellowship Year, Pittsburgh, PA

#### Positive Steps Therapy, February 2019-November, 2020

- Evaluate and provide individual and group speech, language and swallowing therapy to an extensive caseload ranging from age 1 to 21 years.
- Plan and implement all therapy activities independently as well as collaboration and co-treatments with Occupational and Physical therapies.
- Maintain all documentations through Practice Perfect program including data, daily notes, progress notes, evaluation reports and all other necessary documentations.
- Build and maintain rapport with parents, guardians, and all other members of child's education and therapy team on current and future therapy plans including progress made.
- Maintain schedule and documentation for various clinics.

- Attend marketing events and assist in distribution of marketing materials.

AOT INC., April 2019-November, 2020 (as needed)

- Contract SLP with Hopewell School District – regular school year and ESY
- Contract SLP with Ambridge School District – ESY
- Plan and implement all individual and group therapies of an extensive caseload.
- Collaborate with teachers schedules and individual progress of students.
- Maintain all documentations including data and billing with ACE billing program.

Graduate Clinician, Ambridge School District, Ambridge, PA

August 2018 – November 2018

- Provided language and articulation therapy to an extensive caseload of grades K-12, including push-in style therapy.
- Use of AAC devices and programming.
- Experience with Autistic Support, Special Education, and Life Skills.
- Implementation of screenings and evaluations with all levels, as well as hearing screenings.
- Experience with IEP Writer and Access Billing.
- Attended IEP and Special Education meetings.

Graduate Clinician, Oakmont Center for Nursing and Rehabilitation, Oakmont, PA

August 2017 – October 2017

- Provided dysphagia therapy to residents including implementation of swallowing maneuvers, exercises and postural techniques, thermal-tactile stimulation, diet texture analysis and diet modification.
- Provided cognitive therapy to stroke, dementia and TBI residents.
- Provided voice therapy exercises to residents to improve vocal quality.
- Implementation of screenings and evaluations for diagnoses and progress monitoring.
- Online chart review, documentation and billing with Point Click Care

PRE-PROFESSIONAL EXPERIENCE

Student Clinician, Clarion University Speech and Hearing Clinic, Clarion, PA - Spring 2016

- Planned and implemented therapy activities for children and adults including articulation, language, and cognition
- Participated in group diagnostic evaluations

Student Clinician, Clarion Area Elementary School - Spring 2016

- Planned and implemented activities for second grade language support

Student Clinician, Allegheny-Clarion Valley Elementary School - Spring 2016

- Kindergarten hearing and language screenings

Student Clinician, Golden Living Center, Shippensburg, PA - Fall 2016

- Planned and implemented group activities for the Dementia wing

## SKILLS

Experience with a variety of screenings and evaluations

Basic knowledge of American Sign Language

AAC programming and implementation

Experience with a variety of documentation and billing programs

Basic marketing experience





## MISSISSIPPI STATE DEPARTMENT OF HEALTH

### PROFESSIONAL LICENSURE

**Profession Type:** Speech Language Pathologist

**License #:** S-5134

**Name:** ALEXxis TURNER

**Original Issue Date:** October 06, 2023

**Expiration Date:** June 30, 2026

**Status:** Active

**Type:** Regular

**Probation:** CE Probation

06/09/2025 8:59:54AM

*This Mississippi State Department of Health website verification system is the official licensure verification site of the Division of Professional Licensure. The site contains data obtained from primary (original) sources and is updated daily. If written verification of licensure is needed, please contact the Division of Professional Licensure for applicable fees/procedures.*

Ida L

Speech Language Pathologist

## WORK EXPERIENCE

Speech Language Pathologist

Rockdale County Schools

Conyers, GA

January 2021 to November 2024

- Served as a speech/language pathologist with duties that include evaluation, diagnosis and treatment of speech/language disorders.
- Caseload management of students in middle schools.
- Developed IEPs and serves as Local Education Agency Representative at IEP meetings.
- Worked collaboratively with parents, lead teachers of compliance, classroom teachers and administrators to ensure appropriate IEP services to students.

Speech Language Pathologist

Therapia Staffing

Coral Springs, FL

September 2019 to March 2020

- Served as a speech/language pathologist with duties that included treatment of speech/language disorders.
- Caseload management of students in elementary and high schools.
- Developed IEPs and participated in IEP meetings

Lead Teacher for Special Education

DeKalb County Schools

Stone Mountain, Georgia

January 2012 to December 2016

- Served in the position of Lead Teacher for Special Education in supervision of assigned Speech/Language Pathologists and paraprofessionals with caseloads of students from preschool through high school
- Served as a member of the district support team for the Emily Rubin project through the Marcus Center for Autism
- Developed and coordinated the DeKalb County Schools Speech & Language Secondary Committee
- Observed and evaluated Speech/Language Pathologists through GSLPEP instrument
- Documented proficiencies and deficiencies and provided timely feedback of strengths and weaknesses through informal and formal procedures
- Collaborated with lead teachers to provide services for students with speech/language impair-

ments

- Completed FTE reports for funding of students with speech/language impairments
- Conducted and participated in IEP meetings for speech/language students in conjunction with speech/language pathologists, parents, advocates and attorneys
- Conducted manifestation determination meetings for students in the disciplinary review process
- Developed and conducted training for Speech/Language Pathologists in cluster meetings
- Managed timelines for evaluations and IEP annual reviews
- Provided feedback to Speech/Language Pathologists, supports classroom instruction in co-teaching and special education classrooms through monitoring, observation and evaluations.
- Provided training for Speech/Language Pathologists for IEPs, eligibility and instruction.
- Worked as a Speech/Language Pathologist at Lithonia High School, Eagle Woods
- Academy for alternative students, Redan Middle School and Stoneview Elementary with duties that included evaluation, diagnosis and treatment of speech/language disorders
- Community liaison responsibilities in caseload management of special needs students at work sites

#### Speech/Language Pathologist Lead Teacher for Summer Programs

Biloxi Public Schools

Biloxi, Mississippi

January 2010 to December 2012

- Served as a speech/language pathologist with duties that included evaluation, diagnosis and treatment of speech/language disorders
- Caseload management of students in middle school through high school
- Community liaison responsibilities in caseload management of offsite alternative school students
- Developed IEPs and served as Local Education Agency Representative at IEP meetings
- Collaborated with Speech/Language Pathologists within the school district and throughout the state of Mississippi for the statewide taskforce for the
- Mississippi Department of Education
- Worked as the lead teacher for summer programs for extended learning opportunities for students in the elementary grades
- Provided supervision of teachers and staff during the summer program to manage schedules, payroll, behavior management for students

#### Preschool Facilitator

Shelby County Schools (Formerly Memphis City Schools)

Memphis, Tennessee

January 2007 to December 2010

- Served in the role of Preschool Facilitator
- Developed and coordinated the speech/language screening clinic for preschool and private school-children along with coordination of the ongoing assessment process for students in Part C and those transitioning to Part B under IDEA
- Developed the emergency response guidelines and procedures for the evaluation center
- Duties and responsibilities included scheduling for screenings, evaluations, and IEP meetings
- Worked in conjunction with diagnostic and therapy staff to ensure timely completion of IDEA require-

- ments for Child Find, identification and placement of students with disabilities
- Worked in conjunction with Speech/Language Pathology assessment committee

#### Speech/Language Pathologist

West Bolivar School District

Rosedale, Mississippi

January 2006 to December 2007

- Served as a speech/language pathologist with duties that included evaluation, diagnosis and treatment of speech/language disorders.
- Caseload management of students in preschool through high school.
- Community liaison responsibilities in caseload management of offsite Head Start students.
- Developed IEPs and served as Local Education Agency Representative at IEP meetings.

#### Speech/Language Pathologist/Rehab Manager

Therapy Management (Formerly Tri-Star Rehab, Inc.)

Greenville, Mississippi

January 2005 to December 2007

- Served as a Speech/language pathologist for skilled nursing facilities.
- In the role of full time SLP, responsible for caseload management with duties that included evaluation, diagnosis and treatment of speech/language and swallowing disorders.
- Additional responsibilities as team leader with duties that included staff management, Medicare/Medicaid billing oversight with daily, weekly and monthly logs.
- Conducted building level staff development for nurses and certified nurses' assistants.

#### Special Education Department Chairperson

Indianola School District

Indianola, Mississippi

January 2003 to December 2005

- Served as Special Education Department Chairperson for Gentry High School
- Conducted IEP meetings, made parental contacts for attendance, served as a liaison to regular educators and participated in interdepartmental and school-wide planning
- Scheduled students with special needs into the master schedule for Gentry High School and Indianola Vocational Center
- Worked collaboratively with discipline office for students with disabilities
- Developed and coordinated after school academy for students at risk of dropping out, offering coursework to ensure student success toward graduation
- Classroom teacher for tenth through twelfth grade special education students in the area of Mathematics
- Classroom consultant for the English department and collaborative planner for English remediation in preparation for state assessment

#### Coordinator for Speech & Hearing

Atlanta, Public Schools

Atlanta, Georgia

January 2002 to December 2003

- Served as Coordinator of programs for Speech, Hearing and Audiology
- Served as supervisor for Speech/Language Pathologists, Audiologists, Hearing Impaired Teachers and Educational Interpreters
- Served as supervisor for program for exceptional children teachers, central staffing team members as well as consultant to principals for recommendations for building level implementation of IDEA '97 and system wide school reform initiatives
- Worked in conjunction with system wide school reform initiatives to improve instruction in the areas of reading. Programs included Success for All and Direct Instruction
- Worked in conjunction with building level administrators in areas of discipline and programmatic issues for regular education students as well as those in the program for exceptional children
- Conducted system wide training for teachers in the implementation of IDEA '97, NCLB and system wide school reform initiatives
- Worked as a member of the district's expanded leadership team

Education Program Specialist

Georgia Department of Education

Atlanta, Georgia

January 1999 to December 2002

- Served as consultant to speech/language pathologists in local school districts with oversight for implementation of state and federal regulations for speech/language impairments.
- Served as the underwriter for the state level implementation of IDEA in the area of speech/language impairments
- Collaborated with all areas of disabilities in the state level implementation of the reauthorization of IDEA '97 via revisions to Georgia's rules and regulations
- Active involvement in the implementation of the Emotional/Behavioral Disorders
- Teacher Mentoring Academy through the one-day Saturday Institute and monthly GSAMS presentations
- Organized and conducted operations for the Speech/Language Pathology Taskforce for the Georgia State Improvement Grant
- Developed and conducted operations for the Speech Institute for statewide training of speech/language pathologists
- Active involvement in the equivalency ruling for speech/language pathologists from the Georgia Attorney General for Medicaid billing through Children's Intervention and School Services
- Served as chairperson for the Special Education Administrators' Conference, managed meeting event planning and logistics, budgeting, preparation and printing of materials for school administrators in 181 school districts
- Demonstrated oversight responsibility with federal and state funding budgets in special education as district liaison for 16 school districts within the state

Speech/Language Pathologist

Lowndes County Schools

Valdosta, Georgia

January 1992 to December 1999

- Worked collaboratively with district administration to develop preschool program and served pre-school population in the capacity of Speech/Language Pathologist
- Served as caseload manager, provided evaluations, conducted eligibility and developed IEPs and provided coordination of services for students and families
- Served as community liaison and demonstrated interagency competency through collaboration and supervision of SLP students through Valdosta State University

## EDUCATION

Doctoral Student in Education Leadership

Mercer University

Atlanta, GA

January 2017 to December 2017

Education Specialist in Education Specialist Educational Leadership

University of Mississippi

Oxford, MS

January 2009 to December 2009

Add on Certification in Education Leadership

State University of West Georgia

Carrollton, GA

January 2001 to December 2001

Master of Education in Speech/Language Pathology

Valdosta State University

Valdosta, GA

January 1998 to December 1998

Bachelor of Science in Speech/Language Pathology & Audiology

Florida State University

Tallahassee, Florida

January 1991 to December 1991

#### SKILLS

- Communication skills
- Diagnostic evaluation
- Organizational management
- Speech therapy
- Patient assessment
- Case management

#### CERTIFICATIONS AND LICENSES

Special Education Certification - Mississippi

Speech Language Pathology License - Mississippi

Certificate of Clinical Competence in Speech-Language Pathology



## MISSISSIPPI STATE DEPARTMENT OF HEALTH

### PROFESSIONAL LICENSURE

**Profession Type:** Speech Language Pathologist

**License #:** S-3007

**Name:** IDA R LENOIR

**Original Issue Date:** May 31, 2005

**Expiration Date:** June 30, 2026

**Status:** Active

**Type:** Regular

**Probation:** None

06/09/2025 9:01:06AM

*This Mississippi State Department of Health website verification system is the official licensure verification site of the Division of Professional Licensure. The site contains data obtained from primary (original) sources and is updated daily. If written verification of licensure is needed, please contact the Division of Professional Licensure for applicable fees/procedures.*



**Request for Taxpayer  
Identification Number and Certification**

Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

**Give form to the  
requester. Do not  
send to the IRS.**

**Before you begin.** For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	<b>1</b> Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)  E-Therapy Intermediate, Inc.	
	<b>2</b> Business name/disregarded entity name, if different from above.	
	<b>3a</b> Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.  <input type="checkbox"/> Individual/sole proprietor <input checked="" type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) _____ <b>Note:</b> Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.  <input type="checkbox"/> Other (see instructions) _____	<b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  Exempt payee code (if any) _____  Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____  (Applies to accounts maintained outside the United States.)
	<b>3b</b> If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions _____ <input type="checkbox"/>	
	<b>5</b> Address (number, street, and apt. or suite no.). See instructions.  1060 Broadway Ste 230	Requester's name and address (optional)
<b>6</b> City, state, and ZIP code  Albany, NY 12204		
<b>7</b> List account number(s) here (optional)		

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>									
			-				-		
<b>or</b>									
<b>Employer identification number</b>									
8	8	-	1	2	3	0	3	1	6

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	<b>Signature of U.S. person</b> 	<b>Date</b> 3/25/25
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**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**What's New**

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

## **Questions and Answers**

### **RFP for District-Wide SLP Services for SY26**

**TO:** All Prospective Vendors

1. Would you please clarify the anticipated caseload for this contract?
  - a. Up to 48 per provider (2 needed)
2. How many billable hours are typically available during the school day?
  - a. This depends on the caseload for students. 8 would be the maximum.
3. Will the school district provide therapy materials and devices, or will that be the responsibility of the vendor?
  - a. We will provide the device to log into the session. Materials would be provided by the provider.
4. To ensure our proposed pricing aligns with your budget expectations, is there a target or maximum allowable hourly rate for speech therapy services? If so, could you please share that rate?
  - a. There is no current maximum rate to consider.
5. Will proposals be automatically disqualified if some providers are not currently licensed in Mississippi?
  - a. Providers need to be currently licensed in MS to be considered.
6. Who were the past vendors, and what are the hourly rates paid for all of the disciplines?
  - a. We do not currently have a previous vendor for this service.
7. Can you provide the name and contact information for the individual who will be coordinating the services for the disciplines at the district?
  - a. Tricia Cox, Director of Special Services – contact information will be provided upon award of the contract.
8. How many hours are there per school day?
  - a. 7.5
9. How many school days are there per year?
  - a. 180
10. Can we bid for other special education disciplines that are not mentioned in the RFP?
  - a. No, there are no other open RFPs at this time.
11. When is the anticipated award date for this RFP?
  - a. After the July board meeting.
12. Is the district open to using teletherapy?
  - a. Yes
13. Can we sign with electronic signatures?
  - a. Yes
14. Does the district require resumes for this bid?
  - a. Yes
15. What is the FGDB-E (1) form?
  - a. It is the Criminal Background Investigation Certification form included in the packet and should be notarized.

16. Is this a new initiative? If so, could you kindly confirm the names of the incumbents and the contract budget?
- Yes, this is new, and there is no specified budget. We need the service to ensure FAPE.
17. What is the allocated budget for this RFP?
- See previous answer
18. Please clarify if this RFP is just for one position or Multiple positions?
- 2 full-time positions
19. If resumes are required, please specify whether actual candidate resumes or sample resumes should be submitted with the bid.
- Yes, they must be submitted with the packet upfront.
20. Is there a preference for local vendors for this project?
- Yes, local vendors will have preference when possible.
21. Could you please confirm if proposals without school district references will be accepted, or if they will be disqualified from consideration?
- References are required.
22. Can a staffing firm submit a bid for this opportunity, or is it intended exclusively for healthcare providers?
- This is for school-based therapy. A staffing firm can submit a bid.
23. Is the awarded vendor responsible for developing Individualized Education Programs (IEPs)?
- Yes
24. Could you please specify the positions required under this solicitation?
- Two Speech Language Pathologists.
25. Are the required services expected to be performed by the vendor's in-house personnel, or is the vendor expected to hire staff specifically for the Ocean Springs School District?
- Yes, the person will be responsible for providing direct and indirect services to students for the OSSD.
26. Does this RFP require any specific licenses or certifications for vendors to be considered responsive?
- Staff must be licensed in Mississippi with a 215 or 216 endorsement to be considered for this RFP.
27. Is this solicitation related to the management of services, or does it require direct hiring of service delivery by the vendor?
- See #4 above
28. Is vendor registration in the state of Mississippi required in order to be eligible for this solicitation?
- Therapists must be licensed to perform work in Mississippi.
29. Are vendors required to submit resumes of their in-house personnel, or should resumes of potential candidates, whom the vendor intends to source for providing the required services to Ocean Springs School District, be included instead?
- Resumes for staff who will potentially provide services are required with the submission.
30. Is it mandatory to submit a list of school district references as part of the proposal? Additionally, please confirm whether a vendor without prior experience working with school districts would be evaluated less favorably.
- References are required. Yes, less than favorable consideration will be given to those who do not have previous school-based therapy. This is not a clinical setting.

*Meghan Littlejohn*

06/10/2025