



**COUNTY OF HENRICO
DEPARTMENT OF FINANCE
PURCHASING DIVISION
CONTRACT EXTRACT
NOTICE OF RENEWAL**

DATE:	August 31, 2023	Revised 09/14/2023
CONTRACT COMMODITY/SERVICE: <i>(include contracting entity if cooperative)</i>	Speech Therapy Services	
CONTRACT NUMBER:	2183G	
COMMODITY CODE:	948.86	
CONTRACT PERIOD:	September 1, 2023 through August 31, 2024	
RENEWAL OPTIONS:	Two (2) one-year renewal options through 2026	
USER DEPARTMENT:	Schools	
	Contact Name:	Kennedy Vengalia
	Phone Number:	804-652-3640
	Email Address:	kmwilliams@henrico.k12.va.us
HENRICO COOPERATIVE TERMS INCLUDED:	Yes	
SUPPLIER:	Name:	Invo Healthcare Associates, LLC
	Address:	2003 S. Eaton Road, Suite 308
	City, State:	Doylestown, PA 18901
	Contact Name:	Lauryn Hagel
	Phone Number:	813-549-5856
	Email address:	lhagel@invo-progressus.com
ORACLE SUPPLIER NUMBER:	5504	
BUSINESS CATEGORY:	Non-Swam	
PAYMENT TERMS:	Net 45	
DELIVERY:	As needed and requested	
FOB:	County of Henrico	
BUYER:	Name:	Eileen M. Falcone CPPB
	Title:	Assistant Division Director
	Phone:	804-501-5637
	Email:	Fal51@henrico.us

This contract is the result of a competitive solicitation issued by the Department of Finance, Purchasing Division. A requisition must be generated for all purchases made against this contract and the requisition must reference the contract number.

PRICE SCHEDULE – CONTRACT NO. 2183G

Speech Language Pathologist (SLP)	\$67.98 per hour
Clinical Fellows (SLP-CF)	\$64.89 per hour
Speech Assistants (SLPA)	\$56.14 per hour

SCOPE OF SERVICES

A. General Requirements

The Successful Offeror(s) shall:

1. Design and implement a program of speech and language therapy utilizing appropriate intervention models. Students will be referred by the Exceptional Education department of HCPS. The workday cannot exceed 7.5 hours (37.5 hours per week) of service on any full/regular school day and no more than 4.0 hours of service for any early dismissal day without receiving prior approval from the Director of Exceptional Education, their designee, or Speech-Language Department Chair/ Lead Speech-Language Pathologist. Time spent during the 7.5 hours of service on assessments, meetings and report writing may be billable. HCPS will not reimburse for traveling to multiple sites;
2. Serve students (male and female) who are speech and language impaired and exceptional education students with speech and language as a related service;
3. Provide services during the weekdays, Monday through Friday, throughout the school year, consistent with the HCPS calendar for the 2021-2022 school year and subsequently approved calendars. Calendars are posted on the HCPS website at henricoschools.us;
4. Provide services for the length of treatment determined by the student's IEP and;
5. Provide a program that consist of individualized attention for each student to increase his/her speech/language skills. The program shall provide the appropriate level of special education services according to a student's IEP developed by HCPS.
 - a. The program and its staff shall comply with all Virginia Department of Education (VDOE) regulations, laws and policies covering alternative educational programs and special educational programs for children with disabilities.
 - b. Educational services shall be designed so that each student with a disability receives services following initial enrollment. The hours and length of services shall be based on the student's behavior, both in and out of the program, and incorporated in the IEP.
6. HCPS shall provide the Successful Offeror(s), upon referral, current student files.

7. All components of the services to be received shall be reviewed and approved by a liaison from HCPS Exceptional Education department. These components include, but are not limited to the students' Individualized Education Program (IEP), behavior management plan, intervention policies, educational program and service delivery and documentation of services.

B. Specific Requirements

The Successful Offeror(s) shall:

1. Provide case management services while students are enrolled in the program to include contact and coordination of services with the liaison from the Exceptional Education department of HCPS. Case management shall include all reporting procedures required by HCPS, including completion of 4 ½ week interims if required, nine-week updates of IEP's and end-of-the-year reports. Student assessments shall be conducted as directed by the Exceptional Education department of HCPS. Case management shall also include quarterly communication of progress, observations, evaluation summary and any other matters regarding the enrollee's scholastic status to the parents and the liaison;
2. Provide crisis intervention services as needed to the students and families while the student is in attendance at the program or is receiving services;
3. Support development and implementation of behavior management with specific expectations as determined by HCPS, school, and individual student plan;
4. Report any serious incidents, as defined by the HCPS Code of Student Conduct, to the on-site Principal or designee;
5. Conduct speech-language therapy services on-site in Henrico County Public Schools and also placement locations within normal school hours;
6. Observe the school closing guidelines for HCPS as reported by the local media due to inclement weather and;
7. Serve on the designed Child Study Team as the Speech-Language Pathologist for the Exceptional Education department. This shall include roles in the following capacities: assessment, case management, consultation with classroom teachers, therapeutic services and other duties as designated by the Director of Exceptional Education.

C. Offeror's Requirements

The Successful Offeror(s) shall:

1. Provide pathologist who are qualified and trained for the positions and duties to which they are assigned.
2. Be a firm regularly engaged as a provider of instruction, supervision, and management of speech and language therapy programs for students as described below:
 - a. Training in Communication Disorders;
 - b. Have at a minimum, a master's degree in Speech-Language Pathology;

- c. Preferred to have completed the clinical fellowship year and have secured their certificate of clinical competence. However, Clinical Fellows (SLP-CF) and Speech Assistants (SLPA) may be acceptable. Successful Offeror to provide qualified supervision for CF or receive lower rate if HCPS provides CF Supervision.
 - d. Experience working with families;
 - e. Minimum of one year working experience with preschool, elementary and secondary populations in speech-language pathology, unless the pathologist is a CF and;
 - f. Knowledge and understanding of a variety of assessment measures used to evaluate individuals suspected of having a speech and language impairment.
3. Provide to the Director of Exceptional Education, or their designee, copies of all appropriate licenses (Department of Health Profession BASLP License) as well as the items listed below. The Successful Offeror (s) shall provide the following for each staff person who has direct contact with students. The requirements shall apply to all employees who have direct contact with students so long as the contract is in force. The required items are:
- a. Copies of Certificate of Clinical Competence (if applicable) and current driver's licenses for staff who operate vehicles as part of their job function are required for identified staff that will be assigned to this contract. Same information will be required for any future staff assigned to this contract after award of contract.
 - b. Security Background Investigation: At no cost to HCPS the Successful Offeror(s) or his/her employees performing services under the terms of the contract resulting from this solicitation shall undergo a security background investigation which, as a minimum, includes the following:
 - i. Fingerprint checks (State Police)
 - ii. Local agency checks (local police, sheriff department, etc.)
 - iii. Employment verification/references
 - iv. Verification of education and licensure where relevant to employment
 - v. Computer checks with the Virginia Criminal Information Network (VCIN) and Virginia Department of Motor Vehicles (DMV)
 - vi. Social Services: Child Abuse and Neglect Central Registry Search
 - c. Review of the reports of investigation to ensure that only those employees whose record(s) show no convictions or founded child protective service complaints for acts which would present a risk or threat to the students of HCPS are assigned as direct service providers. By submitting their proposal, Offerors certify that they understand this requirement, and if awarded a contract, they will comply. The Offerors further understand that failure to submit to any of the above requirements or failure to provide HCPS Director of Exceptional Education, or their designee, with an acceptable explanation of derogatory information obtained through the investigation is a breach of contract and can result in default action.
4. Provide a picture identification badge for each Speech-Language Pathologist that provides services to HCPS;

5. Designate in writing a coordinator to handle and assist in any and all problems concerning contract administration, communications, and relations with the Director of Exceptional Education or their designee;
6. Maintain the confidentiality of records in accordance with applicable laws and regulations; however, the Successful Offeror(s) shall provide complete access to said records to HCPS;
7. Document and report to the school principal or their designee, all serious incidents as defined and required by VDOE policies and procedures. A copy of the HCPS code of student conduct will be provided to the Successful Offeror(s) after contract award and;
8. Operate the program in conformance with all applicable federal, state, and local statutes and ordinances.
9. Without prior notification, all facilities and program services established under this contract shall be available for inspection and approval by those staff who have been authorized to inspect and monitor facilities and services by the Director of Exceptional Education or their designee. Any findings shall be submitted to the Successful Offeror(s) in writing, if requested. Corrective action shall be taken within a mutually agreed upon time frame. In addition, the Successful Offeror(s) will ensure access to any facility or program by any other agency carrying out its responsibilities of child protection.
10. Oversee the continuing education training of the Speech-Language Pathologists provided to HCPS.

D. Reporting and Invoicing Requirements

1. HCPS will provide a computer/laptop and access to a printer to be used by assigned Speech-Language Pathologist. Training for online documentation system will be provided by HCPS. Currently HCPS uses SEAS and DSCtop.
2. The Successful Offeror(s) shall maintain documentation of speech-language therapy service logs to include attendance, frequency/duration of service, therapy activities/modalities, progress toward IEP goals and communications for each contact.
3. Every nine weeks (or 4 ½ week interims if required), coordinated with the HCPS marking periods, the Successful Offeror(s) shall provide a written progress report on each student to the Director of Exceptional Education or their designee, that evaluates the student's progress in relation to his/her goals and benchmarks as identified in the IEP and specific accomplishments achieved during the reporting period.
4. The Successful Offeror(s) must provide a monthly invoice to HCPS Exceptional Education Department for review, approval, and payment. Invoices must include the location of service, pathologist's name, number of hours provided by date, brief description of activity-assessment and direct therapy.



COMMONWEALTH OF VIRGINIA
County of Henrico

Non-Professional Services Contract
Contract No. 2183G

This Non-Professional Services Contract (this "Contract") entered into this 13th day of August 2021, by Invo Healthcare Associates, LLC (the "Contractor") and the County School Board of Henrico County, Virginia ("HCPS").

WHEREAS HCPS has awarded the Contractor this Contract pursuant to Request for Proposals No. 21-2183-6KMW, (the "Request for Proposals"), for Speech Therapy Services.

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

SCOPE OF CONTRACT: The Contractor shall provide the services to the HCPS as set forth in the Contract Documents.

COMPENSATION: The compensation HCPS will pay to the Contractor under this Contract shall be in accordance with Exhibit A.

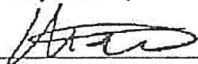
CONTRACT TERM: The Contract term shall be for a period of one-year beginning August 15, 2021 and ending August 31, 2022. HCPS may renew the Contract for up to four one-year terms giving 30 days' written notice before the end of the term unless Contractor has given HCPS written notice that it does not wish to renew at least 90 days before the end of the term.

CONTRACT DOCUMENTS: This Contract hereby incorporates by reference the documents listed below (the "Contract Documents") which shall control in the following descending order:

1. This Non-Professional Services Contract between HCPS and Contractor.
2. The General Contract Terms and Conditions included in the Request for Proposals;
3. Contractor's Best and Final Offer dated July 19, 2021 (Exhibit A);
4. Contractor's Original Proposal dated June 24, 2021 (Exhibit B); and
5. The Scope of Services included in the Request for Proposals.

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

Invo Healthcare Associates, LLC
2003 S. Easton Road, Suite 308
Doylestown, PA 18901



Signature

Matt Stringer, President
Printed Name and Title

8/12/21

Date

County School Board of Henrico County, Virginia
406 Dabbs House Road
Henrico, VA 23223



Signature

Oscar Knott
Purchasing Director

8/13/21

Date

APPROVED AS TO FORM

 8-12-21

ASSISTANT COUNTY ATTORNEY

Attachment A Questions

1) Please list other districts in the Central Virginia area that Invo Healthcare has worked with in the past.

Invo has active contracts with the following Virginia area School Districts:

- ✎ Alexandria City Public Schools
- ✎ Fairfax County Public Schools
- ✎ Henrico County Public Schools
- ✎ King William County Public Schools
- ✎ Loudoun County Public Schools
- ✎ Norfolk Public Schools
- ✎ Prince William County Public Schools
- ✎ Richmond Public Schools
- ✎ Spotsylvania County Public Schools

2) How strong is Invo Healthcare’s recruiting in the Central Virginia area?

Invo’s recruiting in the Central Virginia area is as strong as super glue. 23 Speech Language Pathology placements have been made in the 2020-2021 school year to-date, with dozens of additional placements since we began serving the State of Virginia in 2001.



As a partner of Invo Healthcare, you will be given a dedicated Career Service Manager (also known as a recruiter) who is responsible for putting together job ads, sourcing candidates, reviewing their



qualifications, negotiating the salary, and everything else involved in hiring new staff. Your Career Service Manager specializes in the special education sector of the recruiting industry, thus enhancing their ability to be excellent marketers and “sellers” of open positions to interested candidates. Your Career Service Manager is also unwavering in their attention to detail. Although they work with many interested candidates, they pay diligent attention to who they’ve talked to, their interest and qualifications, and their willingness to apply for and accept a position. Not much drives a candidate away from a District faster than the appearance of a disorganized company, so the Career Service Manager is an excellent note-taker and avoids making a disorganized impression at all times. Your Career Service Manager also has a sense of personal responsibility for ensuring that HCPS students are in the very best hands and that the candidates will work toward meeting goals with the student and their families.

We hope that this information, as well as our full recruiting approach detailed in our proposal, provide a strong sense of certainty that continuing to partner with us is the right choice for the District and your students.



ATTACHMENT B
BAFO Pricing

Fixed Hourly Rate for Speech Language Pathologist (SLP):

\$ 64.50

Optional:

Fixed Hourly Rate for Clinical Fellows (SLP-CF):

\$ 63.00

Fixed Hourly Rate for Speech Assistants (SLPA):

\$ 54.50

EXHIBIT B

A Proposal for:
Speech Therapy Services

Prepared Exclusively for:
Henrico County Public Schools

Submitted By:



For Questions Regarding this Proposal:

Lauryn Hagel
Proposal Manager
Invo Healthcare | Invo Therapy
Direct: 813.549.5856
lhagel@invo-progressus.com

Proposal Due:
June 28th, 2021



Table of Contents

TAB 1 – INTRODUCTION AND SIGNED FORMS	3
TAB 2 – STATEMENT OF THE SCOPE.....	11
TAB 3 - OFFEROR QUALIFICATIONS, EXPERIENCE, RESUMES, AND FINANCIAL STABILITY.	17
YOUR ACCOUNT TEAM	18
SAMPLE CANDIDATE	24
FINANCIAL CAPACITY	27
TAB 4 – REFERENCES	28
TAB 5 – SERVICE APPROACH / IMPLEMENTATION OF SERVICES.....	29
SAMPLE WEEKLY SERVICE LOGS AND STUDENT PROGRESS REPORTS.	29
NUMBER OF HOURS PER WEEK THAT THE SPEECH-LANGUAGE THERAPY SERVICES CAN BE PROVIDED;	30
DESCRIBE HOW ISSUES THAT ARE REPORTED CONCERNING THE SPEECH-LANGUAGE PATHOLOGIST ARE HANDLED, INCLUDING RESPONSE TIME TO RESOLVE THE ISSUE AND THE TIMEFRAME TO PROVIDE A REPLACEMENT IF THAT IS THE RESOLUTION;	30
DESCRIBE HOW THE SPEECH-LANGUAGE PATHOLOGIST ARE SUPERVISED;.....	31
DELINEATE THE ROLE THAT HCPS STAFF WILL NEED TO TAKE IN THE PROJECT.....	31
COPIES OF ALL DOCUMENTS THAT WOULD NEED TO BE SIGNED BY HCPS IF AWARDED THE CONTRACT.	31
GENERAL REQUIREMENTS	32
CREDENTIAL REQUIREMENTS FOR PROVIDERS	36
DEMONSTRATE PROVEN CAPACITY, CAPABILITY AND EXPERTISE IN SERVICE.	37
TAB 6 – TRAINING, SUPPORT, AND CONTINUED EDUCATION	41
TYPES OF CONTINUING EDUCATION TRAINING PROVIDED TO THE SPEECH-LANGUAGE PATHOLOGIST.....	41
TRAINING FOR PROCESS RELATED SERVICES FOR MEDICAID CLAIMS (IF OFFERED)	41
CHANGES IN STAFFING, HOW IT IS HANDLED, AND THE RECRUITMENT PROCESS TO HIRE QUALIFIED SPEECH-LANGUAGE PATHOLOGIST.	42
TAB 7 – PRICING / COST PROPOSAL.....	43
TAB 8 – EXCEPTIONS	44
TAB 9 – ASSUMPTIONS	45
TAB 10 – APPENDICES	46



Tab 1 – Introduction and Signed Forms

June 24, 2021

Oscar Knott, CPP, CPPO, VCO, Purchasing Director
Henrico County Public Schools
4301 East Parham Road
Henrico, VA 23228

Dear Mr. Knott,

As a high-quality service provider and partner to Henrico County Public Schools (HCPS), Invo Healthcare Associates, LLC. (Invo) will continue to provide unparalleled service to support this contract for Speech Therapy (SLP) Services. Invo has an established track record for excellent service delivery around the nation. Our experience, dedication, and specific therapeutic service successes – coupled with almost 30-year history providing special education services – dramatically differentiates us from other companies. Overall, Invo is uniquely positioned to support Henrico Public Schools for the services requested in this RFP. To demonstrate our position as the best qualified partner for this contract:

- **You will have support from a company that boasts nearly 30 years of experience delivering school-based therapy services nationwide** – Invo offers an unmatched level of experience providing the services and scope of work the District is requesting in this RFP. We have more than 500 contracted programs nationwide. Our educational partners trust us to provide the highest-quality services at the best value while always keeping in mind the shared goals of positively impacting students and their successes.
- **You will have access to the most extensive recruiting capabilities in our industry** - Invo has one of the strongest and largest recruiting teams in our industry, enabling us to staff all positions for this program quickly and efficiently. We also provide highly competitive rates for the highest quality candidates and work within your budgetary parameters to meet your needs.
- **Your students will be served by clinicians experienced in school-based services** - Being focused on school-based services in 29 states across the country, we are keenly aware of the importance of having a clinical team that knows how to best support schools and provide culturally competent services in that environment. In addition to the clinicians providing direct services, your Account Team includes experts in school-based services that support all programmatic and clinical components.

You can be confident that we have the organizational and financial stability – the staying power – so you won't have to search for a new vendor before the contract term ends. We have the resources, in place today, to respond quickly whenever you need our services.

If there is any additional information we can provide to assist in your evaluation, please contact your Regional Vice President, Stacey Hett, at shett@invo-progressus.com or (954) 336-7347.

Sincerely,

Matt Stringer, President




ATTACHMENT A PROPOSAL SIGNATURE SHEET

My signature certifies that the proposal as submitted complies with all requirements specified in this Request for Proposal ("RFP") No. 21-2183-6KMW Speech Therapy Services.

My signature also certifies that by submitting a proposal in response to this RFP, the Offeror represents that in the preparation and submission of this proposal, the Offeror did not, either directly or indirectly, enter into any combination or arrangement with any person or business entity, or enter into any agreement, participate in any collusion, or otherwise take any action in the restraining of free, competitive bidding in violation of the Sherman Act (15 U.S.C. Section 1) or Sections 59.1-9.1 through 59.1-9.17 or Sections 59.1-68.6 through 59.1-68.8 of the Code of Virginia.

I hereby certify that I am authorized to sign as a legal representative for the business entity submitting this proposal.

LEGAL NAME OF OFFEROR (DO NOT USE TRADE NAME):
Invo Healthcare Associates, LLC.
ADDRESS:
2003 S. Easton Road, Suite 308 Doylestown, PA 18901
FEDERAL ID NO: 32-0395173
SIGNATURE: 
NAME OF PERSON SIGNING (PRINT): Matt Stringer
TITLE: President
TELEPHONE: 800-892-0640
FAX: 800-892-0648
EMAIL ADDRESS: rfp@invo-progressus.com
DATE: 6/24/2021



ATTACHMENT B BUSINESS CATEGORY CLASSIFICATION FORM

Company Legal Name: Invo Healthcare Associates, LLC.

This form completed by: Signature: Title: President

Date: 5/3/2021

PLEASE SPECIFY YOUR BUSINESS CATEGORY BY CHECKING THE APPROPRIATE BOX(ES) BELOW.

(Check all that apply.)

- SMALL BUSINESS
- WOMEN-OWNED BUSINESS
- MINORITY-OWNED BUSINESS
- SERVICE-DISABLED VETERAN
- EMPLOYMENT SERVICES ORGANIZATION
- NON-SWAM (Not Small, Women-owned or Minority-owned)

SUPPLIER REGISTRATION - The County of Henrico encourages all suppliers interested in doing business with the County to register with eVA, the Commonwealth of Virginia's electronic procurement portal, <http://eva.virginia.gov>.

eVA Registered? Yes No

If certified by the Virginia Minority Business Enterprises (DMBE), provide DMBE certification number and expiration date.

_____ NUMBER _____ DATE

DEFINITIONS

For the purpose of determining the appropriate business category, the following definitions apply:

- "Small business"** means a business, independently owned and controlled by one or more individuals who are U.S. citizens or legal resident aliens, and together with affiliates, has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previous three years. One or more of the individual owners shall control both the management and daily business operations of the small business.
- "Women-owned business"** means a business that is at least 51 percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest is owned by one or more women who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more women.
- "Minority-owned business"** means a business that is at least 51 percent owned by one or more minority individuals who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more minority individuals.
- "Minority individual"** means an individual who is a citizen of the United States or a legal resident alien and who satisfies one or more of the following definitions:
1. "African American" means a person having origins in any of the original peoples of Africa and who is regarded as such by the community of which this person claims to be a part.
 2. "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Taiwan, Northern Mariana Islands, the Philippines, a U.S. territory of the Pacific, India, Pakistan, Bangladesh, or Sri Lanka and who is regarded as such by the community of which this person claims to be a part.
 3. "Hispanic American" means a person having origins in any of the Spanish-speaking peoples of Mexico, South or Central America, or the Caribbean Islands or other Spanish or Portuguese cultures and who is regarded as such by the community of which this person claims to be a part.
 4. "Native American" means a person having origins in any of the original peoples of North America and who is regarded as such by the community of which this person claims to be a part or who is recognized by a tribal organization.
- "Service disabled veteran business"** means a business that is at least 51 percent owned by one or more service disabled veterans or, in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more individuals who are service disabled veterans and both the management and daily business operations are controlled by one or more individuals who are service disabled veterans.
- "Service disabled veteran"** means a veteran who (i) served on active duty in the United States military ground, naval, or air service, (ii) was discharged or released under conditions other than dishonorable, and (iii) has a service-connected disability rating fixed by the United States Department of Veterans Affairs.
- "Employment services organization"** means an organization that provides community-based employment services to individuals with disabilities that is an approved Commission on Accreditation of Rehabilitation Facilities (CARF) accredited vendor of the Department of Aging and Rehabilitative Services.



ATTACHMENT C
Virginia State Corporation Commission (SCC)
Registration Information

The Offeror:

is a corporation or other business entity with the following SCC identification number:
T0527699 -OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the Bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from Bidder's out-of-state location) -OR-

is an out-of-state business entity that is including with this bid/proposal an opinion of legal counsel which accurately and completely discloses the undersigned Bidder's current contracts with Virginia and describes why those contracts do not constitute the transaction of business in Virginia within the meaning of §13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

Please check the following box if you have not checked any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids:



**ATTACHMENT D
PROPRIETARY/CONFIDENTIAL INFORMATION IDENTIFICATION**

NAME OF OFFEROR: Invo Healthcare Associates, LLC.

Trade secrets or proprietary information submitted by an Offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protections of Va. Code § 2.2-4342(F) in writing, either before or at the time the data or other materials are submitted. The Offeror must specifically identify the data or materials to be protected including the section(s) of the proposal in which it is contained and the pages numbers, and state the reasons why protection is necessary. A summary of trade secrets and proprietary information submitted shall be submitted on this form. The proprietary or trade secret material submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. Va. Code § 2.2-4342(F) prohibits an Offeror from classifying an entire proposal, any portion of a proposal that does not contain trade secrets or proprietary information, line item prices, or total proposal prices as proprietary or trade secrets. If, after being given reasonable time, the Offeror refuses to withdraw such classification(s), the proposal will be rejected.

SECTION/TITLE	PAGE NUMBER(S)	REASON(S) FOR WITHHOLDING FROM DISCLOSURE
N/A		



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
5/7/2021

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).

PRODUCER Edgewood Partners Insurance Center One State Street Plaza 9th Floor New York NY 10004	CONTACT NAME: Certificate Unit PHONE (A/C No. Ext): 404-439-8000 FAX (A/C No.): E-MAIL ADDRESS: certificate@Epicbrokers.com
INSURED Invo Healthcare Assoc., LLC 2003 South Easton Road, Suite 308 Doylestown, PA 18901	INSURER(S) AFFORDING COVERAGE NAIC # INSURER A : Arch Specialty Insurance Company 21199 INSURER B : The Continental Insurance Company 35289 INSURER C : Underwriters at Lloyd's London 15792 INSURER D : INSURER E : INSURER F :

COVERAGES CERTIFICATE NUMBER: 1812153387 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"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Prof. Liability <input checked="" type="checkbox"/> deduct \$50,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			FLP0060215-04	5/9/2021	7/1/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COM/OP AGG \$ 3,000,000 \$
B	AUTOMOBILE LIABILITY <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			BUA 6046239105	5/9/2021	7/1/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$			FLP0060215-04	5/9/2021	7/1/2022	EACH OCCURRENCE \$ 8,000,000 AGGREGATE \$ 8,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N <input type="checkbox"/> N/A If yes, describe under DESCRIPTION OF OPERATIONS below			6046239072 6046239251	5/9/2021 5/9/2021	7/1/2022 7/1/2022	<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
C	Abuse or Molestation			MR213584	5/9/2021	7/1/2022	Each Claim \$5,000,000 Aggregate \$5,000,000 Retention \$150,000

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

Professional Liability and Abuse or Molestation are on a claims-made basis.
 Invo HealthCare Associates to the extent required by written contract, is an additional insured.

CERTIFICATE HOLDER Invo HealthCare Associates 2003 S. Easton Road, Suite 308 Doylestown, PA 18901	CANCELLATION 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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ATTACHMENT F
DIRECT CONTACT WITH STUDENTS

Name of Bidder: Invo Healthcare Associates, LLC.

Pursuant to Va. Code § 22.1-296.1, as a condition of awarding a contract for the provision of services that require the contractor or employees of the contractor to have direct contact with students on school property during regular school hours or during school-sponsored activities, the contractor shall provide certification of whether any individual who will provide such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02; any offense involving the sexual molestation, physical or sexual abuse, or rape of a child; or any crime of moral turpitude.

Any individual making a materially false statement regarding any such offense is guilty of a Class 1 misdemeanor and, upon conviction, the fact of such conviction is grounds for the revocation of the contract to provide such services and, when relevant, the revocation of any license required to provide such services.

As part of this submission, I certify the following:

- None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of a violent felony set forth in the definition of "barrier crime" in Va. Code § 19.2-392.02(A); an offense involving the sexual molestation, physical or sexual abuse, or rape of a child;

And (select one of the following)

- None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of any felony or any crime of moral turpitude.

or

- One or more individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities has been convicted of a felony or crime of moral turpitude that is not set forth in the definition of "barrier crime" in Va. Code § 19.2-392.02(A) and does not involve the sexual molestation, physical or sexual abuse, or rape of a child. (In the case of a felony conviction meeting these criteria, the contractor must submit evidence that the Governor has restored the individual's civil rights.).



Signature of Authorized Representative

Matt Stringer

Printed Name of Authorized Representative

Invo Healthcare Associates, LLC.

Printed Name of Vendor

(if different than Representative)



**ATTACHMENT G
Proposed Pricing Form**

Fixed Hourly Rate for Speech Language Pathologist (SLP):

\$ 65.50

Optional:

Fixed Hourly Rate for Clinical Fellows (SLP-CF):

\$ 64.00

Fixed Hourly Rate for Speech Assistants (SLPA):

\$ 55.00

Tab 2 – Statement of the Scope

Briefly state the understanding of the proposer regarding the work to be done.

Invo understands the requirements that the District is seeking in a partner to provide quality Speech Therapy (SLP) Services, specifically those qualifications, requirements and responsibilities listed in the RFP. Invo is committed to providing a reliable, immediate response to the District’s needs throughout the duration of this contract. Invo will provide therapeutic intervention to students with special needs so that they can participate more independently in their exceptional education programs, develop the basic skills necessary to meet their Individualized Education Plan (IEP) goals, and benefit from their exceptional education instruction.

All requirements outlined in the RFP will be completed. Invo will use the educational model of service delivery outlined below and provide the District’s required services using an educationally relevant model of general and special education, with a multidisciplinary team approach. The Scope of Services below provides an *illustration* of various types of tasks performed by our providers; any additional duties that are not listed, but required by the District, will also be executed.

Specific Requirements

- **Case Management** - Invo will provide case management services while students are enrolled in the program to include contact and coordination of services with the liaison from HCPS’ EED.
- **Incident Reports** - Invo will immediately report, to the on-site Principal or their designee, any serious incident, as defined by the Code of Student Conduct and/or as defined and required by VDOE policies and procedures.
- **Facilities** - Invo will provide speech therapy services on-site in HCPS facilities and at placement locations within normal school hours.
- **Inclement Weather** - In the event of a school closing due to inclement weather, Invo will observe the school closing guidelines for HCPS as reported by the local media.
- **Evaluation Team** - The Successful Offeror(s) shall serve on the designated Child Find Team as the Speech Therapist for the EED. This shall include roles in the following capacities: assessment, case management, consultation with classroom teachers, therapeutic services and other duties as designated by the Director of EED.
- **Liaison Services** – Invo will designate, in writing, a coordinator to handle and assist in all problems concerning contract administration, communications and relations with the Director of EED, or their designee.
- **Confidentiality of Records** - Invo will maintain the confidentiality of records in accordance with applicable laws and regulations

Reporting Requirements

- **Weekly Updates** – Invo will maintain documentation of speech-language therapy service logs to include attendance, frequency/duration of service, therapy activities/modalities, progress toward IEP goals and communications for each contact.
- **Student Progress Reports** - Every nine weeks, coordinated with the HCPS marking periods, Invo will provide a written progress report on each student to the Director of EED or their designee, that evaluates the student’s progress in relation to his/her goals and benchmarks as identified in the IEP and specific accomplishments achieved during the reporting period.



General Requirements.

Invo's SLPs will be qualified and trained for the positions and duties to which they are assigned. Invo will regularly engage as a provider of instruction, supervision, and management of speech therapy programs for students. SLPs will:

- Have training in Communication Disorders;
- Have at a minimum, a master's degree in Speech-Language Pathology;
- Preferred to have completed the clinical fellowship year and have secured their certificate of clinical competence. However, Clinical Fellows (SLP-CF) and Speech Assistants (SLPA) may be acceptable. Successful Offeror to provide qualified supervision for CF or receive lower rate if HCPS provides CF Supervision.
- Experience working with families;
- Minimum of one year working experience with preschool, elementary and secondary populations in speech-language pathology, unless the pathologist is a CF and;
- Knowledge and understanding of a variety of assessment measures used to evaluate individuals suspected of having a speech and language impairment.

Successful Offeror(s) License/Certification Requirements.

Invo will provide the Director of EED copies of all appropriate licenses and the following:

- Copies of diplomas and licenses, supported by academic transcripts certified as original, and a current driver's license for staff who operate vehicles as a part of their job function;
- Security background checks, at no costs to HCPS, for the Successful Offeror(s) and their employees performing services which includes a minimum of:
 1. Fingerprint checks (Virginia State Police);
 2. Local agency checks (local police, sheriff's department, etc.)
 3. Employment verification/references;
 4. Verification of education and licensure where relevant to employment;
 5. Computer checks with the Virginia Criminal Information Network and Virginia Department of Motor Vehicles; and,
 6. Social Services Child Abuse and Neglect Central Registry Search.
- Evidence of the reports of investigation to ensure that only those employee's whose records show no convictions or founded child protective service complaints for acts which would present a risk or threat to the students of HCPS are assigned as direct service providers.

Below we provide more detail on the pillars of our approach to special education. You will find that all of our service providers come with these best practices and frameworks.

Assessments and Eligibility

Invo' related services providers are trained and experienced in administering developmentally appropriate diagnostic assessments, which include active involvement from teachers, parents and caregivers. As part of the educational team, our related services providers are highly skilled, ensuring a thorough assessment that accurately identifies the student's educational needs and allows for the development and/or modification of effective goals and intervention strategies in the classroom. Strategies that address students' educational goals best prepare them for a successful school experience. Likewise, the exceptional assessment skills of our school-based related services providers ensure the implementation of strategies to meet the student's needs in the least restrictive



environment (LRE) and to effectively modify the curriculum. Assessment materials are selected and administered appropriate to the child’s age, cultural needs, language and the nature/severity of the presenting concern, including detecting the impact of English being the student’s second language.

Our comprehensive, data-driven assessments draw from the following:

- Curriculum-based assessments
- Work samples and classroom observation
- Parent input and collaboration with other professionals and caregivers
- Standardized, norm-referenced assessments
- District and/or state/federal requirements

Our related services providers analyze, interpret and report results that address the whole student through a collaborative approach rooted in the student’s daily environment (i.e. classroom, lunch-time, class transitions), while utilizing teacher and family accessible language. Our related services providers use relatable life examples that illustrate the student’s functional levels while meeting the District’s and/or state standards for eligibility.

IEP Development and Implementation

Invo clinicians work collaboratively with the IEP team to ensure goals are developed and strategies are implemented with a focus on skill generalization from service delivery sessions to the classroom and home environments. Our approach capitalizes on the unique skill set of the related services provider as well as leverages the skills of the other IEP team members, school staff and parental input. Our related services providers also create service allocation and goals in alignment with district guidelines for IEP services and eligibility. Appropriate, educationally relevant IEPs are developed and implemented with the following foundational approach:

- Criterion referenced and curriculum-based assessments
- Achievable and measurable goals rooted in state standards
- Timely and consistent IEP direct related services
- On-going IEP team collaboration
- A continuum of services in the LRE
 - Assistive Technology (AT) and Alternative and Augmentative Communication (AAC)
 - The right service delivery model to the student’s needs

Questions to ask when developing an IEP



How does your child learn? Can they print or type on the computer?

My son has horrible handwriting and we were able to put into his IEP that he needs to type on the computer or use "Speak to Type" technology.



Do they need extra time? Does they need for someone else to read the questions on the test?

It is difficult for my son to read and comprehend some questions. We have accommodations where he can have a teacher read to him and then he answers the questions.



Can they do a project from start to finish?

You can make modifications to the length or depth of detail of a project in their class.



Does the child need breaks or special "safe" places, quiet times?

A child on the Autism Spectrum or ADHD may have difficulty with sensory processing. We can put in place in the IEP that your child is allowed "safe" places where they can take breaks. This can be the library, the school office, a corner of the classroom. They can be asked to go there by the teacher or they can ask to go themselves if they are able to.



Service Delivery Rooted in Education

Knowing that all students in inclusive settings have better educational and social outcomes, Invo provides special education students with supports and services that help them to succeed alongside their peers in a general education classroom, whenever possible. Our leadership team has a strong background in public education in urban settings, which includes leading the reform of special education related service delivery and mental health support, with expertise in transforming student support services. A related services provider's knowledge and understanding of the educational model for school-based services is integral to a student's success. Invo ensures that all of our related services providers have experience delivering services in a school setting or are provided with a strong school-based mentor along with robust professional development. We believe a child's ability is rooted in how their strengths and challenges relate to their educational and academic achievement. Invo related services providers come to your schools with demonstrated experience in school-based services, working across disciplines and service areas. Our providers facilitate and support the development of IEPs focused on educationally relevant goals and mastery of skills and student achievement. Invo providers work in close collaboration with teaching and school staff to identify opportunities to serve your students through their established school schedule, always maximizing ways students can access the curriculum.

Response to Intervention (RtI) and Pre-referral Intervention Strategies

RtI is a research-based model of school-wide support services that focuses on providing high-quality instruction and intervention matched to student's needs followed by systematically looking at their response to education/intervention. The overall purpose of RtI is prevention and early intervention; to

identify and address student challenges early to reduce the need for more intensive services later. Invo' team of school-based therapy professionals participate fully in Response to Intervention and pre-referral intervention strategies at every tier level, including with individual students, teacher consultation, classroom intervention, and support of school-wide programs. Our related services providers play a pivotal role in:

- Providing functional screenings
- Recommending key strategies
- Manipulating the classroom environment to ensure educational access
- Facilitating evaluations and interventions
- Providing relevant information

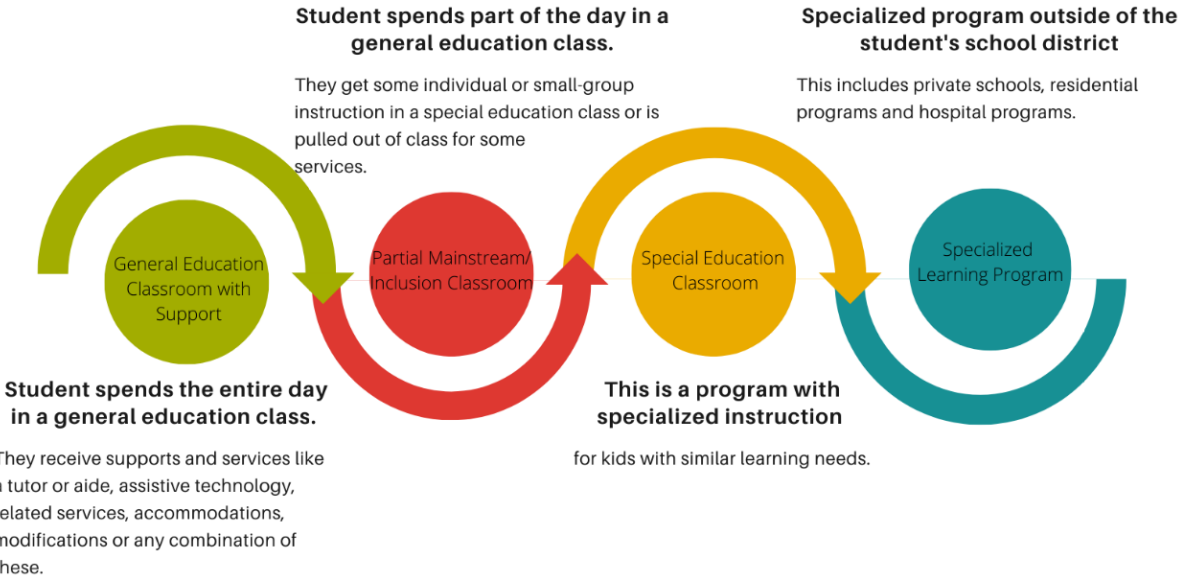
Focus on the Least Restrictive Environment (LRE)

Understanding the student's baseline skill level is critical to developing an effective service plan in the LRE. Invo related services providers conduct a thorough case review at the beginning of the school year and develop a service plan for each student. The service plan includes methods to increase the student's ability to understand and access the curriculum in the LRE. Strategies to gradually and responsibly increase LRE include:

- Service provision within peer groups to increase constructive peer feedback and modeling
- In-class service delivery in collaboration with the teacher
- Consultative services to infuse strategies throughout the school day in close collaboration with the teacher(s)

Additionally, assistive technology or augmentative alternative communication can often increase independent functioning and decrease the reliance on person-to-person direct therapeutic intervention. As part of progress monitoring, Invo' related services providers continually look for opportunities where the services can shift to a consultation model centered on maintaining skill around the use of these devices and/or classroom modification and in-class strategies.

PRIMARY LEAST RESTRICTIVE ENVIRONMENTS USED BY THE INVO HEALTHCARE TEAM





Teacher Collaboration

School-based collaboration involves an interactive team process among students, families, teachers, and related service providers to enhance the academic achievement and functional performance of all students. In the spirit of our culture of continual learning, we focus on building school capacity to address all student needs through provider-led in-services. To help children reach their full potential, our related services provider partners with the school educational team to assess staff needs and develop a school-specific plan the related services provider can implement to maximize collaboration. Workshops for teachers focus on building teacher capacity around areas identified by school leadership and the teachers themselves, utilizing these strategies:



- Provider-led in-services at the grade and classroom levels
- System-wide trainings to assure buy-in and participation of all stakeholders
- Ongoing and consistent review of student functional ability in the classroom
- Co-teaching and in-class service delivery
- Student support teams inclusive of related service providers
- Weekly collaboration time built into related services provider's schedule

Parent Engagement

Parent involvement is critical in driving positive outcomes for students in school-based service provision. A primary factor in students achieving mastery of skills is the reinforcement of intervention strategies outside of the school setting. Consistent with this philosophy, related services providers develop an approach to parent engagement with goals of educating parents on:

Benefits and appropriate use of service

- Best practice outcomes in school-based service delivery
- Structure of service delivery in the school setting
- Their role in the IEP process and skill development
- Routine-based intervention strategies

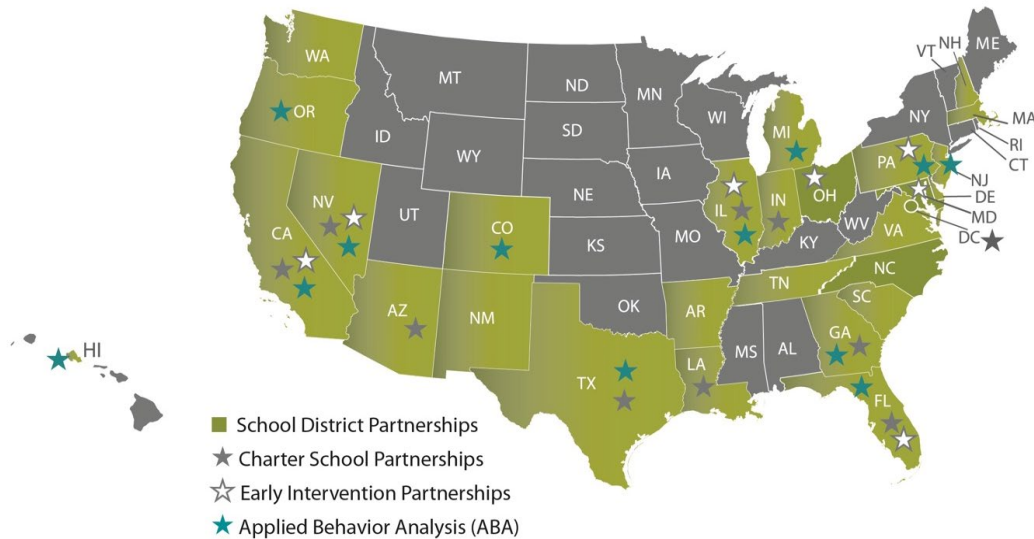
Examples of engagement strategies that have demonstrated results:

- Parent workshops and groups
- Monthly in-home strategy development for school-aged children
- Facilitating active parent involvement in the IEP process
- Proactive and consistent communication with parents



Tab 3 - Offeror Qualifications, Experience, Resumes, and Financial Stability.

Invo works in more than 29 states and has contracts with school districts, charter management organizations and community agencies nationwide. We specialize in school-based and early intervention services, and currently work with more than 500 educational partners as shown below.



For nearly three decades (since 1993), Invo has helped school districts and early intervention agencies make a difference in the lives of children through superior special education services. Our leadership, along with some of our incredibly talented clinicians, are continuously working to help develop and implement teams to support special education and behavior support in new and innovative ways that satisfy all of our clients' needs. Few organizations can match the breadth and depth of our experience in providing school-based special education services and none can match the experience Invo has specifically providing special education teams in schools.

Invo employs nearly 3,000 school-based special education services providers (see chart below) and maintains a full-time staff of approximately 60 corporate individuals in offices across the country.

Over **half of the top 25 largest school districts have chosen Invo** as their valued partner for school-based special education related services. We have long-standing contracts with some of the largest school districts in the country including large, racially/ethnically diverse urban school districts such as:

- **Los Angeles** Unified School District (since 2003)
- **Clark County** School District (since 2003)
- **Broward County** Public Schools (since 2004)
- **San Diego** Unified School District (since 2003)
- School District of **Philadelphia** (since 2005)
- **Prince George's County** Public Schools (since 2006)
- **San Francisco Unified School District** (since 2003)

Invo is fully qualified to provide speech therapy services to the district. As an outcomes-driven organization, we are proud to have served over 300,000 students since our inception.



Your Account Team

Qualifications for the core team which will support recruiting, screening, and placement coordination as outlined above are provided. This team will support our service-specific teams and oversees all Invo services providers.

Regional Vice President

Stacey Hett, Regional Vice President

10014 N. Dale Mabry Rd., Suite 100, Tampa, FL 33618

(954) 336 - 7347

Stacey is a Regional Vice President responsible for the management, coordination, and leadership and support of clinical operations across all locations in the South and Northwest. Stacey is local to the state of Florida. Stacey ensures that clinicians remain in compliance with state and federal regulations, and company policy. She works to maintain a productive, safe, and professional environment for all team members. Prior to her role as Regional Vice President, Stacey worked as a Clinical Manager for Invo. Stacey has a background as a Licensed Speech Language Pathologist (SLP) with a demonstrated fifteen (15) year history of working with students who have Autism Spectrum Disorders, oral motor delays, and many other speech language disorders.

The benefit our Regional Vice Presidents provide to the District is another layer of added support to ensure that staff who are placed have access to knowledgeable professionals who have been in their position, any issues that may arise are resolved quickly and efficiently, and that they have a strong pulse on the larger climate of special education challenges and successes across the region.

Area Director

Maureen Engle, Area Director

10014 N. Dale Mabry Rd., Suite 100, Tampa, FL 33618

(813) 549-5826

The Area Director is the primary contact for handling all communication between Henrico Public Schools and Invo. The Area Director manages the District's services and ensures that all vacant positions are filled by individuals who have the appropriate qualifications and fit within the District's culture. The Area Director provides access to the resources and expertise you need, handling everything from collaborating with our clinical and administrative teams, to working with our recruiting teams to ensure the district is matched with therapists that meet your needs, to identifying caseload issues and problem solving with you. Finally, Area Directors works with your district to facilitate formal introduction of the provider to your team as well as a review of your policies, procedures, required documentation, reporting requirements and expectations, and training as needed.

Clinical Management Team

Invo will provide robust clinical support to the Related Service Providers through our clinical management team's attention. Clinical Managers are seasoned Related Service Providers with experience providing mentorship and supervision to a multidisciplinary team. Clinical Managers hold a wide range of clinical expertise and proficient knowledge of the school-based model that are a deep well of resources that our clinicians can draw upon to enhance their professional skills and performance. Clinical Managers can supervise Clinical Fellows, support seasoned therapists by touching base periodically, help therapists manage high caseloads by participating in IEP meetings, providing case consultations, and acting as liaisons between the therapist and District.



Human Resources Generalist

The Human Resources Generalist (HRG) supports all disciplines in the creation and implementation of effective onboarding plans, including completion of all background checks, fingerprint screenings, TB testing, and getting set up and in compliance with District requirements. The HRG maintains employee records (attendance, EEO data etc.) according to policy and legal requirements, including timesheet approval. The HRG ensures that both paper and electronic timesheets are signed by the District and accurate to assist the Payroll Department in timely processing of paychecks for all staff members. The HRG also assists staff with benefits enrollment, COBRA, and elective retirement plans. The HRG is often the first point of contact or “go-to” for staff who need answers to any questions that are not related to direct clinical service provision.

Career Services Manager

The Career Service Manager (CSM) will support recruiting, screening, and placement coordination for the Speech Language Pathologists (SLPs) requested by Henrico Public Schools. The CSM understands your unique geographic territories and is knowledgeable in state and local requirements, including licensure, background checks, fingerprinting, tuberculous testing, and credentialing. The CSM helps candidates expertly navigate any challenges they may come across. The CSM maintains contact with each qualified service provider from the initial phone call or email all the way through credentialing and the completion of the onboarding process.

In summary, you will find that Henrico Public Schools can rely on our excellent organizational structure and staff experience to meet the needs of your students.



Stacey Hett

PROFESSIONAL EXPERIENCE

Invo Healthcare, SLP/Regional Vice President, FL

June 2020- Present

- Oversee daily business operations throughout Southeast & Midwest regions
- Expand existing programs across Impact Mental Health, Behavioral and ESE services
- Define and execute strategic planning and growth strategies across key accounts
- Work closely with Area Director to develop and implement contracted related services across the Southeast & Midwest with more than 300 active therapists.
- Spearhead and maintain the Invo multidiscipline teletherapy program

Invo Healthcare, SLP/Area Director, FL

May 2017- June 2020

- Collaborated on transition plan and executed the migration of 60+ contracts from traditional learning model to mobile learning to accommodate student needs as indicated on IEP and meet COVID-19 guidelines.
- Grew existing Florida charter network relationship by selling \$1 M+ IMPACT Mental Health Program utilizing funding from Florida State Senate Bill 7026 as well as Medicaid billing in over 50 schools
- Generated and delivered professional development sessions for national charter network key personnel, centered around functional behavior assessments and mental health in schools
- Continued ongoing operational and clinical support to 100+ contracted related service providers
- IMPACT Program rollout, a flagship program designed to provide direct mental health services for students identified as high-need
- Led the implementation of the IMPACT Program to 50+ Florida Charter schools starting in 2018
- Oversee two clinical supervisors managing the IMPACT team and related service providers.

Progressus Therapy/Invo Healthcare, SLP/Clinical Manager, FL

September 2014- May 2017

- Establish and maintain relationships with key ESE Directors/District Program Specialists throughout the states of Florida, Georgia, Indiana, Illinois and Louisiana.
- Recruit and retain qualified clinicians throughout Florida, Georgia, Indiana, Illinois and Louisiana to match the needs of elementary, middle and high school-age students
- Consistently prioritize backfill needs to find placements that extend the Progressus commitment to therapists while delivering clients a continuity of ESE services throughout the school year
- Manage and oversee up to 80 therapists' assignments to achieve service delivery and compliance expectations, working in partnership with administrators
- Perform routine site visits consisting of client care calls and clinician review of documentation and caseload
- Manage utilization targets for up to 80 therapists to maximize revenue
- Problem solve solutions as issues arise regarding policies and procedures, scheduling, student need and client expectations
- Develop template for "Welcome Guide" for new and existing clinicians containing guidelines for policies and procedures specific to District/Charter School
- Leverage social collaborative tools to connect therapists throughout the state of Florida enabling the sharing of important documents and critical information
- Support and develop skills of the Progressus team of therapists to deliver therapy services with a focus on linking to student outcomes
- Perform clinical interviews on new candidates as positions come available
- Provide direct therapy services as needed throughout the region as a CCC-SLP

ABC Speech/Progressus Therapy, SLP, FL

February 2009- September 2014

- Provide speech and language therapy to elementary, middle and high school-age students in a special education school setting with severe to profound disabilities
- Collaborate with teachers and caregivers to develop individualized education plans



- Educate teachers and caregivers on strategies to increase carryover of skills to the classroom and home
- Assess students for appropriate AAC devices (both low and high tech), trained family and teachers to functionally use AAC devices, programmed AAC devices specific to student and curriculum, and implemented use of AAC devices in the school setting
- Provide speech and language therapy to elementary age students with a diagnosis of autism spectrum disorder within an autism cluster and general education setting
- Provide speech and language therapy to elementary, middle, and high school age students within a general education setting
- Provide diagnostic evaluations, screenings and consultation within the school setting

SJ Hett, Inc.

November 2009- August 2013

- Founder and owner
- Provided individualized, in-home evaluation and therapy for the pediatric population with autism, developmental delay, articulation disorders, phonological disorders, apraxia of speech, language disorders, and fluency

Specialized Speech Center, Pembroke Pines, FL

June 2010-July 2012

- Provided individual, outpatient therapy and diagnostic evaluations for the pediatric population with autism, developmental delay, articulation disorders, phonological disorders, apraxia of speech, language disorders, and fluency
- Educated caregivers on diagnosis and provided strategies to increase carryover of skills to the natural environment

Easter Seals South Florida, Fort Lauderdale, FL

October 2006- August 2010

- Provided individual therapy and diagnostic evaluations for the pediatric population with autism, developmental delay, articulation disorders, phonological disorders, apraxia of speech, language disorders, and fluency
- Clinical Fellowship Supervisor -- assessed the clinical fellow in the demonstration of the skills and knowledge appropriate for independent practice and provided professional support and personal guidance
- Collaborated with families to implement the use of AAC devices in the home and community to assist with functionality and generalization of acquired skills in the therapy setting
- Facilitated PALS (Preschool Activities for Language Stimulation) Program -- a “drop-off” language enrichment and stimulation program for children between the ages of 2 and 4 (in groups of 8 to 12 children) with delayed language skills
- Transitioned previous PALS program to PALS with Parents -- a three hour once a week “mommy and me” class focusing on parent education and techniques to increase language and socialization in everyday routines with children with autism
- Facilitated two weekly Social Skills Groups for children between the ages of 4 and 7 with varying levels of abilities (including Asperger’s Syndrome and low functioning Autism)
- Assisted in the expansion of the Social Skills Group Program from one weekly group to five weekly groups
- Completion of Early Steps Certification to be a service provider in the state of Florida
- Completion of Clinical Fellowship Year required for Certificate of Clinical Competency from the American Speech-Language Hearing Association (ASHA)

ADDITIONAL TRAINING

Autism Spectrum Specialized Education and Training- Project ASSET

Florida State University, August 2004-April 2006

Endorsement in the area of Autism Spectrum Disorders through:

- Coursework and practicum opportunities directed toward gaining knowledge and skills in evidence-based practices for individuals with autism
- Practicum experiences working as a consultant with the staff of the Center for Autism and Related Disorders (CARD) and collaboration in school-based activities designed to assist general education



teachers, paraprofessionals, family members, and others to increase achievement of outcomes for students with autism

- Involved in coding for a research project on the use of AAC with children with autism

Early Steps Certification, Broward County, FL

- Completed training necessary to become a certified Early Steps (early intervention) provider for the birth-to-three population
- Develop and execute an Individualized Family Support Plan based on the family's concerns, priorities and resources, and collaborate with multiple disciplines in the child's natural environment

PROFESSIONAL MEMBERSHIPS

- American Speech-Language-Hearing Association

EDUCATION

Florida State University, Tallahassee, FL
M.S. Speech Language Pathology, 2004-2006




Florida State University, Tallahassee, FL
B.S. Communication Sciences and Disorders, 2000-2004



MAUREEN ENGLE

AREA DIRECTOR

CONTACT

 813.549.5826
 mengle@invo-progressus.com
 www.invocompanies.com

SKILLS

- ACTIVE LISTENING
- COMMUNICATION & PROBLEM SOLVING
- TIME MANAGEMENT
- COMPUTER SOFTWARE, SUCH AS MICROSOFT OFFICE SUITES & SALESFORCE
- CONTRACT NEGOTIATION
- PROJECT LIFECYCLE MANAGEMENT

REFERENCES

Available upon request

PROFILE

I understand the world of special education and how to meet your unique needs. My primary focus is in service management - providing efficiency and effectiveness in getting you what you need, when you need it. I work with your district to facilitate formal introduction of service providers to your team, as well as a review of your policies, procedures, required documentation, reporting requirements and expectations, and training as needed.

EXPERIENCE

Invo Healthcare Associates, Area Director
2008- present

- *Develop and maintain relationships with K-12 school districts via phone, email and face-to-face communication focused on placement of therapists in the special needs education environment.
- *Collaborate with senior management and school district partners to effectively implement educationally relevant programs.
- *Worked on internal team to transition numerous acquisitions into current business model.
- *Currently maintain a national territory of over 100 school district clients and over 300 working clinicians.
- *Set up contract negotiations for new and existing clients, contract renewals, and up-sell to existing clients.
- *Passion for improving systems and maintaining client rapport.

Nova Pro Staffing, Recruiter and Account Manager
2002-2008

- *Procured applicants for short term or long-term travel RN assignments at Hospitals and skilled nursing facilities.
- *Customized compensation packages for the healthcare professionals for each assignment; staying within corporate margins for maximum profitability.
- *Communicated with the working professional throughout their entire clinical assignment to guide, support and assist as needed.
- *Maintained a volume of over 50 working healthcare professionals and Number 2 producer for the company for 2 consecutive years.

Actel Corporations, Senior Production Control Planner
2000-2002

- *Responsible for device fabrication through production and inventory management for major product lines.
- *Responsible for sales coordination and backlog management of product lines average volume of over 1 million components per month.
- *Worked directly with sales and marketing to manage budget levels.
- *Teamed with engineering on new product procurement and roll out.





Sample Candidate



Jane-Anne Herkins, M.Ed., CCC-SLP

EDUCATION:

Masters of Education, Speech-Language Pathology, August 1993, University of Virginia, Charlottesville, Virginia.
• Awarded Governor's Grant for studies in computer applications in speech-language pathology. Presented at the 1993 SHAV Convention.

Bachelor of Science, Speech-Language Pathology, May 1991, James Madison University, Harrisonburg, Virginia.
• President's List, Dean's List, President's Cabinet.

EXPERIENCE:

INVO/Progressus Therapy, for Henrico County Public Schools, Glen Allen, VA, Speech-Language Pathologist, September 2006 – present.

- Screening, evaluation and treatment of preschool through fifth grade students with a wide variety of communication and developmental disorders.
- Development of IEP's, Care Plans, and case managing speech and language impaired students in a multi-disciplinary team approach.
- Development of evaluation and therapy materials that are shared with general and special education teachers, parents/families and co-workers.

MJ Care, Inc., Richmond, Virginia. PRN Speech-Language Pathologist, April 2003 – 2006.

Genesis Rehabilitation, Richmond, Virginia. PRN Speech-Language Pathologist, April 2003 – 2006.

Stuart Circle Hospital (for Sheltering Arms Rehabilitation Hospital), Richmond, Virginia. Speech-Language Pathologist, June 1997 – February 1998 (part-time), February 1998 – February 1999 (PRN staff).

- Diagnosis and treatment of adults in an acute care and sub-acute setting with neurogenic communication disorders as well as severe head injuries.
- Evaluate and treat dysphagia, via bedside evaluations and modified barium swallow studies. Develop and provide carry-over in-services and materials to nursing staff and families.

Virginia Rehab, Richmond, Virginia. Speech-Language Pathologist, Team Leader, SLP Clinical Resource Coordinator, January 1995 – June 1997.

- Screening, diagnosis and treatment of adults with a variety of communication disorders including aphasia, dysarthria, apraxia, and integrated-linguistic deficits in the long-term care and outpatient settings as well as all dysphagia components.
- Long Term Care Team Leader - duties included supervising interdisciplinary teams at three long term care facilities, including therapist coverage and vacations, direct supervision of Rehab Tech, primary contact between the company and staff for operations, and provide written input on performance appraisals.
- Speech-Language Pathology Clinical Resource Coordinator - duties included acting as resource for day to day consultation/advice to staff regarding patient care decisions, plan of care, equipment or special situations. Also, key contact for clinical education placement decisions, provide mentoring for junior staff members, coordinate discipline specific in-services and seminars, and developed clinical resource manual as well as policy and procedure protocols for speech-language pathology department. Additional duties include phone interviews and resume review with potential SLP's and orientation to new employees.
- Total Quality Management Team Member -mission is to establish company policy for weekend coverage for skilled and managed care patients, including employee benefits, mileage reimbursement and scheduling the actual coverage.
- Screening, evaluation and treatment of children at outpatient clinic. Developed care plans for patients as well as performed multidisciplinary treatments. Treatments included: articulation, language development, fluency, apraxia, and oral-motor deficits. Communication and treatment planning conducted with children's pediatricians.
- Screening, evaluation and treatment of children at various Head Start locations.

Sheltering Arms Day Rehabilitation Program, Bon Air, Richmond, Virginia. Speech-Language Pathologist, December 1993- January 1995.

- Diagnosis and treatment of adults with neurogenic disorders including aphasia, right hemisphere dysfunction, traumatic brain injury, dysarthria, apraxia and dysphagia in a community re-entry setting.



- Involvement in an interdisciplinary team approach to treatment and family education and training.
- Supervised graduate student interns.
- Developed evaluation form to be used in facility as well as participated in Parkinson's Clinic.

Pinnacle Rehabilitation - at Richmond Nursing Home, Richmond, Virginia. Speech-Language Pathologist, August - December 1993.

- Screening, diagnosis, and treatment of adult neurogenic disorders including aphasia, right hemisphere dysfunction, traumatic brain injury, dysarthria, apraxia, and dysphasia with care plan management.

Medical College of Virginia Hospitals, Richmond, Virginia, Speech-Language Pathology Graduate Intern, May – July 1993.

- Diagnosis and treatment of communication disorders in infants, preschool children, adolescents and adults in an acute and rehabilitation setting.

PROFESSIONAL AFFILIATIONS:

American Speech-Language-Hearing Association



Financial capacity and the ability of the Offeror to successfully continue to provide services throughout the contract term(s).

Invo has provided occupational therapy, physical therapy, speech/language pathology and school psychology service delivery to early intervention, preschool, school-aged programs for more than 25 years. With almost 2000 skilled professionals in over 600 programs, INVO has the capabilities and financial capacity to undertake and successfully manage the project.

As a privately-owned company, Invo does not have publicly available Annual Reports.

Invo utilizes Fifth Third Bank for its corporate banking services. Contact information is listed below:

Daniel A. Bick, CTP
Vice President, Treasury Management
Fifth Third Bank
38 Fountain Square Plaza
Cincinnati, OH 45263
Phone: 513.534.5478

Audited financial statements are available upon request.

Tab 4 – References

Reference 1	
Agency Name	Fairfax County Public Schools
Department	Special Education
Contact Name	Barbara Fee
Contact Position Title	Speech and Language Program Manager
Phone Number	571-423-4173
Address	9226 Gatehouse Rd, Falls Church, VA 22042
Email	Barbara.fee@fcps.edu
Discipline	SLP
Reference 2	
Agency Name	Richmond Public Schools
Department	Special Education
Contact Name	Angela DeJarnette
Contact Position Title	Sr Speech and Language Pathologist
Phone Number	804-780-5516
Address	Office of Exceptional Education 301 N 9 th St – City Hall 13 th Flr, Richmond, VA 23219
Email	Adejarnet@rvaschools.net
Discipline	SLP
Reference 3	
Agency Name	Norfolk Public Schools
Department	Special Education
Contact Name	Elissa Waldman-Sisson
Contact Position Title	Program Administrator, Learning Support-Special Education
Phone Number	757-670-3945 ext 21236
Address	800 East City Hall Ave. Rm 800, Norfolk, VA 23510
Email	ewaldsis@nps.k12.va.us
Discipline	SLP/OT/PT



Tab 5 – Service Approach / Implementation of Services

Sample weekly service logs and student progress reports.

Weekly Service Log					
Student				SLP	
Year				Teacher	
Setting				Grade	
Schedule				Minutes/ week	
Date	Start Time	End Time	Minutes	Notes	
Additional Comments:					



Reaching Benchmark Assessment

The Lizard Store

Lisa flopped onto her bed and gazed at the walls of her room. Today she was finally going to

though friends get a pet! Pictures of puppies, kittens, tigers remembered, and even gorillas peered at her from her

some bedroom salesclerk walls. There was no doubt that Lisa was wild adapting an animal lover. Whether the animal was

will big sneeze or small, furry or smooth, Lisa sold was easily wild about it.

The only problem was that Lisa was held allergic also to furry pets. The slightest whiff smooth others would make

her sneeze, cough, and itch. She once long calm visited a friend who had a rabbit any animal, and her eyes swelled shut

for three get was hours. Owning a dog, a cat, or going even gazed a hamster was impossible for her and this cage small made Lisa

sad. She tried to make up for it with her actually animal turtles posters, but she still longed for a pet notice shut.

She didn't have to be sad approached still any longer, though. Today she and Dad were pets because going to

Lou's Lizard Land to pick out an shy got animal companion.

Grade 4 | Benchmark 1: _____

Correct: _____

Incorrect: _____

Number of hours per week that the speech-language therapy services can be provided;

The number of hours that can be provided is unlimited and based on District need.

Describe how issues that are reported concerning the speech-language pathologist are handled, including response time to resolve the issue and the timeframe to provide a replacement if that is the resolution;

Invo takes great pride in its reputation for maintaining open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and



their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions, and concerns directly to their supervisor. If issues persist for an employee, the issue resolution process provides a system for review by higher levels of management and Human Resources. When an employee faces an issue, he or she should contact their Invo supervisor first. If the problem remains unresolved, the employee can use the “Issue Resolution Process.”

Steps in the Process:

- **Step 1 – Meet with Area Director and/or Clinical Manager**
An employee must, in good faith, make every attempt to resolve the issue with his or her immediate supervisor.
- **Step 2 – Put it in writing**
If the Area Director cannot resolve the issue, the issue should be documented in writing. It is important to describe the issue, the desired result, and your proposed solution to the issue.
- **Step 3 – Meet with the regional Human Resources contact or Area Director**
After an employee fully describes the issue in writing, Human Resources will help them and their immediate supervisor consider how policies, procedures, and practices relate to the issue. Often, Invo’s policies will dictate a resolution to the issue. If the issue is clinical in nature or involves concerns with the quality of services at an employee’s work site, Human Resources will review the issue and offer steps to resolution.
- **Step 4 – Area Director reviews proposed resolution with the District.**
The Area Director and District review the proposed resolution to ensure the resolution meets the District’s desired goals.

Describe how the speech-language pathologist are supervised;

Invo will provide robust clinical support to the SLPs through our clinical management team's attention. Clinical Managers are seasoned Related Service Providers with experience providing mentorship and supervision to a multidisciplinary team. Clinical Managers hold a wide range of clinical expertise and proficient knowledge of the school-based model that are a deep well of resources that our clinicians can draw upon to enhance their professional skills and performance. Clinical Managers can supervise Clinical Fellows, support seasoned therapists by touching base periodically, help therapists manage high caseloads by participating in IEP meetings, providing case consultations, and acting as liaisons between the therapist and District.

Clinical Managers report to the Regional Vice President, who is also a licensed clinician with significant field experience. Our Regional Vice President provides many benefits to the District. Benefits include a layer of support to ensure that therapists have access to knowledgeable professionals, issues are resolved quickly, and a strong pulse on special education trends across the region is maintained at all times.

Delineate the role that HCPS staff will need to take in the project

HCPS staff will act as an active partner to Invo. Once candidates are sourced and prescreened, HCPS will have the ability to interview and select employee, if desired.

Copies of all documents that would need to be signed by HCPS if awarded the contract.



Invo will review and negotiate or agree to the District’s standard contract terms and conditions. HCPS will not have to sign any documents from Invo.

Invo agrees to provide all necessary material, equipment, labor, supervision, etc. required to provide speech-language therapy services, including, but not limited to:

General Requirements

- Designing and implementing a speech-language therapy program utilizing intervention models to students;
- Providing services to students referred by the Exceptional Education Department (“EED”) of HCPS and who receive support through Section 504 Plans with speech-language therapy
- Not exceeding workdays of 7.5 hours of service on any full/regular school day and no more than 4 hours of service for any early dismissal day without receiving prior approval
- Reviewing and approving all components, including but not limited to students’ individualized education program, Section 504 plans, behavior management plan, intervention policies, educational program, and service delivery by a liaison from HCPS’ EED prior to providing services.
- Providing services Monday through Friday throughout the school year, consistent with the HCPS calendar for the 2021-2022 school year
- Determining the length of treatment for each student enrolled in the program by the student’s Individualized Education Program (“IEP”);
- Providing a program that consists of individualized attention for each student to increase his/her skills;
- Providing a program with the appropriate level of special education services according to a student’s IEP developed by HCPS;
- Comply with all Virginia Department of Education (“VDOE”) regulations, laws and policies covering alternative education programs and special educational programs for children with disabilities;
- Operating the program in conformance with all applicable federal, state and local statutes and ordinances; and,
- Designing services so that each student with a disability receives services following initial enrollment with the hours and length of services based on the student’s behavior, both in and out of the program and incorporated in the IEP.

All specific tasks and reporting requirements listed in the RFP will also be adhered to.

Invo will use the educational model of service delivery outlined below and assures that all services will be educationally relevant and will support the objectives of general and special education, with a multidisciplinary team approach. This list is to provide an *illustration* of various types of tasks performed by our providers; any additional duties that are not listed, but required by the District, will also be executed.



Invo Clinical Work Plan		
Action	Person Responsible	Timeline
Service Provision		
Delivery of services to students- Provision of direct and supplemental services to students.	Related Service Providers	As prescribed by the students IEP/504 Plan (Monthly/Weekly Quarterly)
Make-Up Services- To make up services that are missed due to student or provider unavailability.	Related Service Provider	Within the academic quarter in which the service was to be provided in order to ensure all services are accounted for in quarterly progress reporting.
Screenings/Informal Consultations - Completion of screenings to gather data in preparation for new referrals and/or to support teachers in addressing challenges in the classroom for general education students.	Related Service Provider	Screens and consultations will be completed within 10 school days of initial notification.
Administrative Tasks		
Documentation – Completion of service related documentation to include, service logs, assessment reports, IEP updates, etc.	Related Service Providers	See Table Below regarding documentation timelines.
Teacher and Staff Collaboration- Opportunities for therapist to collaborate with members of the instructional team to monitor progress, aggregate data collected by multiple sources and training if indicated.	Related Service Providers	At least twice per quarter.
Meetings- Participating in multidisciplinary team meetings, to include IEP/504 meetings, IEP team meetings and parent conferences .	Related Service Providers	As indicated/scheduled
Oversight		
Observation of Service Provision- Observation of service providers during service delivery as means of continuous quality assurance.	Clinical Manager, available as needed	At least once per quarter for providers that are new to the field or new to school-based practice; and at least once per year for experienced providers, or more frequently if required.
Documentation Audits- Review of service documentation to ensure effective documentation practices and as a means of continuous quality assurance.	Clinical Manager, available as needed	At least once per quarter for new providers and twice a year for experienced providers.
General Oversight and Management- Includes provision of provider trainings, ensuring maintenance of professional standards and performance expectations	Clinical Manager, available as needed	Daily
Response to Complaints/Concerns: Addressing any complaints or performance concerns identified by the district/State.	Clinical Manager, available as needed/Area Director	Response to initial notification will be provided withing 24 hours; Plan to resolve issue will be provided within 72 hours of receipt initial notification; resolution of concern



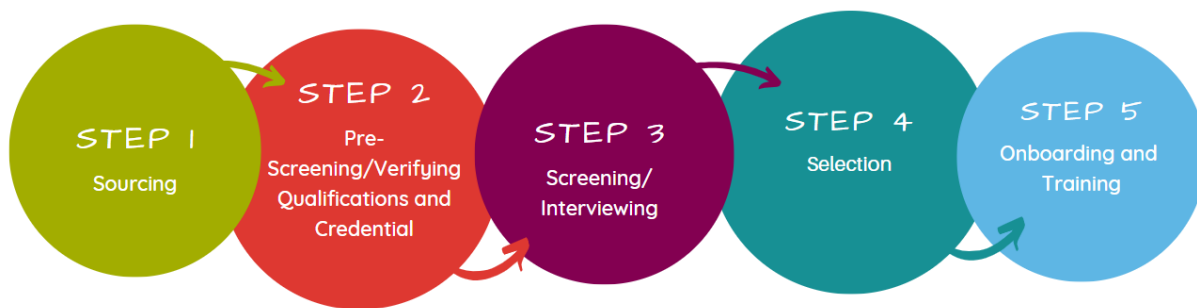
		will be established in collaboration with the district/state team.
*Timelines can be modified to meet District requirements, as needed.		

Documentation Timeline	Timeframe (calendar days)
Written Assessment Reports	Ten (10) days after completion of the assessment.
IEP/504 Contributions	Two (2) days after meeting completion
Written Service Log (i.e., therapy, consultation, training notes.)	Five (5) days after the provision of service
Written Quarterly Progress Reports to address progress on goals and objectives in IEP. Quarterly progress reports must include comments related to progress with data analysis on each objective addressed for the quarter.	Ten (10) days at the end of each quarter

Methodology that will be used to locate, screen, and hire individuals to fulfill this contract.

Invo has a demonstrated track record of providing experienced clinicians to perform the services requested in this RFP. We will use our multi-pronged approach (detailed below) to match the right related services providers to meet the District’s needs.

Recruiting Approach



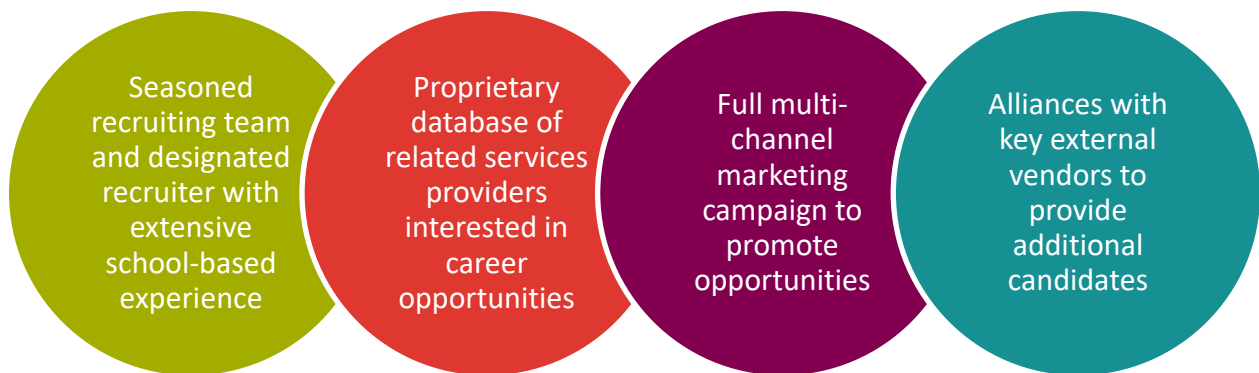
Step One: Sourcing

Invo and its employees are active and respected members of the special education community. Recognized as leaders in school-based services, we source candidates using a number of resources:

- Database: Our proprietary database of licensed related services providers is more than 1,000,000 candidates strong
- Affiliations: Longstanding relationships with national mental health and behavioral services organizations such as American Speech-Language-Hearing Association (ASHA), American Occupational Therapy Association (AOTA) and American Physical Therapy Association (APTA); our

leadership, clinical management and related services providers participate as active members, allowing us access not only to the latest in best practice for school-based service provision, but also to new graduate job fairs, related services provider outreach events and specialized topic forums. We always share our access to these resources with our partners to ensure the most benefit and to secure top talent.

- Marketing budget: A significant portion of our internal marketing budget is dedicated to supporting recruiting initiatives for your district, including pay per click, job Boards, e-blasts, social media, print advertising, and conference sponsorship
- Outreach: Local and national outreach within our community through conferences and events. Due to COVID-19 and the uncertainty of the post COVID-19 landscape, all conferences and events will be held or attended virtually for the calendar year of 2021.
- Incentive-based referrals: Employees who refer a talented, qualified friend or colleague receive a referral bonus from Invo
- Universities: Strong relationships with more than 125 universities across the country



Step Two: Pre-Screening/Verifying Qualifications and Credential

Invo’ dedicated recruitment team has a keen understanding of identifying and placing related services providers for schools. Recognizing the importance of finding the right candidates for you, we have designated a seasoned, dedicated recruiter to focus the District’s needs. We carefully pre-screen all individuals based on their licensure and credentials, school-based experience, knowledge of educationally-relevant service delivery models, and understanding of special education processes and services. We conduct sufficient interviews to determine each related services provider’s character, suitability and ability to provide service to you.

Step Three: Screening/Interviewing

After the assigned recruiter has pre-screened the applicant, we ensure the related services provider’s professional skills in school-based therapy meet the qualifications established by the District and Invo. We agree to verify that all candidates meet the District’s criteria.

Step Four: Selection

Each phase of our selection and placement process is designed to ensure the best possible match and fit for the related services provider, school partner and student.

- Matching Candidates: Our assigned Clinical/Area Director conducts a tertiary review, which includes an in-person and/or phone interview as applicable, to further assess their fit and skill



set for the needs of the partnering school. Our Clinical/Area Director works very closely with district leadership to ensure we have the highest level of expertise in matching student's needs with the appropriate related services provider skill set and needed supports.

- **Placing Candidates:** All matched candidates will be presented to the District for an interview before approving our proposed candidate. We will provide all relevant candidate information (e.g. resume, licensure, etc.) and facilitate subsequent interview(s) and next steps as needed. All candidates are considered placed upon final confirmation and approval by school administration, including verification of candidate credentials and background.

Step Five: On-Boarding Each Related Services Provider for a Strong Start

Once we have successfully matched talented related services providers to your needs, onboarding begins. Both our Human Resources (HR) Generalist and Clinical Manager/Area Director play a vital role in onboarding our related services providers to ensure their success throughout the school year. Our HR Generalist provides an overall orientation to the related services provider, reviewing benefits, expectations, and professional development opportunities. The Area Director begins collaborating with you on a district-specific orientation for each related services provider to ensure they champion your mission, vision, policies, and procedures. Orientation is an essential part of a successful school year. During the Invo orientation, we set the bar for excellence in service delivery, focusing on strategies to improve student outcomes and provide school districts with the best quality services possible. Our orientation ensures that our related services providers know how to access the myriad of resources that Invo has in place to support them in their success in your district. Our orientation promotes a culture of accountability, transparency, respect, and our company standards.

Credential Requirements for Providers

Requirements for our providers include but may not be limited to:

- Educational Background Information and Work History
- State Licensure
- Appropriate Certifications/Degrees
- Malpractice/Liability Insurance
- Required background checks and fingerprinting requirements
- Three (3) references related to work experience

Our credential department computerizes all provider information. Our system identifies when required licenses, insurance, and other "time-specific" credentials will expire every month. All information is flagged at least 60 days before expiration to ensure timely renewal and follow-up. Each service provider will also perform all responsibilities as detailed in the RFP and adhere to all rules and regulations of the District and the individual school in which they will be providing service delivery.

What Therapists Say About Us

"The great support, flexibility and professionalism has made me love working for Invo!"

PT, New Jersey

"Invo-Progressus is an organized company that provided me with placement into a desirable school district, flexibility in scheduling, reliable compensation, and continuous professional support. I couldn't be happier working for this company!"

SLP, New Jersey

"I choose Invo-Progressus, because they've given me countless opportunities to positively influence the mental and emotional lives of students."

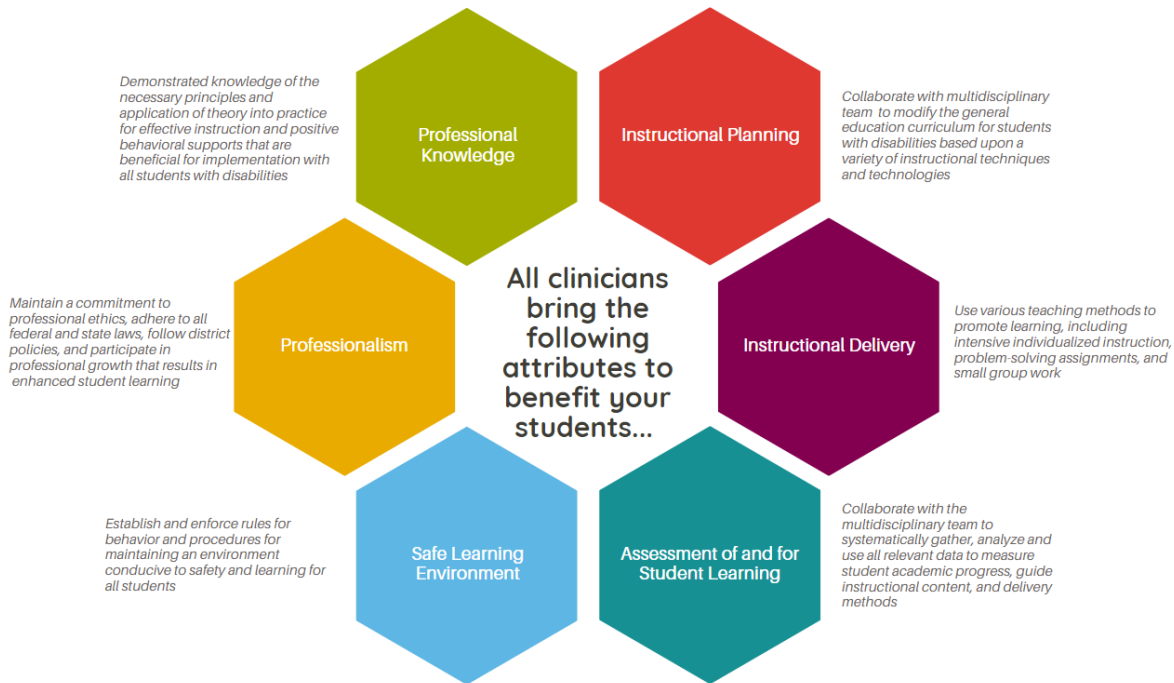
LPC, Texas

"Twelve years ago, I chose an assignment with Invo and I haven't looked back since. I love working in the schools and making a difference in the lives of students."

OT, Massachusetts

Demonstrate proven capacity, capability and expertise in service.

Standing behind Invo is a proven record of nearly three decades of success in delivering direct services and partnering with schools for program implementation and continuous quality improvement. This success would not be possible without the commitment to excellence from local educational communities and the countless positive attributes our Direct Service Providers offer. Our consistent commitment to each District's Special Education Programs and integration of standards has culminated outstanding student success and, as a result, our clinicians are routinely invited back for subsequent school years.



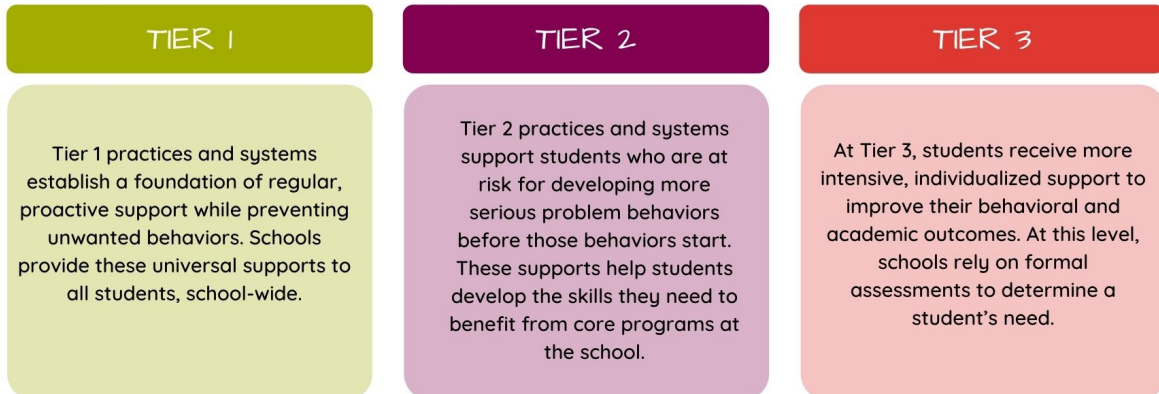
Professional Knowledge:

- Demonstrated knowledge of the necessary principles and application of theory into practice for effective instruction and positive behavioral supports that are beneficial for implementation with all students with disabilities
- Demonstrated understanding of the educational implication of characteristics of various exceptionalities and support students in the development of self-determination skills
- Knowledge and demonstrated competency in working with students in inclusion, self-contained and/or resource settings
- Demonstrated knowledge regarding research-based, promising practices in learning strategies, basic literacy, numeracy, content enhancements, social/behavioral skills, transition, advocacy, curriculum-based assessment, and response to intervention
- Knowledge of developmental disabilities that occur before and after birth and their effects on the sensory, motor, psychosocial, and cognitive development of students with special needs

- Expertise in Positive Behavioral Interventions and Supports (PBIS), an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.



Instructional Planning:

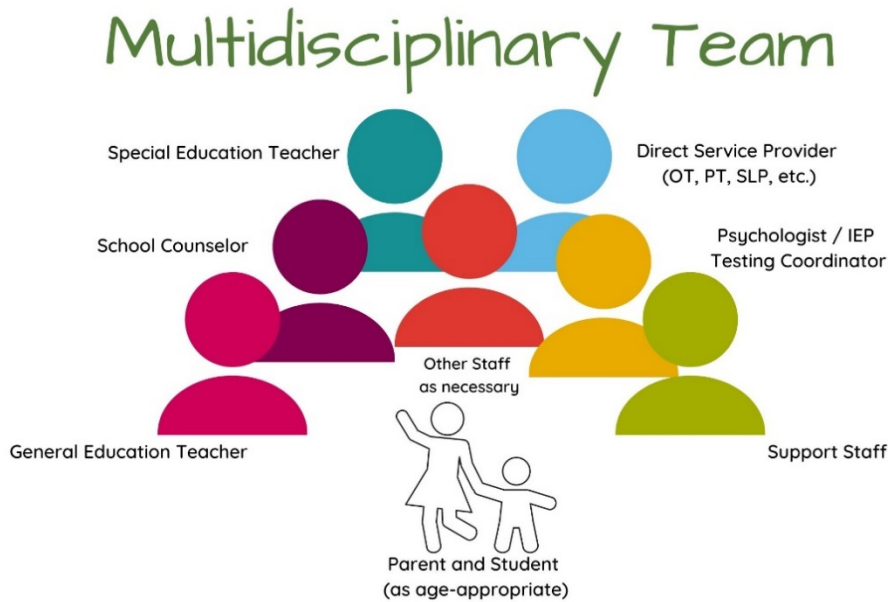
- Collaborate with general education teachers to modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students
- Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings
- Develop transition plans outlining specific steps to prepare students for middle school or high school or a job etc.

Instructional Delivery:

- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
- Use various teaching methods to promote learning, including intensive individualized instruction, problem-solving assignments and small group work
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
- Provide crisis intervention, as needed, for students and those in inclusive classrooms

Assessment of and for Student Learning:

- Systematically gather, analyze and use all relevant data collected by the multidisciplinary team to measure student academic progress, guide instructional content and delivery methods



- Administer developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans
- Use the District’s preferred assessment tools for both formative and summative purposes and use grading practice that report final master in relationship to content goals, objectives, and student IEPs. Our clinicians are well-versed in age-appropriate assessments and would be happy to advise the District on which assessments would be best for each student’s needs.
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students’ educational, physical, and social/emotional development
- Utilize the District’s preferred software or cloud-based system to maintain accurate and complete student records for tracking and preparing reports on students’ activities and progress, as required by laws, district policies, and administrative regulations

Learning Environment:

- Utilizing the principals of the Least Restrictive Environment (LRE) to ensure that students feel both included in classroom lessons and safe among their surroundings and peers
- Apply Positive Behavioral Interventions and Supports (PBIS), as determined by the students’ individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system
- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students
- Provide direct and indirect instructional support to students in a positive environment
- Establish an environment of trust and teamwork by consistently modeling and collaboratively promoting high expectation, mutual respect, concern and empathy for students, staff, families and the overall community



Professionalism:

- Adhere to all federal and state laws, district policies, and ethical guidelines
- Maintain a commitment to professional ethics, communicate effectively, take responsibility for, and participate in professional growth that results in enhanced student learning
- Build positive and professional relationships with all stakeholders through frequent and effective communication and collaboration to promote students' well-being and success
- Incorporate learning from professional growth opportunities into instructional practice and serve as a contributing member of the school's professional learning community through collaboration with teaching colleagues.



Student Academic Progress:

- Work with the multidisciplinary team to collaboratively establish acceptable, measurable, and appropriate achievement goals for student learning progress based on data
- Document the progress of each student throughout the year using the District's preferred system and provide evidence on the achievement of goals using measure of student growth
- Use performance outcome data to continually document and communicate student progress

Tab 6 – Training, Support, and Continued Education

Types of continuing education training provided to the speech-language pathologist

Our partners have experienced the advantages of our strong mentoring program. We meet all national and state-level requirements to ensure new graduates obtain their licenses. Our Clinical Managers hold the necessary state and district credentials. In addition, Invo mentors all new graduates and related services providers new to school-based service delivery by offering direct access to experienced supervisors through our exclusive, best-in-class Career Launch mentoring program.



“A good coach can change a game. A great coach can change a life.”

- John Wooden

Our Career Launch program features targeted activities, resources, and materials to customize and build the mentor-mentee relationship. This program helps the mentee better provide evidence-based services, achieve successful outcomes, acquire the knowledge and skills necessary to grow professionally, and map and reach their personal career goals. Our Career Launch Mentors provide employees with:

- Open, constructive dialogue on performance
- Role modeling and coaching
- Observation and feedback on service delivery sessions
- Guidance through challenging caseloads or situations
- A professional relationship that promotes personal and professional growth

Our related services providers are effective, confident, and well-rounded in their careers, in large part due to the collaboration with their colleagues in the Invo network to support one another. This support also translates into solid retention rates for our high-quality related services providers – nearly 80% year over year nationwide. Our mentors are seasoned, enthusiastic related services providers who have demonstrated leadership in evidence-based service delivery in the school setting. They are organized and systematic in managing programs, balancing workload and caseloads, and achieving successful treatment outcomes. Our related services providers treat a wide variety of disorders while nurturing rich relationships with teachers, administrators, parents, and other colleagues.

Additionally, Continuing Education is an important part of our employee experience at Invo. It is vitally important that our staff has access to the latest strategies and interventions, staying abreast of best practices. As part of our commitment to continuing education, SLPs have access to industry memberships and are eligible for an annual continuing education incentive, up to \$500.

Training for process related services for Medicaid Claims (if offered)

Invo would prefer HCPS to train SLPs on any Medicaid processes and claims.



Changes in staffing, how it is handled, and the recruitment process to hire qualified speech-language pathologist.

Employee Retention

We pride ourselves on building long-term employment relationships with our staff, and we are well known for being an extremely flexible and supportive employer. We also strongly believe employee retention is not an annual or one-time process. We provide additional clinical management support for our staff and other essential support structures related to HR, benefits, etc., to ensure that they have everything they need to be happy and prosperous in their roles every day.

We focus on both the individual and the team, scheduling regular social events throughout the year to recognize the hard work that they all provide and have a chance to get to know each other better. Our executive leadership and clinical managers are in close communication to discuss any concerns or issues that may need to be addressed to ensure that staff members are happy and satisfied in their roles.

At the beginning of our team members' employment, we clearly state expectations and standards for our organization and our staff and make sure anyone coming on board with us is committed and joining for the right reasons. All service providers have the requirement of a 30-day notification period in the event of resignation. This part of their agreement allows for adequate time to replace any service providers that might resign, have extended leave, or be reassigned.

Short-Term Coverage

Invo understands that providing students with the services they need is your priority; that's why having qualified providers available for your district when you need them is our priority. Our dedicated recruiting team is screening candidates daily in preparation for any potential staff changes, replacements or long-term leaves of absence and is fully prepared to provide a qualified replacement.

If there are any changes in staffing, Invo uses the recruiting process outlined above (pgs. 34-36).

Tab 7 – Pricing / Cost Proposal

While committing to providing the District with significant cost savings, Invo also maintains strong quality assurances to provide highly qualified and experienced providers. Our providers foster strong relationships within their assigned schools and drive positive student outcomes. Hourly rates are based on cost of living standards for specific geographic areas and hourly rate market comparisons of similar school districts within specific geographic areas. Our proposed hourly rates include all of these direct and indirect costs:

- Compensation for direct service and administrative support
- National and local marketing and recruiting expenses
- Health and welfare benefits, PTO, workers’ compensation, professional liability insurance
- Housing allowance, relocation expenses, tuition reimbursement (where applicable)
- Professional development including continuing education allowance and on-line CEUs
- State licensure reimbursement
- Professional association dues
- On-going recruiting and human resources support
- Payroll and processing costs

Hourly rates are below:

Discipline	Hourly Rate
Speech Language Pathologist	\$65.50
Speech Language Pathologist – Clinical Fellow	\$64.00
Speech Language Pathologist Assistant (SLPA)	\$55.00



Tab 8 – Exceptions

Invo does not take any exceptions to the Scope of Services and General Terms and Conditions of this RFP.



Tab 9 – Assumptions

Invo does not make any assumptions when responding to this RFP.



Tab 10 – Appendices

None