

GALENA CITY SCHOOL DISTRICT (GCSD)

*FY27 REQUEST FOR PROPOSALS (RFP):
Occupational Therapy Services – Independent Contractor*

Issued on:	February 24, 2026
Proposal due date:	March 15, 2026 by 5:00 P.M. Alaska Time
Classification:	Occupational Therapy 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

Cc: Jim Merriner, Director of Administrative Projects – Jim.Merriner@galenanet.com

TABLE OF CONTENTS

- Terms & Conditions
- Section 1: Introduction
- Section 2: Scope of Work (Occupational Therapy)
- Section 3: Selection Criteria
- Section 4: Attachments
- Section 5: Compliance
- Section 6: Questions
- Section 7: Submission Instructions & Proposal Transmittal Form

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 occupational therapy services for students ages 3–21 for School Year (SY) 2026–2027, 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 services when appropriate and allowable.

Occupational therapy (OT) is a related service under the Individuals with Disabilities Education Act (IDEA), provided to support students with disabilities in accessing, participating in, and benefiting from special education. As determined by the Individualized Education Program (IEP) team, OT services address functional needs in fine motor or sensory processing that impact a student’s ability to make progress in the general curriculum and meet IEP goals.

Contracted providers will conduct high-quality evaluations, deliver direct and indirect services, and collaborate with educators and families to support student functional participation needs, motor and sensory needs, or school-based functional performance. All evaluations, services, and eligibility determinations must comply with Alaska Special Education Regulations (4 AAC 52) and IDEA requirements, including:

- systematic review of existing data,
- use of nondiscriminatory, culturally responsive assessment practices,
- administration of technically sound instruments, and
- participation in team-based eligibility and IEP 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 (OCCUPATIONAL THERAPY)

Primary Services Requested

The Contractor shall provide, as assigned by GCSD Student Support Services (SSS):

1. Screenings, initial evaluations, and reevaluations to determine educational impact and the need for OT as a related service (fine-motor/visual-motor integration, sensory-motor/regulation as it affects learning and participation, ADLs within school routines, access/positioning, executive function/organization, and environmental/task adaptation).
2. IEP-based services (direct and indirect) aligned to educationally relevant goals; service models may include individual, small-group, classroom-embedded,

- consultative/coaching, and tiered supports within MTSS/RTI when appropriate and allowable.
3. Participation in ESER/eligibility and IEP meetings, including presentation of findings, present levels, goal suggestions, service recommendations, and accommodations/access strategies.
 4. Environmental and task analysis with recommendations for universal design, accessibility, and assistive technology (low- to high-tech) that support classroom participation and learning.
 5. Collaboration and capacity-building for educators and families (training, modeling, co-planning) to support implementation fidelity, progress monitoring, and generalization across school contexts. [

Note: Eligibility decisions and related service determinations are made by the IEP team, including the parent/guardian; the OT provides data, analysis, 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 an accredited graduate degree in Occupational Therapy and be certified by the National Board for Certification in Occupational Therapy (NBCOT). Providers must hold an active Alaska OT License through the State of Alaska Board of Occupational Therapy and meet DEED requirements for providing related services under IDEA. Training must align with AOTA standards in functional assessment, fine-motor and sensory-motor intervention, assistive technology, and school-based OT practice. Ethical practice must follow AOTA guidelines and IDEA/504 service expectations.

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 occupational therapy/special services prior to developing a contract.

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 service/testing logistics.
- Contractor must request/reserve appropriate therapy/testing 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 evaluation/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).
- OT 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 data, teacher input, 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 educational impact, present levels, and the need for special education/related services.
- Administer only those assessments and measures needed to produce the identified data, and document the rationale for assessment selection and any limitations.

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

AOTA-Aligned Assessment and Service Best Practices (Mandatory)

All occupational therapy services under this contract must align with IDEA/Alaska requirements and AOTA school-based best practices.

All occupational therapy services under this contract must align with IDEA/Alaska requirements and AOTA school-based practice standards. OT services must focus on supporting student access, participation, and progress in the educational environment.

Educational relevance

The “litmus test” for services is whether a functional motor, sensory, or participation-related need adversely affects a student’s access to instruction, engagement in school routines, or ability to make progress in the general curriculum. Evaluations and recommendations must clearly connect OT-identified needs to school participation, functional tasks, and learning.

Use of multiple assessment tools and strategies

A variety of tools must be used to develop a comprehensive picture of student functioning, including:

- Standardized assessments (when appropriate)
- Functional/educational data related to school tasks
- Curriculum-based measures
- Observations across settings
- Work samples
- Sensory and motor checklists
- Stakeholder input from teachers, families, and (when appropriate) students

No single measure used as the sole criterion

Eligibility or service decisions may not rely on one assessment tool. Decisions must incorporate multiple data points across environments and tasks relevant to school participation.

Use of technically sound, current instruments

All standardized assessments must be technically sound, used in accordance with publisher instructions, and administered using the most recent edition/version when available and appropriate. Functional and observational tools must also be applied with fidelity and documented clearly.

Multiple raters preferred for rating scales/checklists

When feasible, OT rating scales, sensory checklists, or functional performance measures should include multiple raters and settings (e.g., teacher, parent/guardian, paraprofessional). Cross-setting patterns must be documented in the evaluation.

Progress monitoring

Evaluation reports and ongoing service notes must include:

- Baseline data tied to functional school tasks
- Measurable, observable goals
- Identified data sources or tools for monitoring progress
- Plans to adjust interventions based on student response

Service delivery

Reports must describe the educationally relevant OT service delivery model(s) used, such as:

- Individual intervention
- Small-group or peer-supported intervention
- Classroom-based or embedded services
- Consultative/coaching support for staff and families
- Hybrid/telepractice delivery (when appropriate and allowable)

Providers must document how fidelity of interventions is ensured and how OT services contribute to student outcomes relating to access, participation, and progress in educational tasks.

Cultural and Linguistic Responsiveness (Mandatory)

GCSD serves Alaska Native students and multilingual families. Occupational therapy evaluations and services must be culturally responsive, trauma-informed, and linguistically appropriate, consistent with IDEA and AOTA best practices for equitable school-based OT services.

Consider cultural, linguistic, and community context

Providers must consider a student's language history, dialect, multilingual development, cultural routines, family practices, and community norms, as well as the need for interpreter/translation supports when gathering information or conducting assessments.

Differentiate cultural or experiential differences from functional impairment

OT practitioners must use evidence-informed, culturally responsive methods—such as dynamic assessment, ethnographic interviewing, naturalistic observation, and multi-source data—to distinguish cultural or experiential differences from true functional delays or motor/sensory impairments affecting school participation.

Select assessment tools that minimize cultural and linguistic bias

Assessment tools and strategies must be chosen with attention to norming limitations, cultural relevance, and linguistic demands. Providers must document:

- Any limitations resulting from norming mismatches
- How these limitations informed interpretation of results
- The balance of standardized and functional measures used to ensure valid conclusions

Collaborate appropriately with interpreters/translators

When interpretation or translation is required (e.g., student interview, parent interview, dynamic assessment interactions), practitioners must:

- Collaborate with trained interpreters or district-approved language supports
- Document how interpretation occurred
- Describe how validity and reliability were supported when working across languages
- Note any impact on assessment findings or 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 fine motor difficulties” rather than “clumsy kid.”
- Reports must include strengths, needs, educational impact, and actionable recommendations for the team.

Evaluation Report Requirements (Mandatory Deliverables)

- Reason for referral and relevant background, including developmental history, educational history, health/medical factors, sensory considerations, motor development, and functional concerns reported by caregivers or school staff.
- Summary of review of existing records/data and rationale for assessments selected, including why new assessment tools, observations, or progress monitoring were or were not needed.
- Assessment instruments/measures used (including edition/version), evaluation dates, environments in which observations occurred, and identification of raters/observers (e.g., teacher, parent/guardian, student).
- Validity considerations, including factors related to attention/effort, fatigue, motor limitations, sensory processing differences, environmental conditions, cultural and linguistic factors, and other variables impacting performance.
- Results and integrated interpretation across multiple sources and settings, including standardized assessments, functional skill assessments, observations in natural contexts, work samples, caregiver/teacher input, and curriculum-based data. Interpretation must describe functional strengths and needs in areas such as fine

motor skills, visual-motor integration, sensory processing, motor planning, coordination, self-regulation, and participation in school routines.

- Educational impact statement clearly linking OT-related strengths and needs to the student's ability to access and participate in the curriculum, meet classroom expectations, complete school tasks, engage in ADLs at school, and participate in academic and non-academic activities.
- Data-based recommendations for the team to consider, including:
 - (a) whether the data support eligibility under Developmental Delay, Other Health Impairment, Orthopedic Impairment, or another IDEA category related to functional performance; and/or
 - (b) whether occupational therapy as a related service is recommended, including needs and specific considerations for service delivery (e.g., consultative vs. direct services, suggested frequency/duration parameters for team discussion).
- Specific, actionable recommendations for interventions, environmental or task modifications, sensory strategies, fine-motor/visual-motor supports, accommodations, assistive technology or adaptive equipment (if applicable), classroom strategies, and next steps for the team.
- Documentation of cultural and linguistic considerations and any limitations, including how these factors were addressed in testing, interpretation, or recommendations.
- Use of person-first, respectful language throughout, avoiding labels, shorthand descriptors, or deficit-based terminology (e.g., "student with sensory regulation needs" rather than "sensory kid").

Telepractice / Remote Services and Secure Information Handling (Required)

Proposers must describe secure procedures for transmission, storage, and sharing of sensitive student information (PII) and for telepractice when used.

- Secure data transmission: encrypted email/secure portals, password-protected files, multi-factor authentication, and encrypted storage for any devices used.
- Telepractice must be of comparable quality to in-person services; use secure, encrypted video platforms; verify student identity; ensure private, distraction-free settings; and obtain parental consent as needed.
- Telepractice planning should include equipment/internet requirements and the role of a facilitator (parent/guardian or site staff) when required for student support and safety.
- Acknowledge that some assessments or activities may require in-person administration depending on tool requirements and student needs.

Assessment Materials, Technology, and Protocol Handling

- Proposals must specify what assessment materials/therapy materials and technology the contractor will supply and what, if anything, is requested from GCSD.
- Original testing protocols (test forms, rating scales, scored 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.

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.

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) and indirect time (record review, scoring, writing reports, IEP meetings, parent communication, 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. GCSD 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.

GCSD 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

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

Cc: Jim Merriner, Director of Administrative Projects – Jim.Merriner@galenanet.com

Email subject line: "RFP – Occupational Therapy (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: Occupational Therapy

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.