

# BREAKTHROUGH SCHOOLS

## Request for Proposals – Overview

Breakthrough Public Schools (hereinafter referred to as “Client”) is soliciting proposals for student services, defined below, to be provided within its network of **K-8 schools for the 2020-2021 school year.**

Interested vendors shall provide pricing for the services desired, which include:

- Nurse Services
- Medical Assistant Services
- Health Aide Services
- Speech/Language Pathologist Services
- Intervention Specialist Services
- TESOL Teacher Services
- School Psychology/ Psychology Services, including Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs)
- Counseling/Behavioral Specialists
- OT/PT Services
- Health Screening Programs

Client is requesting proposals for service for the 2020-2021 school year. Vendor shall provide a schedule of all fees specifically described in Schedule B which has been incorporated herein. The contract may be renewed for an additional term or terms with the consent of both parties.

**Vendor must complete Schedule B of this Request for Proposals *in its entirety*. Schedule C contains detailed expectations of the Vendor’s service provider, by position. Proposals are due by 5:00 PM on May 15, 2020 and must be submitted electronically to [bids@bcs.bt.school](mailto:bids@bcs.bt.school). Questions about this RFP should be directed to Megan Johnston at [mjohnston@breakthroughschools.org](mailto:mjohnston@breakthroughschools.org).**

## Organizational Background

Breakthrough Public Schools is the highest-performing network of free, public charter schools in Ohio. Our nationally recognized network of schools was formed in 2010 by the highest-performing, college preparatory, nonprofit public charter schools in Cleveland. We currently have 12 schools serving nearly 3,600 students throughout the city with campuses in the Glenville, Hough, University Circle, St Clair - Superior, Collinwood, Lee Harvard, Union Miles, and Cudell neighborhoods.

The mission of Breakthrough Schools is to develop a growing network of distinctive school options that prepare Cleveland area students for success in life. Our vision is to further Greater Cleveland’s transformation by providing distinctive school options for no fewer than 5,000 children in Cleveland.

*Refer to Schedule A for a listing of BPS school locations.*

## Request for Proposals – Detailed Information for Vendor

- A. Service Delivery.** Services may *vary* depending upon the Client and the Client's needs and priorities. Client and selected vendor will regularly communicate with each other to determine services to be provided pursuant to this Agreement. Client agrees to inform selected vendor on a timely basis if services performed are deemed not be satisfactory by Client and/or if services so provided by need to be revised.
- B. Additional Services.** Vendor will provide to Client a cost and service proposal for any revisions to Services requested by Client and any additional Services needed by Client that are not currently provided or contracted for as set forth in this Request for Proposals.
- C. Payment.** Client shall pay vendor within thirty (30) clays of receipt of vendor's monthly invoices the specified value of approved Services rendered in the monthly billing cycle. Vendor is expected to follow the protocol and procedures as outlined by Client for prior service authorization and post-service acknowledgement. For example, School Leadership shall authorize in advance the services and number of hours needed per student served, and Vendor may be asked to complete a timesheet to document hours spent per student served. No payment shall be made for services that have not been appropriately approved (in writing by the School) prior to the provision of the vendor services.
- D. Documents.** Vendor agrees to provide Client with reports and/or documentation as needed and determined by Client to be necessary to complete local, state, and/or Federal reports. Vendor will allow the representatives of the US Department of Human Services, ODM, ODE, or their respective designee access to the subcontractor's books, documents, and records. Vendor acknowledges that they or their principles are not suspended or debarred, and Vendor must comply with the requirements of 45 CFR 164.504 (e)(1) for safeguarding and limiting access to information containing beneficiaries.
- E. Personnel.** Vendor further agrees to employ personnel to service designated schools and agrees to fully abide by all Federal and State laws applicable to employment and/or assignment of such personnel, including taking any appropriate action to insure that personnel so employed by vendor fully comply with the provisions of the Affordable Health Care Act. Vendor must employ fully licensed service providers; if non-licensed or assistant providers are utilized, Vendor shall offer client a fee reduction of at least 60%. Non-licensed personnel will be appropriately supervised and verified. Only persons with satisfactory criminal background checks will be employed. Vendor further abides by all Federal and state laws pertaining to employment obligations such as participation in Worker's Compensation, Unemployment Insurance and other appropriate entitlements.
- F. Schedule.** Vendor shall establish a schedule satisfactory to Client setting forth, among other things, the dates, times and locations personnel will be assigned to perform the Services. The Schedule of Services must be approved in writing in advance of service delivery, and Vendor shall make such changes to the schedule as reasonably requested by Client.
- G. Dismissal.** Vendor shall dismiss from performing Services to Client any person employed by Vendor who Client reasonably determines to be incompetent, guilty of misconduct, dangerous to the safety of the students of Client, or detrimental to the operations of Client. Client shall

provide written notice to Vendor of all facts and issues pertaining to said request for dismissals and shall cooperate fully with Vendor in regard to any investigation relating to said dismissal request.

- H. Space/Equipment.** Client shall provide suitable, appropriate office space that is quiet and private for use of the Vendor staff assigned to the school/s. This also includes storage space for supplies and equipment. Client will also provide appropriate supplies and equipment that are customary and standard for the Services provided, where so agreed. Examples of these include, but are not limited to: office supplies and equipment, medical supplies and equipment (if health services are provided), and required testing materials for use by Vendor, and to enable Vendor to provide the Services that they are contracted to perform. Client will be billed for all supplies and equipment, purchased at Client's request, to include but not be limited to test equipment, protocols, health supplies, clinic equipment, etc. The testing protocols will be billed as replenishing is needed. Client agrees to provide adequate security at the school office site and to include any personnel provided by Vendor to Client in any security training that personnel of Client are required to take.
- I. Student Records.** All student records shall be the sole and exclusive property of Client, subject to any access and copying rights as permitted by law. Vendor will have reasonable access to such documents, forms, records and other materials and information as permitted by law and as necessary to perform the Services and for other lawful purposes. Client will retain all records and other materials for the time periods required by applicable law and generally accepted practices. Client and Vendor shall at all times comply with all applicable laws, rules and regulations relating to the confidentiality of medical records and other information.
- J. Injury.** In the event that either party becomes aware of any alleged incident which may include injury resulting from the care or treatment of any person pursuant to this Request for Proposals, each party has a duty to give the other party written notice of the incident in a timely manner of the known circumstances surrounding the incident including the name, school, and circumstances of the alleged incident and the contact information of any available witnesses. Each party further agrees to fully cooperate with the other party in regard to any investigations and follow through in regard to said incident.
- K. Confidentiality.** Client shall have access to information that is Confidential and Proprietary to Vendor, including (without limitation) business and financial records, billing information, contracts, vendor/supplier information, customer lists and demographic information, policies, and procedures. Confidential, Proprietary Information includes manuals, and strategic planning information which may be in various forms and media, and which may be or may come into existence. Such Confidential, Proprietary Information belongs solely to Vendor and Client shall have no ownership in, or control over it. Client shall maintain the confidentiality of all Confidential and Proprietary Information, and shall not disclose it to third parties unless required to do so by law. Nor shall Client use any Confidential and Proprietary Information for its own benefit to the competitive detriment or embarrassment of Vendor.
- L. Notice.** Any notice or communication required or permitted to be given hereunder shall be in writing and served personally, delivered by courier or sent by United States certified mail, postage prepaid with return receipt requested, addressed to Client as follows:

Managing Director, Student Services  
Breakthrough Public Schools  
3615 Superior Ave. #4403A  
Cleveland, OH 44114

**M. Client Responsibilities – Other.**

- a. In the event that Client seeks to terminate this Agreement based upon an allegation of material breach of this Agreement by Vendor, Client shall be obligated to do the following:
  - i. Client shall provide written notice to Vendor specifically setting forth the facts and reasons utilized by Client to claim a material breach by Vendor.
  - ii. Vendor shall have thirty (30) days after receipt of notice from Client to work with Client to improve the situation to a reasonably satisfactory level that addresses the areas of concern set forth in the written notice provided by Client to Vendor.
  - iii. If Vendor cannot improve the matters cited in the written notice to a reasonably satisfactory level as agreed upon by the parties within said thirty (30) day period, Client shall have the right to terminate the contract.
- b. Client shall keep Client's buildings, including the Premises and all property contained therein, insured against loss or damage from fire, explosion, similar casualties, or other cause including personal injury normally covered in standard broad form property insurance policies. Provider will maintain adequate security for damages within the self-insured retention selected as determined by a reputable actuary.

**N. Assignment.** Final Agreement may not be assigned by either party without the written consent of the other.

**O. Finding for Recovery.** Vendor warrants and represents that it is not subject to a finding for recovery under Ohio Revised Code Section 9.24, or that Provider has taken the appropriate remedial steps required under Ohio Revised Code Section 9.24, or otherwise qualifies under Ohio Revised Code Section 9.24.

**SCHEDULE A: BREAKTHROUGH PUBLIC SCHOOL LOCATIONS**

<p><b>Citizens Academy (CA)</b></p> <p>Grades: K-5</p> <p>10118 Hampden Ave. Cleveland, OH 44108</p> <p><b>20-21 estimated enrollment: 309</b></p>	<p><b>Citizens Academy East / Citizens Leadership Academy East (CAE/CLAE)</b></p> <p>Grades: K-8</p> <p>12523 Woodside Ave. Cleveland, OH 44108</p> <p><b>20-21 estimated enrollment: 606</b></p>
<p><b>Citizens Leadership Academy (CLA)</b></p> <p>Grades: 6-8</p> <p>9711 Lamont Ave. Cleveland, OH 44106</p> <p><b>20-21 estimated enrollment: 159</b></p>	<p><b>E Prep /Village Prep Cliffs (EPVPC)</b></p> <p>Grades: K-8</p> <p>1417 East 36<sup>th</sup> St. Cleveland, OH 44114</p> <p><b>20-21 estimated enrollment: 729</b></p>
<p><b>Citizens Academy Southeast / Citizens Leadership Academy Southeast (CAS/CLAS)</b></p> <p>Grades: K-7 (<i>8<sup>th</sup> grade coming in 2021-2022</i>)</p> <p>15700 Lotus Dr. Cleveland, OH 44128</p> <p><b>20-21 estimated enrollment: 515</b></p>	<p><b>E Prep /Village Prep Woodland Hills (EPVPH)</b></p> <p>Grades: K-8</p> <p>9201 Crane Ave. Cleveland, OH 44105</p> <p><b>20-21 estimated enrollment: 712</b></p>
<p><b>E Prep / Village Prep Willard (EPVPW)</b></p> <p>Grades: K-8</p> <p>9401 Willard Ave. Cleveland, OH 44102</p> <p><b>20-21 estimated enrollment: 551</b></p>	

**SCHEDULE B: HOURLY RATE SCHEDULE**

**Vendor: please provide pricing in the table below. Services shall be billed at hourly charge per corresponding position, per contract year.**

<b>SERVICE</b>	<b>HOURLY RATE</b>
Nurse Services – RN	
Nurse Services – LPN	
Medical Assistant Services	
Health Aide Services	
Speech/Language Pathologist Services	
Intervention Specialist Services	
TESOL Teacher Services	
School Psychology/ Psychology Services	
Counseling/Behavioral Specialists	
OT/PT Services	
Health Screening Programs	

Vendor must be prepared to assist with the Ohio School Medicaid Program billing procedures, in accordance with the requirements of the billing company provided by Breakthrough Public Schools. The successful Vendor will be responsible for submitting required information and documentation for all Vendor services eligible for Ohio School Medicaid Program billing in a timely and accurate manner on behalf of the Client.

Vendor will allow the representatives of the US Department of Human Services, ODM, ODE, or their respective designee access to the subcontractor’s books, documents, and records. Vendor acknowledges that they or their principles are not suspended or debarred, and Vendor must comply with the requirements of 45 CFR 164.504 (e)(1) for safeguarding and limiting access to information containing beneficiaries.

<b>By submission of this proposal, Vendor certifies that the information provided is true and accurate as of the ____ of _____, 2020.</b>		
Name of Bidder		
Street Address		
Telephone	Email	
Print Name of Authorized Representative	Signature of Authorized Representative	
Title		Date

### **SCHEDULE C: POSITION EXPECTATIONS**

For the following positions, duties may vary depending upon the building to which Vendor's staff is assigned. Specific duties are assigned by Vendor in consultation with school personnel. The job descriptions below may also include other duties as assigned, per mutual agreement between Vendor and Client.

## **NURSE POSITION EXPECTATIONS**

Nurses employed by Vendor are responsible to provide direct clinical nursing services to students entering the clinic or in need of first aid and / or CPR while on school premises. Distribution of medication and the provision of other standard clinical nursing services will be provided to ill or injured students as needs indicate. The nurse is to be knowledgeable of Vendor's procedures and those promulgated by the State Board of Health and the appropriate County Board of Health.

Guidelines and regulations of the State Department of Health are followed by Vendor's health personnel. Adherence to state requirements regarding immunizations, report of contagious diseases, etc. is strictly maintained.

The usual responsibilities are listed below. This is not an exhaustive list and other responsibilities may be assigned as needed.

1. Promotes and protects the optimal health status of school-age children
2. Observes the child for development and health patterns in making nursing assessment and Identifies abnormal health findings.
3. Interprets the health status of students to parents and school personnel.
4. Initiates referral to parents, school personnel or community health resources for intervention, remediation and follow through.
5. Provides ongoing health counseling with students, parents, school personnel or health agencies.
6. Maintains, evaluates and interprets cumulative health data to accommodate individual needs of students.
7. Promotes and assists in the control of communicable diseases.
8. Participates in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health.
9. Serves as a resource person to the school staff members in health instruction.
10. Acts as a resource person in promoting health careers.
11. Engages in research and evaluation of school health services to act as a change agent for school health programs and school nursing practices.
12. Provides consultation in the formation of health policies, goals and objectives for the school.
13. Where applicable, participates in the IEP plan development.
14. Assist with the Medicaid claiming process and claiming on qualified students

### **DEMONSTRATED KNOWLEDGE AND ABILITIES:**

1. Knowledge of principles and practices underlying professional nursing.
2. Current trends in nursing and of literature in the fields of school health.
3. Organization and administration of other cooperating agencies.
4. State and local laws relating to health and social issues
5. Ability to participate cooperatively in a program of school health nursing.
6. Exercise professional judgment in making decisions.
7. Communicate appropriately, collaboratively, and effectively with students, parents, administrators, other school personnel, health care providers, and community agencies.
8. Organize a health office and manage time.
9. Use a computer and various software applications.



## **MEDICAL ASSISTANT POSITION EXPECTATIONS**

Under the supervision and direction of the Vendor, the Medical Assistant assists in providing services to schools to work toward the good health and wellness of students and the improvement of health conditions in general.

The Medical Assistant assists with the student health needs; administer prescribed medications including injections and monitors student behavior and reaction to the administration of medication; provides first aid in accordance with established first aid procedures; assists in the screening programs and school programs; completes required documentation of health services needed and provided; is responsible for health clinic records; is responsible for shared health clinic maintenance; provides and promotes relationships between community health providers and students, parents, and the community at large.

## **HEALTH AIDE POSITION EXPECTATIONS**

Under the supervision and direction of the Vendor, the Health Aide assists in providing services to schools that work toward the good health and wellness of students and the improvement of health conditions in general.

The Health Aide, when appropriate, assists the Registered Nurse with student health needs; administers prescribed oral, topical or inhaled, but not injectable medications with the exception of glucagon or an Epi Pen; monitors student behavior and reaction to the administration of medication; provide first aid in accordance with established first aid procedures; assists the Registered Nurse, when appropriate, in screening programs and school programs; completes required documentation of health services needed and provided; is responsible for health clinic records; is responsible for shared health clinic maintenance; provides and promotes relationships between community health providers and students, parents, and the community at large.

## **SPEECH/LANGUAGE POSITION EXPECTATIONS**

The following are among the duties assigned to the Speech Language Pathologist. These duties may be performed in elementary, secondary or preschool programs and may vary depending upon building assignment. Specific duties are assigned by the Vendor in consultation with school personnel and may include the following:

1. Ensure that all procedures are in compliance with state, Federal, and local requirements regarding the valuation, placement, and education of students with disabilities.
2. Conduct appropriate individual evaluations of the communicative status of students referred for suspected speech/language disabilities. Contribute appropriate paperwork for the Evaluation Team Report.
3. Conduct screening activities for students according to timetables established by local school and/or Vendor's policy.
4. Develop and implement Individual Education Plans, Service Plans and/or Intervention Programs for students.
5. Conduct individual and/or small group therapeutic activities for students identified as needing Speech/Language services.
6. Develop lesson plans and individual daily objectives for each student served.
7. Maintain accurate, complete, and up-to-date files for each student served. Such files should contain evaluation reports, Individualized Education Programs, Service Plans, progress reports, and records of correspondence regarding the student.
8. Participate as a member of the multidisciplinary team in evaluation and decision-making activities for any student referred for a suspected disability, where assessment of communicative status is required.
9. Make referrals to and communicate with qualified school professionals as appropriate.
10. Ongoing consultation with administrative and professional supervisors, including participation in site visits, in accordance with policies of PSI and the Ohio Board of Speech Language Pathology & Audiology.
11. Adherence to appropriate professional codes of ethics (e.g., Ohio Board of Speech & Language Pathology & Audiology, ASHA).

## **INTERVENTION SPECIALIST POSITION EXPECTATIONS**

1. Establish a productive, educational connection with our students and a professional relationship with school officials. Establish and maintain a professional relationship with students' parents/guardians.
2. Identify individual goals and objectives for each student served. Develop lessons plans that relate to the student's goals/objectives and curriculum; are appropriate for the student's age, grade level, and ability; and are of a motivating, innovative nature.
3. Collaborate and consult with teachers, principal and other staff members regarding appropriate educational practices to enhance achievement and promote healthy adjustment.
4. Implement Individualized Education Programs (IEP), Individualized Services Plan (ISP) and or Intervention Programs for students where applicable.
5. Provide administrators, teachers and parents with periodic progress reports for students served. This may be in the form of a verbal and/or written communication.
6. Complete and return by the due date all forms/paperwork required by Client and Vendor.

## EDUCATIONAL SPECIALIST (TESOL) POSITION EXPECTATIONS

1. Provide limited English proficiency instruction to identified students.
2. Establish a productive, educational connection with our students and a professional relationship with school officials. Establish and maintain a professional relationship with students' parents/guardians.
3. Identify individual goals and objectives for each student served. Develop lessons plans that relate to the student's goals/objectives and curriculum; are appropriate for the student's age, grade level, and ability; and are of a motivating, innovative nature.
4. Conduct individual, small group and/or inclusion instructional activities for students in your educational service area.
5. Collaborate and consult with teachers, principal and other staff members regarding appropriate educational practices to enhance achievement and promote healthy adjustment.
6. Provide administrators, teachers and parents with periodic progress reports for students served. This may be in the form of a verbal and/or written communication.
7. Maintain current, accurate and complete files for each student served. Files should include student progress reports, any correspondence regarding the student, evaluation reports, copies of IEPs/ISPs where applicable and periodic summaries of the services provided for the student.
8. Develop and provide home assignments for remedial/enrichment activities during vacation breaks, as needed. Assignments must be accompanied by a note of explanation for parents/guardians or students.
9. Participate in workshops/seminars/staff developments offered by Vendor, public school districts or other agencies that enhance and extend the educational specialist's professional expertise.
10. Complete and return by the due date all forms/paperwork required by Client and Vendor.
11. Locates and carefully screens which students could benefit from tele-practice services.
12. Manages thee-therapy environment allowing for maximum and flexible use of thee-tools and e-materials.
13. Demonstrates adequate documentation of tele-practice services, written daily notes and progress reports.

## SCHOOL PSYCHOLOGY POSITION EXPECTATIONS

1. Pre-referral consultation and intervention services delivered in accordance with state and federal guidelines.
2. Participate in Student Assistance Teams.
3. Participate in the evaluation and decision-making activities of Evaluation and IEP Teams convened for students with suspected disabling conditions (e.g., Learning Disabilities; Intellectual Disabilities; Emotional Disturbances; etc.)
4. Conduct multi-factored evaluation activities to plan and assist in determination of Special Education eligibility and needs, including:
  - a. Collection of pertinent data from existing records;
  - b. Administration, scoring, and interpretation of measures of intellect, achievement, personality, fine and gross motor coordination, adaptive behavior, communication skills, and social- emotional adjustment as needed.
  - c. Consult and coordinate with school officials and administrative supervisors regarding identification and placement activities for students with suspected disabilities;
  - d. Perform Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), as needed
5. Preparation of Evaluation Team Report
6. Post-evaluation conference with parents, school officials, teachers, and school staff members regarding evaluation findings and strategies for meeting identified needs
7. Preparation and submission of accountability data including psychological reports and summary of services provided
8. Consult and coordinate with school officials and administrative supervisors regarding identification and placement activities for students with suspected disabilities.
9. Coordinate data collection and preparation of Evaluation Team Report.
10. Individual/Small group counseling for students to address social, emotional, behavioral and academic concerns.
11. Skill training programs with students to foster more appropriate social, emotional, behavioral and academic skills.
12. Consultation with teachers and other staff members regarding appropriate educational practices to enhance achievement and promote healthy adjustment.
13. Attendance at periodic in-service and staff development programs offered by Vendor, public school districts, and other agencies.
14. Ongoing consultation with administrative and professional supervisors, including participation in site visits, in accordance with policies of Vendor and the Ohio Board of Psychology.
15. Adherence to appropriate professional codes of ethics (e.g., OSPA, NASP).
16. Test Kits (intelligence test, achievement test, etc.) will be included with the Vendor's personnel unless the school already has equipment available, in which case the Vendor personnel will utilize the equipment the school has available as appropriate for each evaluation. Consumable protocols for each of the tests will be billed to each school.

## **COUNSELING/BEHAVIORAL THERAPIST POSITION EXPECTATIONS**

1. Listen to students' concerns about academic, emotional or social problems.
2. Help students process their problems and plan goals and action.
3. Mediate conflict.
4. Monitor, observe and record behavioral aspects of patients.
5. Treat mental illnesses like aggressive behavior and anxiety.
6. Help patients in anger management.
7. Modify and change behavioral disorders and aspects in children and adolescents.
8. Provide strong emotional support to students during behavioral therapy interventions.
9. Interact with clinicians and other behavioral therapists while treating patients with behavioral problems.
10. Refer students to psychologists and other mental health resources.

## **OCCUPATIONAL THERAPIST (OT) POSITION EXPECTATIONS**

The Occupational Therapist works on students' acquisition of/or compensations for deficits in fine motor skills, sensory motor skills, visual motor and visual perceptual skills, and self-care skills. More specifically, Occupational Therapist work with students on foundation skills needed for school participation through task analysis, individually selected motor activities, and consultation with team members to modify the environment, the instructional methodology or to support student achievement on particular classroom/vocational projects.

### **General:**

1. Travels to assigned schools.
2. Responds to requests for consultation on students on consult on specific program needs.
3. Responds to evaluation referrals for students with suspected disabilities or re-evaluation of students with identified disabilities.
4. Develops a present level of function and an Individualized Educational Program (IEP) with goals and objectives in conjunction with the IEP team.

### **Service Delivery:**

1. Implement service delivery to assigned students based on the goals, objectives, frequency/duration, and placement as determined by the IEP team.
2. Make scheduling decisions for service delivery based on individual students and school needs.

### **Communication:**

1. Maintains oral and written communication with educational personnel, parents and Services Coordinator.
2. Works cooperatively with educational staff to identify areas where support is needed, including adaptation strategies.
3. Provide suggestions for the classroom and others working with the student.

### **Program Management:**

1. Maintains records on referred students including dates of referral, dates of responses, and outcomes.
2. Maintains a current schedule which is shared with assigned schools and the Vendor.
3. Maintains organized working files on assigned students.
4. Follows documentation guidelines for student attendance and intervention notes.
5. Supervises Certified Occupational Therapy Assistants (COTA) as per established guidelines.

### **Professional Growth and Ethics:**

1. Adheres to established federal, state and local laws and regulations.
2. Maintains confidentiality of student information.



**CERTIFIED OCCUPATIONAL THERAPY ASSISTANT (COTA) POSITION EXPECTATIONS**  
**Under Supervision of an OTR/L**

Participates in the assessment of fine motor, perceptual motor, sensory motor and oral motor function:

1. Demonstrates knowledge of anatomy and physiology as it relates to students' physical or perceptual disabilities
2. Administers and scores, under the supervision of an OT, standardized assessments.
3. Assists and performs non-standardized assessment techniques under the supervision of an OT

Determines therapeutic goals in conjunction with the OT:

1. Reports and confers with the OT any observable data that relates to student performance
2. Reviews assessment results with the OT
3. Confers with the OT, and develops Individualized Educational Plans (IEP) goal objectives as determined by the OT's assessment of assigned students.

Participates in IEP Conferences:

1. Attends and presents OT IEP goals and objectives on assigned students
2. Communicates with parents and other team members in an effective and professional manner

Utilizes a team approach in working with therapists, teachers, parents:

1. Provides follow-through and reinforcement of other educational goals and objectives as they relate to functional perceptual motor, sensory-motor, and/or self-care skills
2. Communicates with other team members in a professional and effective manner
3. Works in conjunction with the staff in providing consultative and/or direct assistance to enhance the student's participation in education

Adheres to rules and regulations:

1. Observes designated working hours and established written work schedule
2. Provides this written work schedule to OT and building administrator
3. Administers trans-disciplinary intervention with other team members- speech, PT, teacher, Etc.

Provides intervention services to students as established through the IEP:

1. Adheres to frequency of intervention as determined by the IEP
2. Carries out IEP goals
3. Demonstrates appropriate planning, space and equipment when administering intervention techniques

Consults, instructs and assists classroom teachers and aide:

1. Demonstrates knowledge of intervention programs
2. Participates in the development of classroom fine and visual motor group as designated by the building administrator

Assists in Administrative duties:

1. Maintains written records that document therapy sessions and provides updated information on student progress.
2. Assists OT in writing reports to parents.

## PHYSICAL THERAPIST POSITION EXPECTATIONS

### General:

1. Travels to assigned schools.
2. Responds to requests for consultation on students on consult on specific program needs.
3. Responds to evaluation referrals for students with suspected disabilities or re-evaluation of students with identified disabilities.
4. Develops a present level of function and an Individualized Educational Program (IEP) with goals and objectives in conjunction with the IEP team.

### Service Delivery:

1. Implement service delivery to assigned students based on the goals, objectives, percentage of time, and placement as determined by the IEP committee.
2. Make scheduling decisions for service delivery based on individual students and school needs.
3. Utilizes an approach that encourages student participation in the least restrictive environment.
4. Exhibits knowledge of clinical theory and its application as it relates to the student's educational needs.
5. Uses knowledge of the program of studies (POS)/standards of learning (SOL) to suggest adaptation of strategies and materials.

### Communication:

1. Maintains oral and written communication with educational personnel and parents, regarding assigned schools and students. This can include, but is not limited to telephone calls, year-end reports and informal notes.
2. Obtains parent permission for release of information on assigned students prior to beginning service delivery and when necessary obtain a physician's referral.
3. Works cooperatively with educational staff to identify areas where support is needed and provides training in the therapeutic management of students, such as positioning, safety and use of mobility equipment.
4. Provide suggestions for classroom, recess, physical education, and community activities.

### Program Management:

1. Maintains records on referred students including dates of referral, dates of responses, and outcomes.
2. Maintains a current schedule which is shared with assigned schools and the Therapy Department.
3. Maintains organized working files on assigned students.
4. Follows documentation guidelines for student attendance and intervention notes.
5. Recommends equipment, materials, and test supplies necessary for assigned schools and students.

### Professional Growth and Ethics:

1. Adheres to established federal, state and local laws and regulations.
2. Refines and develops professional skills through in-service training, professional reading, and continuing education.
3. Maintains confidentiality of student information.

## HEALTH SCREENINGS PROGRAM STAFF POSITION EXPECTATIONS

Nurses employed by Vendor are registered by the State Board of Nursing for the area they serve. Screening Assistants employed by Vendor have been trained to perform the requested screenings. The Vendor oversees the provision of health services to the schools.

Requirements and guidelines of the State Department of Health are followed by Health Screenings team member(s). State forms are used to provide consistency in record-keeping. Adherence to state requirements for all health screenings and immunizations is strictly maintained.

Vendor's Health Screenings Team member will coordinate and schedule the requested screenings in concert with the building administrator or their designee.

All equipment and materials required for the screenings will be provided by the Vendor's Health Screenings staff.

If contracting school agent requests Vision and/or Hearing Screenings, the screener will conduct the screenings, record the results on a roster, complete referral letters (as necessary) and provide to the school to send to the parent/guardian(s) and provide a copy of the roster with the results of the screenings to the school. If requested, individual results can be recorded on the student health record or other individual form.

If contracting school agent requests Immunization Record review, the screener will review student immunization records, identify deficiencies, send parent letters regarding missing immunizations and submit the required annual immunization summary report for the school. The school administrator will be provided documentation of the report submission as well as a list of students that are out of compliance.

If contracting school agent requests Postural Screenings, the screener will conduct the screenings, complete referral letters (as If contracting school agent requests necessary) and provide to the school to send to the parent/guardian(s) and provide a copy of the roster with the results of the screenings to the school.

If contracting school agent requests Body Mass Index Screenings (BMI), the screener will conduct the screenings of students at the recommended grade levels per the ODE guidelines and provide a copy of the roster of the BMI results to the school. If requested, the individual results can be entered into the "School Building BMI Collection Tool" and the data can be submitted to the state.