



## Fargo Public Schools

### General Bid Conditions, Specifications & Instructions In-Person Intensive In-School Intervention Services

**Due: Thursday, August 8, 2024 at 10:00 a.m.**

**Description:** Fargo Public Schools (District) is accepting sealed bid pricing from qualified sources to provide in person intensive in-school intervention services. It is the intention of Fargo Public Schools to contract up to (5) Registered Behavioral Technicians (RBT) and 1 Certified Behavioral Analyst to provide in person, in-school services five days per week during the school year, which could include extended school year, as IEP teams determine the need.

**Bid Timeline:**

|                    |                             |
|--------------------|-----------------------------|
| Publication        | July 24 & 31, 2024          |
| Public Bid Opening | August 8, 2024 @ 10:00 a.m. |
| Board Approval     | August 27, 2024 @ 5:30 p.m. |

**Submit Sealed Bids to:**

Fargo Public Schools  
Attn: Jackie Gapp, Chief Financial Officer  
700 7<sup>th</sup> Street South  
Fargo, ND 58103

Any bids submitted after the bid opening date and time will be disqualified. Bids may be mailed, or hand delivered during regular office hours.

**Bid Packet Specifications:** Sealed bids must include the attached Bid Proposal Form (Attachment A) and be in an envelope clearly marked “In Person Intensive In-School Intervention Services, August 8, 2024.” It is the responsibility of the bidder to confirm receipt of the bid prior to the due date.

**Questions:** Please submit questions online at <https://www.fargo.k12.nd.us/RFP>. All questions received, answers, notification of approved alternates, and addendums will be posted at this site.

**Introduction:** District presently operates sixteen (16) elementary schools, three (3) middle schools, three (3) high schools, one (1) alternative high school, one (1) K-8 special education day school, and one (1) virtual school. K-12 enrollment is approximately 11,300.

**Award or Rejection:** It is the intention of Fargo Public Schools (District) to have a fair and open bid process.

Bidders shall prepare their submission in compliance with the instructions in this package and ALL BIDS MUST BE SUBMITTED ON THE SAME BID PROPOSAL FORMAT TYPE THAT IS PROVIDED IN THIS PACKAGE. Failure to do so will constitute a No Bid.

The District reserves the right to reject any or all bids. Awards will not necessarily be made based on price alone. Suitability to purpose, qualifications, past service, or other factors deemed to be in the best

interest of the District may also be considered. The District shall be the sole judge of these factors. In all instances, the decision rendered by the District shall be final and not subject to contest by others.

The District reserves the right to award to any vendor which *meets or exceeds* the *minimum* acceptable level of quality/quantity as outlined in the specifications. Services that *do not meet or exceed* the specifications as outlined in the bid documents will not be considered. If the District chooses to consider services of lesser quality/quantity than what has been specified, all parties/vendors will have the opportunity to re-bid that specific service.

District reserves the right to require bidder(s) to submit evidence of qualifications or any other information the Board may deem necessary, including audited and unaudited financial statements.

District reserves the right to conduct interviews with any of the bidders and to request a formal presentation by any of the bidders.

Vendors must notify the District using the Q and A form on the website. Forfeited bid awards will be awarded to the next lowest responsible bid.

**Contract Term:** The term of the service contract shall be from August 21, 2024-July 28, 2025, with an option to extend for two (2) additional school calendar years. See Attachment B for the District's school calendar.

## **Scope of Services: Intensive In-School Intervention Services**

### Board Certified Behavior Analyst (BCBA):

Conduct Functional Behavioral Assessments (FBAs):

- Assess student behaviors to identify underlying causes and functions.

Develop Behavior Intervention Plans (BIPs):

- Create individualized plans to address identified behavioral issues.

Provide Behavioral Data Required by Intervention Plan:

- Collect and analyze data to monitor progress and effectiveness of interventions.

Consultation:

- Provide expertise and guidance to educational staff and parents regarding behavior management techniques, materials, and program implementation.

Training of School Staff:

- Conduct training sessions for school staff on behavior management techniques and strategies.

Design, Implementation, and Evaluation:

- Develop and implement techniques to address academic and behavioral difficulties.
- Evaluate the effectiveness of implemented strategies.
- Provide supervision to RBTs

## Registered Behavior Technician (RBT):

### Implement Behavioral Interventions:

- Execute the interventions outlined in the BIPs.

### Record Behavioral Data:

- Accurately document student behavior as required by the intervention plan.

### Collaborate with Individual Case Managers:

- Ensure that students' behavioral goals are in alignment with their Individualized Education Programs (IEP).

### Behavioral Intervention Plans:

#### Objectives, Strategies, and Activities for Correcting Noncompliance:

- Develop clear goals and actionable steps to address and correct noncompliance behaviors.

#### Resources Needed to Obtain the Objectives:

- Identify necessary resources to achieve set objectives.

#### Follow-Up Information Required:

- Provide all necessary follow-up information to track progress and make adjustments.

#### Modifications:

- Modify plans when necessary or appropriate to ensure effectiveness.

## Support Services Provided by BCBA and RBT:

### Overseeing Programming and Maintenance:

- Ensure the effective implementation and maintenance of behavioral programs.

### Confidentiality Practices:

- Uphold confidentiality standards in handling student information.

### Individual Supports:

- Provide individualized support as outlined in students' IEPs.

### Collaboration with School Districts and Special Education Departments:

- Work closely with the school district's special education departments to ensure cohesive support.

### Utilizing Various Services and Approaches:

- Employ diverse services and approaches to support students in accessing the least restrictive environment.

In responding to this bid, vendors certify that they are independent contractors and that all employees providing services to District under this bid are employees of the vendor.

Upon request of District, vendor shall provide current profiles for certified special education teachers serving students of the District. Profiles shall consist of resume, skill checklist, current license, certification, and two work references.

Vendor is solely responsible for compliance with all labor and tax laws pertaining to vendor, its officers, agents, and employees, and shall indemnify and hold District harmless from any failure by vendor to comply with such laws.

The District shall be charged only for personnel service provided and documented.

**Evaluation Criteria:** Jackie Gapp, Chief Financial Officer, will be responsible for leading the evaluation process and maintaining bid evaluation records. The Board of Education of the City of Fargo will give ultimate approval. The vendor’s bid on the required Bid Worksheet (Attachment A) shall be the final delivered hourly price. By submitting a bid, a vendor signifies agreement to the outlined terms and conditions.

| <b>Category</b>  | <b>Evaluation Criteria:</b>  | <b>Possible Percentage:</b> |
|--|--|-----------------------------|
| <p><b>Qualification of staff:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of Respondent’s Personnel Structure and Proposing Staff</li> <li>2. Qualifications and Experience of Personnel</li> <li>3. Provide In person Services</li> </ol>  | <p>Assess the organizational structure, roles, and hierarchy of the personnel. Evaluate how the proposed staffing aligns with the project requirements.</p> <p>Review the educational background, certifications (e.g., BCBA, RBT), professional training, and relevant experience of the proposed staff. Look for specific experience in providing intensive in-school intervention services.</p> | <p>30%</p>                  |
| <p><b>Firm’s Individual’s Experiences/References:</b></p> <ol style="list-style-type: none"> <li>1. History and experiences of the staff assigned to FPS.</li> <li>2. Quality and relevance of at least three (3) references on similar types of services</li> <li>3. The firm's understanding of the services to be provided and their approach/methodology to provide the requested services.</li> </ol> | <p>Assess the respondent’s track record and years of experience working with FPS. Consider the depth and breadth of their experience.</p> <p>Evaluate the quality and relevance of the references. Contact the references to verify the respondent’s performance, reliability, and effectiveness in delivering services.</p>   | <p>25%</p>                  |

| Category  | Evaluation Criteria:  | Possible Percentage: |
|---|---|----------------------|
| <p><b>Ability to perform services:</b></p> <ol style="list-style-type: none"> <li>1. Availability of staff and other resources.</li> <li>2. Record of reliability and responsiveness</li> </ol> | <p>Assess the availability of staff and resources to meet the district's needs. Consider the respondent's ability to provide consistent and continuous services without interruptions.</p> <p>Evaluate the respondent's history of reliability and responsiveness in meeting instructional and related services. Look for evidence of timely and effective communication and problem-solving abilities.</p> | 25%                  |
| Cost Criteria- Fee proposal   | Compare the fee proposals to determine the cost-effectiveness of the services provided. Consider the overall value in relation to the cost.   | 10%                  |
| Quality of Submission and overall evaluation  | <p>Assess the completeness, clarity, and professionalism of the proposal submission. Look for a well-organized, detailed, and responsive proposal that addresses all RFP requirements.</p> <p>Each area will be evaluated individually, but a holistic assessment of the respondent's ability to meet the district's needs will be made.</p>  | 10%                  |

**Sales Tax:** Prices should NOT include Sales Tax. Do NOT include Federal Excise Tax, as the District is exempt.

**Award of Bid:** The successful bidder will receive a contract for services and Purchase Order upon Board approval.



# Fargo Public Schools

## Bid Worksheet (Attachment A) In-Person Intensive In-School Intervention Services

Company Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

|   | <b>Term</b>                         | <b>Hourly Price</b> | <b>Total Price</b> |
|---|-------------------------------------|---------------------|--------------------|
| Certified Behavioral Analyst (CBA)      | August 21,<br>2024-July 28,<br>2025 | \$                  | \$                 |
| Registered Behavioral Technicians (RBT) | August 21,<br>2024-July 28,<br>2025 |                     |                    |

I certify by my signature below that the terms and conditions of this bid are understood and accepted, and that I have the authority to obligate the company listed above to perform under the conditions outlined in the attached bid and response remains valid for 60 days following the submittal date.

Authorized Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

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



| JULY - 2024 |    |    |    |    |
|-------------|----|----|----|----|
| M           | T  | W  | Th | F  |
| 1           | 2  | 3  | 4  | 5  |
| 8           | 9  | 10 | 11 | 12 |
| 15          | 16 | 17 | 18 | 19 |
| 22          | 23 | 24 | 25 | 26 |
| 29          | 30 | 31 |    |    |

| AUGUST - 2024 |    |    |    |    |
|---------------|----|----|----|----|
| M             | T  | W  | Th | F  |
|               |    |    | 1  | 2  |
| 5             | 6  | 7  | 8  | 9  |
| 12            | 13 | 14 | 15 | 16 |
| 19            | 20 | 21 | 22 | 23 |
| 26            | 27 | 28 | 29 | 30 |

| SEPTEMBER - 2024 |    |    |    |    |
|------------------|----|----|----|----|
| M                | T  | W  | Th | F  |
| 2-NS             | 3  | 4  | 5  | 6  |
| 9                | 10 | 11 | 12 | 13 |
| 16               | 17 | 18 | 19 | 20 |
| 23               | 24 | 25 | 26 | 27 |
| 30               |    |    |    |    |

| OCTOBER - 2024 |    |    |       |       |
|----------------|----|----|-------|-------|
| M              | T  | W  | Th    | F     |
|                | 1  | 2  | 3     | 4     |
| 7              | 8  | 9  | 10 EO | 11-NS |
| 14-NS          | 15 | 16 | 17    | 18    |
| 21             | 22 | 23 | 24    | 25    |
| 28             | 29 | 30 | 31    |       |

| NOVEMBER - 2024 |    |       |       |       |
|-----------------|----|-------|-------|-------|
| M               | T  | W     | Th    | F     |
|                 |    |       |       | 1     |
| 4               | 5  | 6     | 7     | 8     |
| 11-NS           | 12 | 13    | 14    | 15    |
| 18              | 19 | 20    | 21    | 22    |
| 25              | 26 | 27-NS | 28-NS | 29-NS |

| DECEMBER - 2024 |       |       |       |       |
|-----------------|-------|-------|-------|-------|
| M               | T     | W     | Th    | F     |
| 2               | 3     | 4     | 5     | 6     |
| 9               | 10    | 11    | 12    | 13    |
| 16              | 17    | 18    | 19    | 20 EO |
| 23-NS           | 24-NS | 25-NS | 26-NS | 27-NS |
| 30-NS           | 31-NS |       |       |       |

| JANUARY - 2025 |    |      |    |       |
|----------------|----|------|----|-------|
| M              | T  | W    | Th | F     |
|                |    | 1-NS | 2  | 3     |
| 6              | 7  | 8    | 9  | 10    |
| 13             | 14 | 15   | 16 | 17-NS |
| 20-NS          | 21 | 22   | 23 | 24    |
| 27             | 28 | 29   | 30 | 31    |

| FEBRUARY - 2025 |    |    |    |       |
|-----------------|----|----|----|-------|
| M               | T  | W  | Th | F     |
| 3               | 4  | 5  | 6  | 7     |
| 10              | 11 | 12 | 13 | 14 EO |
| 17-NS           | 18 | 19 | 20 | 21    |
| 24              | 25 | 26 | 27 | 28    |

| MARCH - 2025 |       |       |       |       |
|--------------|-------|-------|-------|-------|
| M            | T     | W     | Th    | F     |
| 3            | 4     | 5     | 6     | 7     |
| 10           | 11    | 12    | 13    | 14 EO |
| 17-NS        | 18-NS | 19-NS | 20-NS | 21-NS |
| 24           | 25    | 26    | 27    | 28    |
| 31           |       |       |       |       |

| APRIL - 2025 |    |    |       |       |
|--------------|----|----|-------|-------|
| M            | T  | W  | Th    | F     |
|              | 1  | 2  | 3     | 4     |
| 7            | 8  | 9  | 10    | 11    |
| 14           | 15 | 16 | 17-NS | 18-NS |
| 21-NS        | 22 | 23 | 24    | 25    |
| 28           | 29 | 30 |       |       |

| MAY - 2025 |    |    |    |    |
|------------|----|----|----|----|
| M          | T  | W  | Th | F  |
|            |    |    | 1  | 2  |
| 5          | 6  | 7  | 8  | 9  |
| 12         | 13 | 14 | 15 | 16 |
| 19         | 20 | 21 | 22 | 23 |
| 26-NS      | 27 | 28 | 29 | 30 |

| JUNE - 2025 |    |    |    |    |
|-------------|----|----|----|----|
| M           | T  | W  | Th | F  |
| 2           | 3  | 4  | 5  | 6  |
| 9           | 10 | 11 | 12 | 13 |
| 16          | 17 | 18 | 19 | 20 |
| 23          | 24 | 25 | 26 | 27 |
| 30          |    |    |    |    |

| 2024 - 2025 School Calendar  |           |
|------------------------------|-----------|
| NS = No School               |           |
| Color Key:                   |           |
| Professional Development     | Early Out |
| Student Contact 1st Semester | Holiday   |
| Student Contact 2nd Semester | Storm Day |
| Staff Non-Contract           |           |

|     |            |                             |
|-----|------------|-----------------------------|
| Aug | 21-27      | NS: Staff Prof Development  |
| Aug | 28         | <b>First Day of Classes</b> |
| Sep | 2          | NS: Holiday                 |
| Oct | 10         | Early Out (2 hours)         |
| Oct | 11         | NS: Vacation Day            |
| Oct | 14         | NS: Holiday                 |
| Nov | 11         | NS: Holiday                 |
| Nov | 27-29      | NS: Thanksgiving Break      |
| Dec | 20         | Early Out (2 hours)         |
| Dec | 23 - Jan 1 | NS: Winter Break            |
| Jan | 2          | <b>Classes Resume</b>       |
| Jan | 17         | NS: Staff Prof Development  |
| Jan | 20         | NS: Holiday                 |
| Feb | 14         | Early Out (2 hours)         |
| Feb | 17         | NS: Holiday                 |
| Mar | 14         | Early Out (2 hours)         |
| Mar | 17-21      | NS: Spring Break            |
| Apr | 17         | Storm Makeup Day*           |
| Apr | 18         | NS: Holiday                 |
| Apr | 21         | Storm Makeup Day*           |
| May | 26         | NS: Holiday                 |
| Jun | 5          | <b>Last Day of Classes</b>  |
| Jun | 6          | Staff Prof Development      |
| Jun | 6          | Graduation: Dakota High     |
| Jun | 8          | Graduation: North (Noon)    |
|     |            | South (3:00)                |
|     |            | Davies (6:00)               |

|                                    |            |
|------------------------------------|------------|
| 1st Quarter ends Nov 1             | 45 Days    |
| 2nd Quarter ends Jan 16            | 42 Days    |
| 3rd Quarter ends Mar 28            | 43 Days    |
| 4th Quarter ends Jun 5             | 45 Days    |
| <b>Total Student Contact Days:</b> | <b>175</b> |

\* If Storm Makeup is not needed,  
NS: Vacation Day

Updated 1/2/24