

# GALENA CITY SCHOOL DISTRICT (GCSD)

*FY27 REQUEST FOR PROPOSALS (RFP):  
School Psychology Services: Independent Contractor*

Issued on:	February 24, 2026
Proposal due date:	March 15, 2026 by 5:00 P.M. Alaska Time
Classification:	School Psychology Services Request for Proposal
Anticipated award date:	May 15, 2026
Contract term:	July 1, 2026 – June 30, 2027 (Base Year) with possible renewal July 1, 2027 – June 30, 2028 (Option Year) July 1, 2028 – June 30, 2029 (Option Year)

**Submit proposals by email to:**

Kelly McBride, Director of Student Support Services – [Kelly.McBride@galenanet.com](mailto:Kelly.McBride@galenanet.com)

Cc: Jim Merriner, Director of Administrative Projects – [Jim.Merriner@galenanet.com](mailto:Jim.Merriner@galenanet.com)

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## TERMS & CONDITIONS

This request implies no obligation on the part of the buyer. All bids submitted must remain valid for a period of 60 days (unless otherwise specified). The Galena City School District (“School District or GCSD”) reserves the right to negotiate the terms and conditions of any contract entered into as a result of accepting any bid submitted by the successful bidder(s).

The Galena City School District is not responsible for any costs to the bidders for preparation of this bid.

One or more addenda to the Request for Proposal (RFP) may be issued by the School District after the RFP process is opened. A copy of any addendum issued by the School District must be signed by the bidder and submitted along with its bid. While the School District will make reasonable efforts to notify bidders of any addenda, it is the sole responsibility of the bidder to verify whether any addenda/attachment has been issued. Bidders should check the School District website to ascertain if any addenda have been issued.

Any interested party may obtain a copy of the RFP from the School District website at <https://www.galenaalaska.org/procurement/>.

## SECTION 1 – INTRODUCTION

The Galena City School District (GCSD) seeks proposals from qualified independent contractors to provide school psychology services for students ages 3–21 for School Year (SY) 2026–2027 (Base Year), with an additional proposed scope and pricing for SY 2027-2028 and SY 2028-2029.

GCSD includes schools in Galena, Alaska, a remote location on the Yukon River. GCSD also operates the IDEA Homeschool program statewide with satellite offices in Fairbanks, North Pole, Palmer, Wasilla, Eagle River, Anchorage, Soldotna, Anchor Point, and Juneau. Contractors must be prepared to provide services across this geographically dispersed system, including remote/virtual evaluations when appropriate.

School psychology is a related service under the Individuals with Disabilities Education Act (IDEA) and may be provided to support a child with a disability in accessing and benefiting from special education, as determined by the IEP team. School psychologists play a critical role in conducting comprehensive evaluations, contributing to eligibility determinations, providing consultation, and assisting in the development of data-driven interventions that promote academic, behavioral, and social-emotional success.

All evaluations and eligibility determinations must comply with Alaska special education regulations (4 AAC 52) and adhere to IDEA evaluation procedures, including review of existing data, implementation of nondiscriminatory assessment practices, use of technically sound instruments, and participation in team-based eligibility decisions. Services must reflect current professional standards, support inclusive practices, and align with the district’s commitment to equitable, student-centered support across all educational environments.

## SECTION 2 – SCOPE OF WORK (SCHOOL PSYCHOLOGY)

### Primary Services Requested

- Initial evaluations and reevaluations (psychoeducational; social-emotional/behavioral; adaptive behavior; executive function/attention; autism-related assessment elements as assigned; and other areas of suspected disability as appropriate).
- Evaluation planning with the parent/guardian and multidisciplinary team, including review of existing records to determine whether new assessment is needed.
- Participation in eligibility/ESER meetings and presentation of findings to the team.
- Consultation and collaboration with Student Support Services (SSS), teachers, related service providers, and families as assigned.
- Recommendations for educational programming, interventions, accommodations, and (when educationally necessary) counseling as a related service.

Note: Eligibility decisions are made by a group of qualified professionals and the parent/guardian; the evaluator provides data and recommendations for team consideration.

## Required Minimum Qualifications (All Proposers)

### Independent Contractor Requirements

- Operate as an independent contractor (not a GCSD employee).
- Provide a W-9 prior to providing services.
- Provide proof of professional liability insurance prior to developing a contract.
- Provide a current Alaska business license prior to developing a contract.

### Field Credentials

Candidates must hold a graduate degree in School Psychology from a NASP-approved or aligned program and meet qualifications for the Alaska DEED Type C Special Services Certificate with a School Psychologist endorsement. Required preparation includes supervised internship hours consistent with NASP training standards, competency in psychoeducational assessment, MTSS/RTI systems, behavioral intervention, and special education eligibility procedures. Providers must maintain active professional credentials and uphold NASP ethical guidelines in all service delivery.

### Alaska Educator Certification (Required)

In addition to field credentials, each provider must hold and maintain a CURRENT Alaska teaching certificate: Type C (Special Services) or Type K (Advanced Special Services), appropriately endorsed for school psychology/special services, prior to providing services.

### Communication, Scheduling, and Space Logistics (Required)

- Contractor must proactively coordinate with GCSD Student Support Services (SSS) and site-based staff on scheduling, student availability, and testing logistics.
- Contractor must request/reserve appropriate assessment space (quiet, private, distraction-reduced) with at least one week's notice when possible.
- Contractor must follow site visitor protocols and comply with GCSD expectations for student supervision and confidentiality in shared spaces.

### Written Consent Requirement (Required)

**No assessment activities may begin until GCSD has obtained written consent from the parent/guardian.**

- Consent must be documented in writing prior to assessment administration (ink signature or approved electronic signature).
- Contractor must confirm with SSS that consent is on file before initiating any direct assessment with a student.

### Evaluation Planning & Review of Existing Data (Mandatory)

- Review existing evaluation data and records prior to selecting new assessment tools (including parent-provided information, classroom-based assessments/observations, and observations by teachers and related service providers).
- Plan evaluation activities with the parent/guardian and team: identify what additional data (if any) are needed to determine disability/educational needs, present levels, and needed services.
- Administer only those assessments and measures needed to produce the identified data, and document the rationale for assessment selection.

Proposal requirement: Describe your process for record review, collaborative evaluation planning, and decision-making for whether a new assessment is needed.

### **Required Assessment Best Practices (Mandatory)**

**All evaluations under this contract must reflect best practices and IDEA/Alaska evaluation requirements, including:**

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent/guardian.
- Do not use any single measure or assessment as the sole criterion for eligibility or programming decisions.
- Use technically sound instruments and administer them in accordance with test publisher instructions (including validity, reliability, and standardization considerations).
- Use the most recent published version/edition of assessment tools when available and appropriate.
- Multiple raters are preferred for rating scales and checklists (e.g., parent/guardian and at least one teacher; additional raters when relevant). Document raters and summarize cross-setting patterns.
- Ensure assessment selection and administration are culturally responsive and linguistically appropriate; consider the student's language(s), communication needs, and cultural context.

### **Cultural and Linguistic Responsiveness (Mandatory)**

**GCSD serves a diverse population, including Alaska Native students and multilingual families.**

**Evaluations must:**

- Consider language history, English proficiency, and the need for interpretation/translation supports.
- Select assessments that reduce cultural and linguistic bias to the greatest extent possible.
- Document any limitations to interpretation due to language, cultural, or norming constraints.
- Incorporate family input and cultural context in interpretation and recommendations.

### **Person-First and Respectful Language (Mandatory)**

**All reports and communications must use person-first, respectful, non-stigmatizing language and avoid deficit-only framing.**

- Examples: "student with a disability" rather than "disabled student"; "student with dyslexia" rather than "dyslexic student."
- Reports must include strengths, needs, educational impact, and actionable recommendations for the team.

### **Specific Requirements for SLD Evaluations (Including Dyslexia) (Mandatory)**

- When evaluating for Specific Learning Disability (SLD), evaluations must include consideration of reading and written language needs and may reference dyslexia, dyscalculia, and dysgraphia when supported by data.
- Include multiple data sources (achievement, instructional data, observations, rating scales, and other relevant measures) and clearly describe educational impact and recommended supports.

## Requirement for OHI (Other Health Impairment) Medical Documentation (Mandatory)

- If Other Health Impairment (OHI) is suspected, the evaluation file must include current medical documentation of the health condition and educational impact.
- Contractor must coordinate with SSS to confirm medical documentation is obtained and reviewed prior to eligibility determination meetings.

## Evaluation Report Requirements (Mandatory Deliverables)

**Each evaluation report must include, at minimum:**

- Reason for referral and relevant background history.
- Summary of review of existing records and data and rationale for assessments selected (including why new assessment was or was not needed).
- Assessment instruments used (including edition/version), dates of administration, and identification of raters/observers.
- Validity considerations (effort, attention, language, cultural/linguistic factors, sensory/motor factors, testing conditions).
- Integrated interpretation drawing upon information from a variety of sources (tests, parent input, teacher recommendations, observations, adaptive behavior, and relevant medical/health information).
- Educational impact statement and identified needs.
- Data-based recommendations for the team to consider, including: (a) possible eligibility category(ies) the data may support; and (b) whether school psychology services are recommended as a related service, with needs and specific recommendations for the team to consider (frequency/duration parameters may be suggested for discussion).
- Specific, actionable recommendations for interventions, accommodations, supports, and next steps.
- Documentation of cultural and linguistic considerations, including language needs and any limitations.
- Use of person-first, respectful language throughout.

## Technology, Data Privacy, and Security Requirements (Required)

**Proposers must describe secure procedures used for transmission, storage, and sharing of sensitive information (PII), and for telehealth/remote assessment when used.**

- Required District Email: Contractor must use secure District-issued email for all communication involving student information, including scheduling, consultation, document exchange, and parent/team communication. Personal email, texting, and social media may not be used for student-related communication.
- Secure data transmission and storage: use District-approved secure systems; encrypt files containing PII; use password-protected files where appropriate; use multi-factor authentication (MFA) if available; and maintain encrypted storage on any devices used for District work.
- Device security: devices used for District work must be password-protected, configured to auto-lock, and maintained with current security patches and antivirus protection.
- Telehealth/remote assessment: use secure, encrypted video platforms; verify student identity; ensure private, distraction-free settings; and follow test publisher telepractice rules. Document telehealth procedures used in the report when remote assessment is utilized.

- Prohibited AI use: Contractor may not use OpenAI products or services (including ChatGPT or Whisper) to process, analyze, summarize, store, or generate content containing identifiable or potentially identifiable student information unless explicitly authorized in writing by GCSD. Contractor may not upload PII into any AI tool unless explicitly authorized in writing by GCSD.
- Incident reporting: Contractor must notify GCSD within 24 hours of any suspected unauthorized access, misdirected communication, device loss, or data incident.
- Acknowledge that some assessments cannot be administered remotely and may require in-person administration.

### Assessment Materials, Technology, and Protocol Handling

- Proposals must specify what assessment materials and technology the contractor will supply and what, if anything, is requested from GCSD.
- Original testing protocols must be secured and maintained by the provider until after the ESER meeting. After ESER, protocols must be sent to SSS Records (Fairbanks Office) for destruction per GCSD procedure.

### Medicaid Documentation (If District Bills Medicaid)

If GCSD bills Medicaid School-Based Services (SBS) for eligible services, providers agree to provide supporting documentation in accordance with Alaska Medicaid billing procedures and GCSD documentation expectations.

### Embrace Software Training (Required)

All contractors must agree to training and use of the Embrace software program for documentation and workflow as directed by GCSD.

### Travel and Reimbursable Expenses

- Proposals must address travel to and from assessment/service sites (airfare, lodging/hotel, mileage/ground transport, per diem as applicable).
- Proposals must specify whether travel is billed at actual cost with receipts, as a flat rate, or included in service rates.

### Rates, Invoicing, and Payment (Required)

- Proposals must include rates for direct time (assessment, therapy/instruction when applicable) and indirect time (record review, IEP/ESER meetings, report writing, department meetings/trainings).
- Contractors must submit a detailed monthly invoice to be paid, including dates, service type, direct vs. indirect time, applicable rates, and travel line items with receipts when applicable.

### Base Year and Option Year Scope (Required)

**Your proposal must include:**

- BASE YEAR (SY 2026–2027): staffing plan/availability, capacity, service delivery approach (in-person/remote), evaluation/report turnaround targets, rates, and travel terms.
- OPTION YEARS (SY 2028–2029 and SY 2029-2030): proposed scope of work and any changes/improvements, with rates and travel terms clearly stated.

### **SECTION 3 – SELECTION CRITERIA**

Proposals will be evaluated on a 100-point scale. GCS D may award one or multiple contracts.

- Experience & Qualifications (35 points): demonstrated school-based evaluation experience; rural/remote experience preferred; references.
- Technical Approach (35 points): evaluation planning process; assessment best practices; cultural/linguistic responsiveness; report quality and secure/telehealth procedures.
- Cost & Rate Clarity (20 points): clear direct/indirect rates; transparent travel and billing.
- Compliance Readiness (10 points): Type C/Type K certificate; W-9; insurance; Alaska business license; Embrace readiness.

Minimum score required for consideration: 75 points.

GCS D reserves the right to request additional information or clarification from bidders during the evaluation process.

### **SECTION 4 – ATTACHMENTS**

- Attachment A – Proposal Transmittal Form (required)
- Attachment B – Qualifications Checklist and documentation (required)
- Attachment C – Costs (required)
- Attachment D – Scope of Work Narrative (Base + Option Year) (required)

### **SECTION 5 – COMPLIANCE**

The selected vendor, contractor, installer will be required to adhere to all Alaska Department of Education and Early Development (DEED), State of Alaska, and Federal laws and regulations as applicable, including, but not limited to FERPA, COPPA, CIPA, CIPA-2, HIPAA, ADA and the Galena City School District board policy.

The Galena City School District is committed to providing access to our electronic information, including our websites, for individuals with disabilities in accordance with all applicable State and Federal laws.

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 require us to ensure that anyone with disabilities seeking information or services from us, have access to and use of information and data that is comparable to the access and use by any other members of the public who are not individuals with disabilities. This requirement extends to any and all web-based services, applications, or other technology that is acquired, contracted or otherwise made available by the School District, to its students, staff and/or community members. Responders to this solicitation shall be equally responsible and contractually bound to ensure their product and service offerings are accessible pursuant to the aforementioned laws. The School District's website accessibility standards can be found here:

<https://www.gcsdk12.org/>

### **SECTION 6 – QUESTIONS**

**Direct all questions to:**

Kelly McBride, Director of Student Support Services – [Kelly.McBride@galenanet.com](mailto:Kelly.McBride@galenanet.com)

All correspondence must be in writing to ensure the integrity of the procurement process and for recording purposes.

## **SECTION 7 – SUBMISSION**

**To be considered for the award, proposals must be received by email no later than:**  
March 15, 2026, by 5:00 P.M. Alaska Time

Submit proposals to:

Kelly McBride, Director of Student Support Services – [Kelly.McBride@galenanet.com](mailto:Kelly.McBride@galenanet.com)

Cc: Jim Merriner, Director of Administrative Projects – [Jim.Merriner@galenanet.com](mailto:Jim.Merriner@galenanet.com)

Email subject line: “RFP – School Psychology (SY26–27) – [Proposer Name]”

**ATTACHMENT A – PROPOSAL TRANSMITTAL FORM**

BUSINESS NAME	
MAILING ADDRESS	
CITY / STATE / ZIP	
PHYSICAL BUSINESS ADDRESS	
CITY / STATE / ZIP	
CONTACT PERSON FOR THIS PROPOSAL	
TELEPHONE	
EMAIL	
ALASKA BUSINESS LICENSE #	
FEDERAL TAX ID (EIN) / SSN	
ALASKA TEACHING CERTIFICATE (Type C or Type K) – Certificate # / Expiration	

**DISCIPLINE(S) PROPOSED:**  School Psychology

**CERTIFICATION:**

I certify that I am a duly authorized representative of the business listed above and that the information and materials enclosed with this proposal accurately represent the capabilities of the business to provide the services described in compliance with the requirements of this RFP.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINTED NAME: \_\_\_\_\_ TITLE: \_\_\_\_\_

**ATTACHMENT B – QUALIFICATIONS CHECKLIST (Required)**

- Current Alaska teaching certificate: Type C (Special Services) or Type K (Advanced Special Services), appropriately endorsed.
- Resume/CV for each proposed provider.
- Proof of liability insurance.
- Alaska business license.
- W-9.
- Copies of applicable professional license(s) and/or national credentials (if applicable).
- Three (3) references for comparable school-based work.

**ATTACHMENT C – COSTS (Required)**

Provide clear separation of direct and indirect time. Attach additional pages if needed.

DIRECT TIME (billable)	RATE
Assessment administration / student observation	\$_____ / hour
Other direct services (describe): _____	\$_____ / hour

INDIRECT TIME (billable)	RATE
Record review / scoring / report writing	\$_____ / hour
IEP/ESER meetings	\$_____ / hour
Department meetings / trainings (if required)	\$_____ / hour

Minimum billing increment: \_\_\_\_\_ minutes

Cancellation policy: \_\_\_\_\_

- Airfare (estimate): \$\_\_\_\_\_ per trip
- Lodging/hotel (estimate): \$\_\_\_\_\_ per night x \_\_\_\_\_ nights
- Ground transportation / mileage (estimate): \$\_\_\_\_\_
- Per diem (if applicable): \$\_\_\_\_\_
- Other (shipping/materials): \$\_\_\_\_\_
- Travel billing method (check one):  Actual cost + receipts  Flat trip rate  Included in service rates

**ATTACHMENT D – SCOPE OF WORK NARRATIVE (Required)**

Base Year (SY 2026–2027): service capacity/availability, delivery model, report timelines, record review and evaluation planning process, telehealth/security procedures, and collaboration plan with SSS and site staff.