

Kid Core Therapy BID PROPOSAL for SPEECH LANGUAGE PATHOLOGY SERVICE

Address:

700 S 7th St, #311

PHILADELPHIA , PA 19147-2119 USA

Phone Number: 615-584-5219

Website: <https://www.kidcoretherapy.org/>

Email: katherine.zerit@kidcoretherapy.org/

**Bid Proposal for Speech Language Pathology Services
Ocean Springs School District
Kid Core Therapy**

Kid Core Therapy, LLC
700 S 7th St,
Unit 311
PHILADELPHIA , PA 19147-2119 USA

615-584-5219
<https://www.kidcoretherapy.org/>

Prepared by: Katherine Zerit, M.A., CCC-SLP
Kid Core Therapy
Co-Owner
Submitted to: Ocean Springs School District

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Basic Program Description- Part I

Attachment A

I. BASIC PROGRAM DESCRIPTION –

Include an overview of the proposed services, which will allow the district to determine the quality of services to be provided based on the Criteria for Evaluation of Proposals. Additional space and/or attachments may be used to describe your Basic Program Description. Be sure to answer each area thoroughly.

Maximum points for each criterion are as follows:

MAXIMUM POINTS 100 pts

- 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. **20 pts.**

See attached bid proposal form on page 5.

- 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). **20 pts.**

See attached bid proposal form on page 6.

- 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. **20 pts.**

See attached bid proposal form on page 6.

- D.** Describe your evaluation process. **20 pts.**

See attached bid proposal form on page 7.

- 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. **10 pts.**

See attached bid proposal form on page 7.

- F.** Describe how you will ensure compliance with the Ocean Springs School District Board of Trustees policies. **10 pts.**

See attached bid proposal form on page 8.

I. BASIC PROGRAM DESCRIPTION

Overview

Kid Core Therapy Services is a small, therapist-owned business dedicated to guaranteeing that all children receive the services they so desperately need. We strive to provide high-quality and research-based speech and language therapy services. We service children through school-based care and create a comforting and nurturing environment for each client. Our team members have previously serviced multiple school districts including Memphis Shelby County Schools, the Achievement School District, Prince William County Schools, and Rialto Unified School District. Our team of highly trained therapists specializes in developing and implementing comprehensive treatment plans to a diverse student population. At this time, Kid Core Therapy proudly specializes in virtual speech and language therapy services and would be pleased to provide high-quality support via teletherapy if selected.

Best Practices in Regards to Speech-Language Pathology

At Kid Core Therapy, we ensure that all interventions are compliant with the Individuals with Disabilities Education Act (IDEA), rooted in evidenced-based approaches, and align with the student's Individualized Education Plan (IEP) and/or Individualized Services Plan (ISP). The services we provide are tailored to support each student's access and progress within the general education curriculum. We focus on developing functional communication goals that are applicable to the classroom, ensuring that our work is meaningful and relevant to our students.

The special education process begins with a comprehensive evaluation that includes standardized test results, observations, teacher and parent input, classroom performance, and culturally responsive measures. Evaluations determine whether a speech language impairment exists, whether there is evidence of an adverse educational impact on the student's performance, and whether specially designed instruction, in this instance the services provided by a speech-language pathologist, is necessary.

Once a student qualifies for services, therapy services are planned and delivered according to the IEP. This legal document is developed collaboratively by the IEP team including the parents, educators, administrators, and specialists. Our therapists at Kid Core ensure that the goals developed within the IEP are specific, measurable, and directly linked to classroom curriculum and expectations as well as age-appropriate developmental milestones. Services can be delivered through various models including pull-out, push-in, small group, individual, consultative approaches. Interventions are evidenced-based and target various areas of speech and language including articulation, phonology, expressive language, receptive language,

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pragmatic language, and fluency.

To promote access to the general education curriculum, Kid Core therapists work closely with school staff to create a cohesive support system around each student. This includes training educators on strategies such as visual supports, cueing systems, assistive technology, and language accommodations. Progress is continually monitored throughout data-driven methods and adjustments to therapy are made based on ongoing student response. At Kid Core, we are committed to meeting each student's unique needs in the most effective and least restrictive environments, ensuring that every child receives the support necessary to thrive.

A. Student Data Management

Kid Core Therapy places a high priority on accurate, secure, and purposeful student data management to ensure compliance and support student growth. Our therapists have experience using a variety of documentation platforms including SEIS, EasyIEP, VirginiaIEP, EPIC, and Fusion. For IEP documentation, therapists will utilize the platform currently in use by district-employed SLPs to maintain consistency and streamline collaboration. Our therapists are fully willing to be trained in the district's documentation system as required.

When delivering teletherapy, Kid Core utilizes secure, HIPAA-compliant Zoom platforms to ensure student privacy while maintaining high-quality service delivery. All remote sessions follow the same rigorous documentation and data tracking standards as in-person therapy.

To ensure that students receive educational benefit in accordance with Results Driven Accountability (RDA) and IDEA guidelines, Kid Core Therapy conducts a comprehensive evaluation process that includes collecting baseline data to develop clear, measurable annual goals and short-term objectives. These goals are designed to be progress-monitored consistently throughout the year.

Therapists are expected to utilize consistent data collection procedures, including HIPAA-compliant digital logs and/or district-approved software platforms. Student performance data is reviewed consistently, and this information is used to guide therapeutic decision-making—such as adjusting intervention strategies.

Progress reports are completed in accordance with district timelines and are shared with both teachers and families. These reports describe quantitative data and highlight how speech-language gains contribute to broader educational benefits, including improved classroom participation, literacy, and peer interaction.

B. Training & Support for Administration, Teachers, and Staff

When requested, Kid Core provides specialized training and support to

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administrators, teachers, and parents that is directly aligned with a student's disability and IEP to promote meaningful progress in the educational environment. Our therapist begins by reviewing the student's IEP, including present levels, goals, service minutes, and accommodations. Training sessions are collaborative and practical, focusing on how the student's speech-language difficulties affect learning, participation, and social interaction. For teachers and school staff, Kid Core offers hands-on strategies and demonstrations—such as how to implement visual supports, cueing systems, or language scaffolding techniques—tailored to the classroom setting. Paraprofessionals and instructional aides receive targeted coaching, particularly when supporting students who use augmentative and alternative communication (AAC) or those with social communication deficits. For parents, Kid Core explains the student's speech-language needs in a clear and accessible way, provides at-home strategies that complement school-based goals, and fosters open communication to promote consistency across environments. The ultimate goal is to empower every team member to confidently support the student's communication and learning in a functional, inclusive, and IDEA-aligned manner.

C. Evaluation Process

Kid Core Therapy employs a comprehensive, culturally responsive evaluation process that is grounded in educational relevance and aligned with IDEA and Mississippi state standards. Our therapists begin by addressing the specific concerns presented by the parent or teacher that initiated the referral for services. This includes a thorough review of the student's academic history, along with the collection of relevant background information. This includes an understanding of the student's developmental milestones and current classroom performance, which helps shape the scope and direction of the evaluation.

In some cases, based on the severity of the suspected disability and observed classroom performance, our therapists may recommend implementing classroom-based supports and strategies prior to initiating a full evaluation. These supports may be introduced as part of a pre-referral process or through Response to Intervention (RTI), allowing educators to trial evidence-based interventions that address the identified concerns. This approach helps ensure that a comprehensive evaluation is only pursued when it is truly warranted.

When a full speech and language evaluation is appropriate, Kid Core therapists use a variety of methods to gather meaningful, diagnostic information. These include structured interviews and rating scales completed by teachers and parents, multiple classroom observations, standardized and non-standardized assessments, dynamic assessment, and detailed language sampling. Following the assessment, our therapists integrate findings from standardized scores, qualitative observations, and classroom performance to form a comprehensive clinical judgment. This thorough analysis allows us to determine whether a speech-language impairment is present and if it negatively impacts the student's access to the general education curriculum. .

D. Compliance with MDE Policy 74.19 and IDEA

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Kid Core understands and adheres to the requirements outlined in Mississippi Department of Education (MDE) State Board Policy 74.19 and the Individuals with Disabilities Education Act (IDEA) as they relate to providing high-quality special education services under the scope of the RFP. In alignment with Policy 74.19, Kid Core ensures that all contracted services are delivered in accordance with each student's Individualized Education Program (IEP), with a clear focus on supporting progress in the general curriculum and demonstrating educational benefit. Services are provided in a timely manner, documented accurately, and tailored to meet the unique needs of each student. Kid Core's team of licensed and qualified professionals actively collaborates with IEP teams, participates in eligibility and IEP meetings, and contributes to data-driven decisions that promote meaningful outcomes.

In accordance with IDEA, Kid Core is committed to delivering services that are free, appropriate, and provided in the least restrictive environment. Evaluations and re-evaluations are conducted using culturally responsive, comprehensive tools, and all services are grounded in evidence-based practices. Progress toward IEP goals is consistently monitored, recorded, and communicated to families and educational teams. Kid Core values the role of families and educators as partners in the special education process and strives to ensure transparency, collaboration, and compliance at every level. With a strong foundation in both state and federal regulations, Kid Core is fully prepared to support students with disabilities through services that meet legal standards and foster academic and functional success.

E. Compliance with Ocean Springs School District Policies

Kid Core Therapy is committed to maintaining full compliance with the policies and procedures set forth by the Ocean Springs School District Board of Trustees. To ensure alignment, Kid Core will thoroughly review and integrate all relevant district policies into our operational practices, including those related to professional conduct, student confidentiality, documentation standards, service delivery expectations, and ethical obligations. Our licensed and credentialed providers will participate in district-mandated training and adhere to established timelines for evaluations, IEP implementation, progress reporting, and service logs. Kid Core will maintain clear communication with district administrators and special education personnel to ensure transparency, accountability, and alignment with district goals. In addition, our team will remain flexible and responsive to any updates or directives from the Board, incorporating changes promptly to uphold the highest standards of service and district-wide consistency. Through collaboration, documentation, and ongoing compliance monitoring, Kid Core Therapy will actively support the Ocean Springs School District in delivering effective and legally compliant special education services.

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Scoring Sheet

Project Description	Maximum number of Points	Points Earned
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	

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II. COST

BUDGET/COST SUMMARY

Cost – Part II

Attachment B

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
Direct Services to Student The proposed flat hourly rate for direct services includes individualized and group sessions provided by a licensed speech language pathologist or speech language pathology assistant as well as evaluations.	\$90.00 per hour
Support for Personnel This proposed flat hourly rate for support includes parent, teacher, or staff training and education, collaborative planning, and consultation.	\$90.00 per hour
Indirect Services to Student This proposed flat hourly rate includes services without direct interaction with the student including IEP meetings, planning, documentation, student observation, progress monitoring, and professional communication.	\$90.00 per hour
Travel/Mileage Therapy services will be provided virtually.	
Other – Describe	
Other – Describe	
Other - Describe	
Other - Describe	

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III. SPECIAL SERVICES-CONTRACTED SERVICES CONTRACT SIGNATURE

- (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

Katherine Zeit

Date: 06/05/2025

Date: _____

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IV. ASSURANCES AND SIGNATURE FORM

Assurances & Signatures Form – Part II

Attachment C

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 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: KZ
2. Valid Certificate of Insurance attached: KZ
3. Valid License (s) attached: KZ
4. Completed FGDB-E (1) form attached: KZ
5. Completed W-9 form if not a vendor of the OSSD: KZ
6. Website addendum signed and attached, if posted (visit www.ossdms.org or www.centraauctionhouse.com)
7. SAM.gov printout KZ

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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.

Kid Core Therapy
Typed Name of Company

700 S 7th St, #311, Philadelphia, PA 19147
Typed Mailing Address of Company

615-584-5219 katherine.zerit@kidcoretherapy.org
Typed Telephone Number Typed Email Address

Katherine Zerit 
Typed Name of Authorized Representative Signature of Authorized Representative

06/05/2025
Date Signed

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V. CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION FGDB-E

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 Kid Core Therapy ("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.

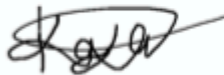
A complete and accurate list of Contractor's employees and of all of its Subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto as Exhibit "A".

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: 6/5/2025



CONTRACTOR

By: Katherine Zerit, Katherine Zerit

Title: Co-Owner

SWORN TO AND SUBSCRIBED BEFORE ME this the 05 day of

JUNE, 2025

NOTARY PUBLIC

My Commission Expires: 12/20/2027

STATE: NEW YORK



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VI. SCHOOL DISTRICT REFERENCES

Rialto United School District

Contract Duration: November 2024 – April 2025

Contact: Marco Rodriguez

Title: Related Services Coordinator

Phone: (909) 820-7700

Email: mrodriguez4@rialtousd.org

Prince William County Schools

Contract Duration: August 2023-November 2024

Contact: Jennifer Lee

Title: Related Services Coordinator

Phone: (703) 791-7420

Email: LeeJM@pwcs.edu

Kids and Family Early Intervention

Contract Duration: June 2023-Present

Contact: Erin Watson-Guard

Title: Supervising Speech-Language Pathologist

Email: ewatsonguard@yahoo.com

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VII. NOTE ON ATTACHMENTS

Included as separate attachments are the completed W-9 form, business verification from the U.S. Government System for Award Management (SAM), proof of professional liability insurance, state licensure documentation, and resumes for prospective therapists.

Professional liability insurance coverage for both Katherine Zerit and Frewine Ogbaselase is included in this submission. Copies of current state licensure documents are also attached. Please note that licensure through the Mississippi State Board is currently pending for both therapists, and documentation will be submitted immediately upon issuance.