



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

DATE:	August 31, 2025
CONTRACT COMMODITY/SERVICE: <i>(include contracting entity if cooperative)</i>	Speech Therapy Services
CONTRACT NUMBER:	2183B
COMMODITY CODE:	948.86
CONTRACT PERIOD:	September 1, 2025 through August 31, 2026
RENEWAL OPTIONS:	None
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:	The Stepping Stones Group, LLC
Address:	2300 Windy Ridge Parkway, Suite 825S
City, State:	Atlanta, GA 30339
Contact Name:	Jessica Little
Phone Number:	678-426-2571
Email address:	jlittle@thesteppingstonesgroup.com
ORACLE SUPPLIER NUMBER:	441978
BUSINESS CATEGORY:	Non-Swam
PAYMENT TERMS:	Net 45
DELIVERY:	As needed and requested
FOB:	County of Henrico
BUYER: Name:	Eileen M. Falcone CPPB
Title:	Purchasing Manager
Phone:	804-501-5637
Email:	Fal51@henrico.gov

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.

2025-26 PRICE SCHEDULE – CONTRACT NO. 2183B

Speech Language Pathologist (SLP)	\$72.66 per hour
Clinical Fellows (SLP-CF)	\$71.57 per hour with district supervision
Clinical Fellows (SLP-CF)	\$72.66 per hour with SSG supervision
Speech Assistants (SLPA)	\$66.65 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. 2183B**

This Non-Professional Services Contract (this "Contract") entered into this 11th day of August 2021, by The Stepping Stones Group, 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 28, 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.

The Stepping Stones Group, LLC
2300 Windy Ridge Parkway, Suite 825S
Atlanta, GA 30339

Signature

Jessica Little, Client Services Manager
Printed Name and Title

August 11, 2021
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

ASSISTANT COUNTY ATTORNEY 8-11-21



EXHIBIT A

COMMONWEALTH OF VIRGINIA

County of Henrico

DEPARTMENT OF FINANCE
Purchasing Division

July 19, 2021

Jessica Little
The Stepping Stones Group, LLC
2300 Windy Ridge Parkway, Suite 825S Atlanta, GA 30339
jessica@thesteppingstonesgroup.com

RE: RFP #21-2183-6KMW- Speech Therapy Services

Dear Ms. Little:

This letter is to inform you that your firm has been selected to enter into negotiations for the above referenced solicitation.

To begin this process, please submit the following items:

1. Attachment A- BAFO Pricing

Please provide the above items by 12:00 p.m. on July 21, 2021. A response via email attachment is sufficient.

If you have any questions, please contact me at 804-501-5690 or wil203@henrico.us.

Sincerely,

Kennedy Williams, VCA, VCO
Procurement Analyst III

ATTACHMENT A
BAFO Pricing

Fixed Hourly Rate for Speech Language Pathologist (SLP):

\$ 66.00 per hour

Optional:

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

\$ 64.37 with District provided supervision & \$65.37 with SSG provided supervision

Fixed Hourly Rate for Speech Assistants (SLPA):

\$ 60.00 per hour



THE STEPPING STONES GROUP

Transforming Lives Together

The Stepping Stones Group, LLC

RFP # 21-2183-6KMW

Speech Therapy Services

Henrico County Public Schools, VA

Authorized Representative

Jessica Little, Client Services Manager

2300 Windy Ridge Pkwy., Ste. 825S, Atlanta, GA 30339

jlittle@thestepplingstonesgroup.com

678-426-2571

Opening Date: June 28, 2021

Opening Time: 2:00PM

Respectfully Submitted!

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TAB I – INTRODUCTION & SIGNED FORMS



Please see the following page for an introduction letter from Client Services Manager, Jessica Little.



THE STEPPING STONES GROUP
Transforming Lives Together

June 28, 2021

Henrico County Public Schools
Attn: Oscar Knott, Purchasing Director
8600 Staples Mills Road
Henrico, VA 23273

Dear Mr. Knott,

In response to your Invitation for Bid, The Stepping Stones Group, LLC is pleased to present its proposal for the provision of speech therapy services for Henrico County Public Schools (HCPS). Please note that Cobb Pediatric Speech Services has provided services to HCPS since 2012. **Cobb Pediatric Speech Services is now a member of The Stepping Stones Group.** We would like to express our sincere and earnest interest in continuing to work with HCPS, now as The Stepping Stones Group, to provide speech therapy services for your students.

With over 32 years of experience and expertise, The Stepping Stones Group is a trusted market-leader in providing special education, therapeutic, nursing, and behavioral health services for school systems throughout the United States. We are comprised of nine trusted, long-standing, and mission-driven organizations that offer a variety of special education solutions. Our family of brands includes the following: AlphaVista, Ardor School Solutions, Cobb Pediatric Therapy Services, Cumberland Therapy Services, Futures, MyTherapyCompany, Speech Rehab Services, Staffing Options and Solutions, and Staff Rehab. Through our collective family of brands and continued growth, we now serve more than 700 public school systems, charter schools, and private learning centers, and we employ more than 4,000 therapy, behavioral health, nursing, and education professionals nationwide.

Our organization has combined the management and recruitment expertise of our partner companies, along with clinical resources, mentoring, and professional development, into one market-leading organization. We provide comprehensive clinical management services, and each of our clinicians is assigned to a Clinical Manager. As such, we have earned an excellent reputation as an extremely effective and responsive provider of high-quality education-based services. The Stepping Stones Group has maintained a 92% client retention rate, leading to consistent and reliable staffing for our school district partners.

The Stepping Stones Group is uniquely qualified to meet the needs of Henrico County Public Schools. We have the experience to recruit qualified, licensed providers and the capabilities to provide the District with whatever level of staffing it may need, from simple position staffing to department management, and anything in between that would benefit its students. If you should have any questions or require additional information, please feel free to contact me directly, and we appreciate your consideration.

Sincerely,

Jessica Little, Client Services Manager
(p): 678-426-2571
(e): jlittle@thesteppingstonesgroup.com
www.thesteppingstonesgroup.com

COMPANY BACKGROUND

The Stepping Stones Group offers a robust 32-year history of providing therapeutic, behavioral health, nursing, and special educational services for school systems. Since our beginnings in 1989, we have become the nationally recognized leader in serving school districts and have made the INC 5000 list over 10 times. We are headquartered in Atlanta, GA and have additional corporate hubs in California, Colorado, Florida, Illinois, Indiana, Massachusetts, and New York.

We currently have over 4,000 clinicians and educators providing services for over 700 public school districts, charter schools, and private learning centers in more than 35 states. We have unparalleled experience in delivering best practice therapeutic and behavioral health solutions to children with special needs and autism. In addition to recruiting highly qualified staff, we provide clinical management, comprehensive training and orientation, and ongoing monitoring for our clinicians.

Our Mission and Core Values

The Stepping Stones Group was founded with the singular mission of transforming the lives of children, families, and communities together through our exceptional therapeutic, special education and behavioral health services. We have a strong commitment to our core values, as they are the true heart of our company culture:

- **Trust:** Respectful and loyal in our actions
- **Integrity:** Honest, ethical, and fair in our activities
- **Results:** Striving to exceed expectations
- **Quality:** Excellence in everything we do
- **Community:** Working together to improve a child's future
- **Inclusivity:** Welcoming everyone to join our mission in transforming lives together

A passionate adherence to these guiding beliefs continues to shape how we serve our employees, our clients, and the broader community.

Family of Brands

The Stepping Stones Group grew from a simple belief: That every child is born with a special set of gifts. Throughout our history, we have partnered with eight mission-driven organizations that share in our vision. Our dynamic leadership team and expansive clinical support network ensure the delivery of the highest quality therapeutic and behavioral health services nationwide.



TAB I – INTRODUCTION & SIGNED FORMS

Commitment to Diversity & Inclusion

The Stepping Stones Group is committed to diversity and inclusion. As a socially conscious employer driven by purpose, we welcome all people who have the heart to join us in our mission to transform lives together. Our Diversity & Inclusion Council focuses on bringing about a more equitable environment to enable all employees to feel welcomed and included for their unique talents and contributions. We celebrate the diversity of our colleagues and believe that by listening, learning, and empathizing with each other's life experiences we become a stronger organization.

Scope and Service Cohorts

Below is a partial list of the services we provide:

<u>Related Therapy</u>	<u>Related Behavioral</u>	<u>Education</u>	<u>School Nursing</u>	<u>Autism</u>
Speech Language Pathologists	School Psychologists	Special Education Teachers	Certified School Nurses	Board Certified Behavioral Analysts
Occupational Therapists	Licensed Social Workers	Teachers for the Visually Impaired	Registered Nurses	Registered Behavioral Technicians
Physical Therapists	Mental Health Counselors	Teachers for the Deaf and Hard of Hearing	Licensed Practical Nurses/Licensed Vocational Nurses	Behavioral Technicians
Audiologists	Educational Diagnosticians	Sign Language Interpreters		Paraprofessionals
Therapy Assistants (Speech-SLPA, Occupational-OTA, Physical-PTA)	School Counselor	Adaptive Physical Education Teachers		Instructional Aides

****Following our Company Background, please refer to the Required Forms listed in the requirements of this RFP:***

Attachment A: Proposal Signature Sheet

Attachment B: Business Classification Form

Attachment C: VA SCC Registration Information

Attachment D: Proprietary/Confidential Information

Attachment F: Direct Contact with Students Form

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 <u>NOT</u> USE TRADE NAME):
The Stepping Stones Group, LLC
ADDRESS:
2300 Windy Ridge Parkway, Ste 825S, Atlanta, GA 30339
FEDERAL ID NO: 26-0852181
SIGNATURE: 
NAME OF PERSON SIGNING (PRINT): Jessica Little
TITLE: Client Services Manager
TELEPHONE: 678-426-2571
FAX:
EMAIL ADDRESS: jessica@thesteppingstonesgroup.com
DATE: June 28, 2021

ATTACHMENT B BUSINESS CATEGORY CLASSIFICATION FORM

Company Legal Name: The Stepping Stones Group, LLC

This form completed by: Signature: _____

Title: Client Services Manager

Date: June 28, 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:

T0356693 -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: The Stepping Stones Group, 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		

ATTACHMENT F

DIRECT CONTACT WITH STUDENTS

Name of Bidder: The Stepping Stones Group, 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

Jessica Little

Printed Name of Authorized Representative

The Stepping Stones Group, LLC

Printed Name of Vendor
(if different than Representative)

Commonwealth of Virginia



State Corporation Commission

CERTIFICATE OF FACT

I Certify the Following from the Records of the Commission:

That The Stepping Stones Group LLC, a limited liability company formed under the law of DELAWARE, obtained a certificate of registration to transact business in Virginia from the Commission on October 1, 2007; and

That the limited liability company is registered to transact business in the Commonwealth of Virginia as of the date set forth below.

Nothing more is hereby certified.



Signed and Sealed at Richmond on this Date:

February 1, 2021

A handwritten signature in cursive script, reading "Bernard J. Logan".

Bernard J. Logan, Clerk of the Commission



**COMMONWEALTH OF VIRGINIA
STATE CORPORATION COMMISSION**

Office of the Clerk

January 20, 2021

Mary Collins
7288 Hanover Green Drive
Mechanicsville, VA, 23111

RECEIPT

RE: The Stepping Stones Group LLC
ID: T0356693
FILING NO: 2101202814439
WORK ORDER NO: 202101151274279

Dear Customer:

This is your receipt for \$25.00 to cover the fee for filing an amended application for a certificate of registration and/or an amendment to the articles or certificate of organization for the above-referenced limited liability company, which was filed with this office on January 20, 2021.

Note: Prior to the effective date of this filing, the name of the above-referenced limited liability company was CUMBERLAND THERAPY SERVICES, LLC.

If you have any questions, please call (804) 371-9733 or toll-free 1-866-722-2551.

Sincerely,

Bernard J. Logan
Clerk of the Commission

Delivery Method: Walk-In



CERTIFICATE OF LIABILITY INSURANCE

5/21/2022

DATE (MM/DD/YYYY)

6/22/2021

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 Lockton Companies 1185 Avenue of the Americas, Suite 2010 New York NY 10036 646-572-7300	CONTACT NAME:	
	PHONE (A/C, No, Ext): FAX (A/C, No):	
INSURED 1481095 The Stepping Stones Group, LLC 184 High Street, Floor 5, Boston, MA 02110	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Navigators Specialty Insurance Company	NAIC # 36056
	INSURER B: Trumbull Insurance Company	27120
	INSURER C: Twin City Fire Insurance Company	29459
	INSURER D: National Insurance Company	12076
	INSURER E: *** SEE ATTACHMENT ***	
	INSURER F:	

COVERAGES MAIN**CERTIFICATE NUMBER:** 17653998**REVISION NUMBER:** XXXXXXXX

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	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PRO-JECT ☐ LOC OTHER:	N	N	CE21HCPZ089DNNC	5/21/2021	5/21/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
B	☐ AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☒ HIRED AUTOS ONLY ☒ NON-OWNED AUTOS ONLY	N	N	3UUNHF7003	5/21/2021	5/21/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX \$ XXXXXXXX
A	☒ UMBRELLA LIAB ☒ OCCUR ☐ EXCESS LIAB ☒ CLAIMS-MADE DED RETENTION \$	N	N	CE21HCPZ08ELVNC	5/21/2021	5/21/2022	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$ XXXXXXXX
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	39 WB BX6853	5/21/2021	5/21/2022	☒ PER STATUTE ☐ 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
A	Prof. Liab/Sexual Abuse & Mol.	N	N	CE21HCPZ089DNNC	5/21/2021	5/21/2022	\$1M Ea. wrongful act/\$3M Agg
D	Cyber			CYBP001223-211	5/21/2021	5/21/2022	\$5K Ea. Claim Ded
E	Crime			See Attached	5/21/2021	5/21/2022	\$5M Ea. Claim/\$5M Agg/\$25K Ret. Att

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

Named Insureds include: Pediatric Therapy Services, LLC DBA Stepping Stones Group, Cumberland Therapy Services, LLC, 101 Therapy Staffing, Inc., My Therapy Company, LLC, Alpha Vista Services, Inc., Alpha Vista Holdings, Inc., Staffing Options & Solutions, LLC, and Cobb Pediatric Speech Services, LLC dba Cobb Pediatric Therapy Services, The Perfect Playground OT, PT, & SLP PLLC, SSG New York, LLC, Rockstar Recruiting LLC d/b/a StaffRehab, Speech Rehab Services, LLC; SSG Intermediate HoldCo, LLC; MyTherapyCompany SPED, LLC; Rockstar Recruiting, LLC dba StaffRehab

CERTIFICATE HOLDER

17653998
County of Henrico
Risk Management
PO Box 90775
Henrico VA 23273

CANCELLATION See Attachment

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

CRIME

Carrier: Beazley Insurance Company, Inc.

Policy Number: V25E86190301

Policy Term: 05/21/2021 - 05/21/2022

Limit: \$1,000,000

Retention: \$10,000

SCOPE OF SERVICES

SSG has reviewed the Scope of Services outlined in the RFP instructions, and we agree with all requirements and terms. We will recruit highly qualified clinicians who will meet the District's qualifications. We will also ensure that they perform all duties listed in the Scope of Services, including designing and implementing speech and language therapy programs utilizing intervention models for students referred by the Exceptional Education department of HCPS; serve students (male and female) who are speech and language impaired and exceptional education students with speech and language as a related service; provide services during the weekdays, Monday through Friday, throughout the school year and consistent with the HCPS calendar for 2021-2022 and subsequently approved calendars; provide services for the length of treatment determined by the student's IEP; provide a program that consist of individualize attention for each student to increase his/her speech/language skills, providing appropriate level of special education services according to a student's IEP developed by HCPS; provide case management services while students are enrolled in the program to include contact and coordination services with the liaison from the Exceptional Education department, including reporting procedures required by HCPS, student assessments as directed by the Exceptional Education department of HCPS, case management that includes quarterly communication of progress, observations, evaluation summary, and any other matters regarding the enrollee's scholastic status to the parents and the liaison; provide crisis intervention services as needed to the students and families with the student is in attendance at the program or is receiving services; support development and implementation of behavior management with specific expectations as determined by HCPS, school, and individual student plan; report any serious incidents as defined by the HCPS Code of Student Conduct to the on-site principal; conduct speech-language therapy services on-site in HCPS and also placement locations within normal school hours; observe the school closing guidelines for HCPS as reported by the local media due to inclement weather; and serve on the Child Study Team as the Speech-Language Pathologist for the Exceptional Education department.

The clinical culture within SSG revolves around providing educationally relevant services and implementing strategies and best practice techniques to address the students' IEP goals. Our clinicians will comply with the following duties, allowing for differences across disciplines.

- Pre-referral strategies, if applicable within the District
- Assessments
- Report Writing
- Attendance at meetings
- Therapy services
- Documentation
- Treatment logs
- Progress reports
- Consultation with teachers, parents, etc.
- Collaboration with IEP team

For this RFP, the job duties will be as follows:

Speech Therapy

- language
- articulation
- phonology
- voice

- fluency
- social communication
- pragmatic language

Language:

- Provide services for the five domains of language: (1) semantics (vocabulary), (2) syntax (sentence structure), (3) morphology (word forms and grammar), (4) phonology (sounds), and (5) pragmatics (social language)
- Collaborate with Special Education teachers to use curriculum extension activities to increase skills in the language areas of semantics (vocabulary) and syntax (sentence formulation)
- Co-teach lessons with Special Education and General Education teachers targeting pragmatic (social language) skill development for peer interactions

Literacy:

- Offer literacy intervention in oral comprehension for students with language/learning needs
- Lead whole class lessons in kindergarten and first grade on phonological awareness
- Co-teach activities with the kindergarten and first grade teams for story narratives and sequential markers for story organization

Articulation:

- Teach students placement of the articulators of the mouth for correct sound production
- Partner with teachers and families for carryover activities to practice speech sound production

Fluency/Stuttering:

- Teach students techniques to shape rhythm and smoothness of speech production

Voice:

- Teach students vocal health and hygiene fundamentals, and safe vocal use

Augmentative and Alternative Communication:

- Partner with students and staff to provide meaningful opportunities to use dedicated voice output devices for interactions throughout the school day

Autism Spectrum Disorder:

- Teach students social expectations, organizational systems, and conversational strategies for peer and academic situations

METHODOLOGY

It is our priority that SSG clinicians implement educationally relevant and evidence-based therapeutic and behavioral health approaches, follow best practice standards in their area of specialty, and implement services within the least restrictive environment.

Our clinicians will apply an integrated and collaborative approach to services, following your District's Multi-Tiered System of Supports or Response to Intervention guidelines and approach. Our clinicians will also participate in all aspects of the school-based identification and intervention process: from assessments and eligibility standards, to development, planning, and implementation of IEP services.

As members of the collaborative IEP team, our clinicians will help determine the right service delivery model and strategies to support the educational goals of each individual student. Service models may include individual or group service delivery, push-in, pull-out, consultative approaches, or any combination of the above. We believe that it is essential for all IEP team members to collaborate with one another on a regular basis in order to promote consistency and increase student success.

Pre-Referral Strategies, Including RtI

SOG clinicians will follow the policies and procedures defined by the District. Before an assessment is initiated, SOG clinicians may collaborate with IEP team members or school staff to discuss parent and/or teacher concerns regarding the student's academic and/or behavioral challenges. The clinicians will work with the team to determine specific strategies and modifications that can be implemented for a specified amount of time, in the general education environment. If necessary, a classroom observation may be scheduled.

SOG clinicians will lend support, provide strategies for interventions, and educate the IEP team members with regard to related disability areas, which have a negative educational impact on student performance. In addition, prior test scores, attendance records, medical history, and work samples may be reviewed to assist in making the right modifications for the student. This approach will frequently reduce unnecessary assessments and provide staff with the tools to help meet student needs.

Assessments

If an area of deficit has been identified that negatively impacts a student's academic performance, SOG clinicians will provide assessments in accordance with state and District guidelines. Assessment materials and protocols are administered based on the student's age, specific areas of academic concern, and culture. Once all data has been compiled, an evaluation report is completed, and the outcomes of the assessment are shared with the IEP team and family during an IEP meeting. The student's present levels of function, proposed goals, recommended accommodations, and potential interventions are discussed. If services are recommended, the information gathered during the assessment process will be used to develop the student's treatment plan and goals.

Consultation

SOG clinicians provide consultation services to support students' success and bolster their skills in various learning situations. Consultation involves different components, such as classroom observations, providing strategies for teachers and parents, and providing resources. Consultation may take place in or out of the classroom.

IEP Team Collaboration

SOG recognizes that parents and teachers are key members of the student's IEP Team. We encourage our clinicians to communicate with IEP team members regularly to keep them informed and to answer any questions they might have regarding the services the clinician is providing. In order to ensure consistency and continuity, our clinicians:

- coach the school staff in techniques and modifications for improved carryover and success
- participate in co-treatment sessions with other service providers, when appropriate
- provide parents/guardians with information on their child's disability and how it is being addressed at school
- provide home programs that include activities to reinforce services that are being provided throughout the day

Student Intervention

SOG clinicians understand that interventions are driven by the student's IEP goals, using best practice methodology and appropriate service delivery models (push-in, pull-out, consultative, collaborative) to address their individual educational needs. Whenever possible, services are integrated into the classroom, to ensure that the least restrictive environment is utilized. This promotes the carry-over of therapeutic strategies into the classroom and provides opportunities for staff education, collaboration, and consultation with key staff members that will be supporting the student's educational progress.

Progress Monitoring

SSG recognizes the significance of data collection, documentation, and accountability, as well as the importance of providing the appropriate amount of services stated in the IEPs. Our Clinical Manager will provide individualized support and direction to our clinicians and educators in the area of Progress Monitoring, as needed. They are available for direct visits, phone conversations, and email communications, and they can answer questions regarding data collection and documentation.

With regard to monitoring progress, SSG clinicians will:

- complete District and/or site-specific quarterly progress reports
- follow the District's policies and procedures for documentation and availability
- monitor the daily notes to determine progress
- record student IEP progress and keep printed progress reports in student records
- complete Attendance Logs in order to track the frequency and duration of services provided
- notify case managers when clinicians complete their portion of student progress related to Special Education services

Student Confidentiality, HIPAA/FERPA/IDEA Compliance, and Maintenance of Records

SSG and its employees understand and comply with HIPAA, FERPA, and IDEA regulations and guidelines to ensure total confidentiality and maintenance of student records/documents. We also abide by the understanding that all student records/documents are retained as property of the District. The importance of confidentiality and protecting the privacy of students' health information and students' education records is addressed during our Employee Orientation Process. This information is also covered in our Employee Handbook. SSG is committed to maintaining legal compliance and integrity in all aspects of our operations. SSG employees are required to read and sign the SSG Compliance Program.

TELETHERAPY

Since 2013, The Stepping Stones Group has had a Clinical Manager on staff who is American Telemedicine Association (ATA) certified in Telepractice. She provides instrumental foundational guidance and oversight on the following topics:

- Creating our clinical and technical teletherapy staff trainings
- Ensuring our school-based virtual services meet the needs of our district clients
- Providing ongoing support to our virtual professionals via access to our library of virtual resources

Today, our teletherapy capabilities serve as an integral component of our full-service offerings to the educational setting. Whether your need is exclusively online, or a hybrid of virtual and in-person, we can offer virtual services to meet the needs of your District and your students. During a typical school year, we have almost 200 virtual clinicians providing services to several dozen public school districts and charter schools. These virtual clinicians span a spectrum of care that covers 12 different professional specialties in therapy, psychology, special education, social work, and healthcare fields.

SSG understands the fluid dynamics of the ever-changing education and special education service delivery continuum. School districts are operating with fully virtual, hybrid (part virtual/part in-person), and fully in-person education services and require a vendor who can quickly adapt to all types of school district needs. We do more than simply provide a teletherapy option for our school district clients to consider - we offer seamless set-up for both school districts and our clinicians who work in a virtual environment. In addition, our in-house team of teletherapy professionals conducts ongoing technical training and clinical training to ensure our virtual services are as efficient and clinically effective as possible.

Technology Services

Ssg Platform (Zoom Healthcare)

- HIPAA/FERPA compliant
- Students can access the platform from a variety of devices (desktop, laptop, mobile)
- SSG manages all users and can provide usage reports
- Collaboration features including one-click content sharing, real-time annotation, and whiteboards
- We have access to online assessment tools for Speech Language Pathologists (if applicable and appropriate)

Based on District preference, there are also options for SSG to use other teletherapy platforms.

Technical Support

- SSG offers self-paced or scheduled group training for each of its team members before teletherapy begins. This training addresses both technical and therapeutic issues and also provides access to 1:1 clinical or technical help. The help desk will respond Monday – Friday, 9:00 am CST – 5:00 pm CST.

District Support Services

Leveraging SSG's teletherapy solution allows school districts and their students to maintain pre-existing IEP mandates and goal compliance. SSG can document virtual therapy sessions and complete necessary therapy minute entries for the district's online IEP system via remote access. With these tools and SSG's operational infrastructure and support, students can continue to make progress towards IEP goals even in a virtual environment.

SSG offers these teletherapy services at no additional cost to the District. If needed, SSG also can offer District employees and non-SSG contract staff access to its teletherapy solution for a nominal fee and provide the same clinical and technical training available to our own employees.

SSG is committed to providing teletherapy technical training, clinical training, resources, and ongoing support to its school district partners as the company continues to pursue its mission of transforming the lives of children, families, and communities through our exceptional therapeutic and behavioral health services.

Training

- Provide initial training for new hires and customizable District training
- Clinical and technical how-to videos with supporting PowerPoint presentations and resources
- Teletherapy Toolkit on Bridge Academy, our proprietary Professional Development platform
 - 150+ discipline-specific resources with links and descriptions
 - Multi-discipline training videos and PowerPoint presentations
- Public landing page on company website for public use and District use:
<https://info.thesteppingstonesgroup.com/en-us/covid-19-teletherapy-resources>

Ongoing Support

- 1:1 clinical/technical support is available as needed
- Teletherapy Clinical Support Team - company-wide representation from multiple disciplines with additional support for specific clinical issues

- Professional Development team presents teletherapy-related webinars
- Help desk emails for both clinical and technical support

Teletherapy Resources

The SSG employees utilizing teletherapy are provided with both ready-made materials and common educational-based web resources to be utilized during teletherapy. Through our own Bridge Academy, we provide our clinicians and educators with comprehensive, ready-to-use resources, and we also provide them with the training mentioned above on how to use those resources in a virtual setting. All available resources, materials, and websites utilized can be adapted to each learner's ability and IEP goals to facilitate successful completion of identified goals.

Some of the web-based resources used by SSG include www.getepic.com, Boomcards, and ABCya!, which all have the ability to sort content based on age, grade or ability level.

QUALIFICATIONS OF OUR CLINICIANS

Our professionals are licensed and certified in the states in which they are assigned, have specialized training and experience in special education, developmental disabilities, pediatric rehabilitation, and/or mental illness, and work within the framework of IDEA, the ethical best practices of their disciplines, local District guidelines, and state and federal law. We will ensure that our clinicians and educators comply with the terms and conditions regarding licenses and certificates, fingerprinting, Medicaid service records, and all District rules and regulations.

COMPANY EXPERIENCE

The Stepping Stones Group offers a robust 32-year history of providing therapeutic, behavioral health, nursing, and special educational services for school systems. Since our beginnings in 1989, we have become the nationally recognized leader in serving school districts and have made the INC 5000 list over 10 times. We are headquartered in Atlanta, GA and have additional corporate hubs in California, Colorado, Florida, Illinois, Indiana, Massachusetts, and New York.

The Stepping Stones Group is the largest provider in the country with more than 4,000 clinicians in over 700 school systems across 35 states. We deliver high quality, educationally relevant therapy, behavioral health, and educational services to school districts, and our decades-long experience is comprehensive and diverse. It includes serving student populations of all sizes throughout rural, suburban, and urbanized metropolitan areas, with diverse student and socioeconomic populations and varying severities of disability or delays. In working with SSG, Henrico County Public Schools will gain a knowledgeable partner that understands the school framework, the importance of supporting your district initiatives, and the value that our additional resources and clinician support brings to your administration.

Virginia Experience

The Stepping Stones Group has been providing special education therapy services for Virginia school districts since 2007. We currently have over 80 clinicians working in over 20 school districts across the state. Below please review a partial list of the school districts we are currently serving for the 2020-2021 school year.

- Arlington
- Augusta County Public Schools
- Fairfax County Public Schools
- Fauquier County Public Schools
- Frederick County Public Schools – VA
- Halifax County Public Schools
- Henrico County Public Schools
- King William County Public Schools
- Loudoun County Public Schools
- Manassas Park City Schools
- Norfolk Public Schools
- Portsmouth Public Schools
- Prince George County Public Schools
- Prince William County Public Schools
- Richmond Public Schools
- South Eastern Cooperative Educational Programs (SECEP)
- Spotsylvania County Public Schools
- Stafford County Public Schools
- Virginia Beach City Public Schools
- York County Public School Division

Henrico County Public Schools Experience

The Stepping Stones Group is proud to have been a trusted partner for HCPS since 2012. Cobb Pediatric Speech Services, now a part of The Stepping Stones Group, was awarded to provide services for Henrico County Public Schools in 2018. Cobb Pediatric Speech Services was also awarded to provide SLP services for HCPS in 2020. For the 2020-2021 School Year, we have placed six SLPs and two OTs in Henrico County Public Schools.

CAPABILITIES

Staffing Capabilities

Our longstanding history, national leadership, regional experience, and localized familiarity allow us to continue the growth of our professional network so we may effectively meet the staffing demands of our school district partners in every area of need. We continue to experience remarkable growth and success in recruiting highly skilled special education, therapeutic, behavioral health, and education professionals for our school district clients. This success is represented in our client retention rate, in which 92% of our school district partners have chosen to work with us year after year.

- ***Regional knowledge and experience.*** As a longstanding local provider in Virginia, SSG is familiar with the Henrico area. We understand the commutability factors from different cities or counties, and we use this knowledge and experience to match available clinicians with assignments in appropriate or commutable locations.
- ***Local and nationwide candidate pools.*** SSG has built a large network and database of professionals that we can call upon when a school district partner has an opening. This database includes candidates in the Henrico area, as well as candidates located throughout all 50 states. This allows us to expand our recruiting efforts to help source candidates relocating to the area if needed.
- ***Creative sourcing and recruiting.*** SSG uses proven recruiting techniques to uncover new candidate leads for our school district clients. Through creative, proactive, and personalized recruiting efforts, we can respond to the needs of your District to provide qualified and available candidates. We also work with universities and colleges across the country, including many in Virginia. Our ongoing and broad recruiting strategies ensure that we have potential candidates in our pool today and that we are developing new candidates for the needs of tomorrow.
- ***Consistency of service and retention of clinicians.*** SSG is proud of the consistency of service that we offer our school district partners. The growth and satisfaction of our clinicians is an integral part of our company culture, so our clinicians tend to stay with us year after year. Maintaining these high retention rates allows us to offer returning staff to your District each school year.
- ***Ongoing and immediate staffing needs.*** SSG is committed to responding to the short notice needs of our clients. Our approach includes immediate access to our local / regional database of clinicians, offering special incentives and creative solutions to support the urgent needs of your district. As our relationship continues to grow with the District, so does our involvement with local clinicians and the ability to respond quickly with qualified and talented candidates.

Service Delivery Options

We value the relationships we have with each of our school district clients, and it is important to us that we deliver on their expectations each and every school year. We have found that customizing our service delivery offerings and implementing a variety of approaches allows us to meet the specific needs of each school district and its students. A few examples of these service delivery options are outlined below:

Option 1: SSG Staffing Services

SSG provides qualified staff to help fill the District's immediate and ongoing staffing needs throughout each school year.

Option 2: Dedicated On-Site Clinical Management

This option includes our SSG Staffing Services above, plus a dedicated on-site Clinical Manager to supervise, support, guide, and mentor the SSG clinicians in specific disciplines assigned in your District. The on-site Clinical Manager is the liaison between the clinicians and your District administration, as well as between the District and SSG.

Option 3: Program Management

This option includes our SSG Staffing Services and Dedicated On-Site Clinical Management above, plus program management assistance with a full-time Program Manager to help guide District administration with the development, allocation planning, caseload coordination, and implementation of staffing coverages needed for a specialty program or department within the District.

SSG Managed Services Program (MSP)

If desired, any of the service delivery options listed above can also be paired in conjunction with our SSG Managed Services Program (**MSP**). This approach may help the District to maximize the delivery of special education, therapy, nursing, and autism/behavioral support services and reduce the possibility of unfilled vacancies by selecting one primary vendor. In this approach, SSG would serve as your MSP and would work with other vendors who provide similar services to maximize service delivery. Therefore, you would have one primary vendor, one contract, one point of contact, one invoice, and one payment, but you have access to multiple agencies, all working to fill your vacancies.

The key **values in using the SSG MSP** are as follows:

- No additional cost to the District
- One primary vendor
- One contract
- One point of contact
- Access to multiple vendors
- One process
- One invoice/one payment
- Access to a larger candidate pool of hard-to-find specialized professionals

Districts that have used our SSG MSP approach find that using this type of technology and having access to multiple vendors is a more strategic and efficient way to fill their multiple staffing vacancies throughout the school year.

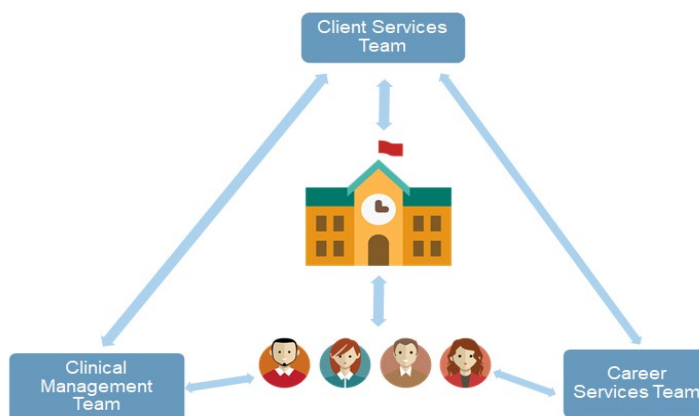
The Stepping Stones Group MSP



KEY PERSONNEL

The Stepping Stones Group uses a collaborative approach to ensure that the highest level of service and support is delivered to our school district partners, our employees, and the students served. We refer to this collaborative approach as our **Triad** model, and it is a cornerstone of our company culture.

SSG unifies all areas of District support into a dedicated **Triad** team. This elevates our focus, proficiency, and quality as we work together to deliver excellent customer service to our clients and clinicians. This focused collaboration is our framework for consistent communication, contribution, transparency, and trust. It is the foundation of our client and employee relationships.



Responsibilities for each **Triad** team member are highlighted in the summary below:

Triad Team		
Client Services Manager	Career Services Manager	Clinical Manager
Serves as the District's single point of contact and responsible for District satisfaction	Builds an ongoing pipeline of qualified candidates to meet the District's staffing needs	- Completes candidate clinical interviews - Delivers ongoing clinical support and reviews best practices with clinicians

• Responds to District staffing needs, submits candidates to district for consideration, helps coordinate placements • Regularly reviews recruiting progress for the District's outstanding staffing needs • Oversees invoicing and contract compliance • Provides consistent communication and ongoing support to clients	• Verifies candidate credentials and begins preliminary interviews • Conducts thorough professional reference checks • Helps coordinate onboarding and District compliance requirements for new hires • Provides intermittent check-ins with employees	• Provides supervision, mentoring, and evaluation of staff to ensure we are meeting district expectations and following district policies/procedures • Addresses clinical performance concerns as needed • Provides consistent communication and ongoing support to clinicians
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Your dedicated **Triad** support team for Henrico County Public Schools:

Client Services Manager	Career Services Manager	Clinical Manager
Jessica Little 678-426-2571 jlittle@thestepplingstonesgroup.com	Courtney Atkinson 678-952-9237 catkinson@thestepplingstonesgroup.com	Lisa Falkenstein 678-426-2570 ext. 727 lisa@thestepplingstonesgroup.com

Jessica Little, M.Ed. – Client Services Manager

Jessica is a former Student Services Coordinator in the state of Virginia and comes to us with a dedication to special education and K-12 SPED leadership. She was a Special Education teacher in the public-school system for eight years and served as Student Services Coordinator for five years. Jessica has supervised related service providers and special education staff, provided extensive professional development opportunities, collaborated with multi-disciplinary teams for community outreach projects, and spearheaded program development for students with Autism in her previous local district. She is an advocate for students with disabilities with a focus on improving district-level programs for this purpose.

Courtney Atkinson – Career Service Manager

Courtney has over 6 plus years of recruiting experience in all disciplines. She has 10 years of experience in sales but enjoys making connections and helping people improve their livelihood. Courtney has used her military experience and Master's degree in HR to connect with all walks of life and to be that chameleon when it comes to recruiting. Courtney works tirelessly to find qualified candidates in a timely manner.

Lisa Falkenstein, M.S., OTR/L – Clinical Manager

Lisa Falkenstein is a highly qualified OT with 25+ years of pediatric experience. She has worked in a variety of settings, including a children's hospital, inpatient and outpatient rehabilitation facilities, private clinics, homes, and schools. She has also mentored certified occupational therapy assistants (COTAs), new therapists, and students. Lisa combines her experience as an OT with her school district experience. She manages and directs our occupational and physical therapists for a variety of school system accounts. She

conducts new therapist orientations and assists in transitioning therapists to the school setting. As a contact for HCPS, Lisa works to ensure quality service is provided to the district on all levels.

CLINICAL MANAGEMENT RESUMES

We have provided resumes on the following pages. The first resume is for Jessica Little, Client Services Manager, and the second resume is for Lisa Falkenstein, Clinical Manager. We believe the resumes of our current staff demonstrate the quality and experience of SSG clinicians.

CLINICIAN RESUMES

Upon award, we would select members from our current team or screen and hire new team members that meet the requirements of this RFP to provide services for the District. More specific information about our Recruiting and Hiring process is detailed in Tab V – Implementation Plan. We have included resumes of clinicians currently employed in HCPS, as well as sample resumes of clinicians. If selected as an awarded vendor, we anticipate having more resumes to provide to the District and will begin recruiting for any openings.

We ensure that all candidates have valid Virginia licenses and certifications and pass rigorous background checks prior to the hiring and onboarding process.

****Resumes following***

JESSICA DIANNE LITTLE, M.ED.

EXPERIENCE

July 2016 – Current	The Stepping Stones Group, LLC	Atlanta, Georgia
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Client Development Manager

- Responsible for maintaining relationships with existing and new school systems

July 2011 – June 2016	Prince George County Public Schools	Prince George, Virginia
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Student Services Coordinator, School Board Office

- Work directly with Director of Student Services to monitor special education programs within 9 county schools
 - Responsible for chairing eligibility meetings for 9 schools
 - Conducting Professional Development for PG employees (administrators, teachers, paraprofessionals, transportation, parents, etc.)
 - Serve as a member of interview panels for candidates for special education teachers and related services.
 - FAPT case management, writing IFSP's for FAPT cases and completing encumbrance forms for tuition and related services for FAPT cases
 - Obtaining/Revising contracts for related service providers and maintain communication with contract companies
 - Supervise SLPs, OTs, PTs, and Early Childhood Special Education teachers
 - Support building administrators in developing and monitoring professional growth plans
 - Conduct observations and consultations with teachers, paraprofessionals, and programs in each school
 - Coordinate homebound instruction and home instruction (homeschooling K-12) for the division
 - Collaborate with private placements to place students, monitor progress, and transition back to public school
 - Periodically attend Regional Directors Meetings and PMT Meetings
 - Communicate with Coordinators and Directors from other divisions with regard to the Regional Hearing Impairment, Autism, and Vision Impairment Programs
 - Attend IEP meetings for students in foster care within other localities as the LEA representative
 - Coordinate VGLA & VAAP Local Scoring Events and Conduct Monitoring and Pre-Scoring Reviews with building administrators
 - Develop Corrective Action Plans as a result of Federal Monitoring and Results Driven Accountability by VDoE
 - Collaborate with Special Education Advisory Committee to develop parent survey and parent workshops
 - Participate in mediations and IEP meetings involving school board attorneys, parent advocates and attorneys
 - Assist Parent Resource Center Representative in updating the PRC web page and the Office of Student Services Web Page
 - Collect data to complete State Indicator Reports (State Performance Plan)
 - Collaborate with District 19 to facilitate transitions between Parts B and C with home visits and transition conferences
 - Attend disciplinary hearings and MDRs for students pending school board hearings with recommendations for expulsion
 - Assist teachers and administrators with IEP development and training opportunities
 - Monitor Compliance with timelines, updates to regulations, and changes in special education supports, testing, and services
 - Communicate with the Fort Lee School Liaison and Exceptional Family Member Program (EFMP) Staff to coordinate services for students transferring in to Fort Lee and PGCPs
 - Collaborate with the Prince George Police Department, PG Department of Social Services, and Fort Lee to develop the P.A.C.T. program for individuals with Autism in the community (2013)
 - Administer educational evaluations
 - Gained approval from the School Board for the addition of three Model PECS classrooms for students with Autism (PK, K-2, 3-5) in an effort to decrease regionally and privately placing students
 - Monitor the progress of the PGCPs Autism classes and collaborate with the teachers and administrators
-

August 2007 – July 2011

Prince George County Public Schools

Prince George, Virginia

Special Education Teacher, N.B. Clements Junior High School

- Teach self-contained special education classes and collaborative classes
- Department chair for special education department.
- Manage discipline records for students with disabilities and notify case managers as days of suspension accumulate.
- Responsible for assigning students to each case load at the beginning of each year and as transfers enroll.
- Collect orders from special education department; complete Purchase Orders to spend allocated funds from school board office annually.
- Serve as liaison between special education teachers and building administrators/central office staff.
- Mentor to new special education teachers.
- Assist building administrators in the development of the school improvement plan.
- Conduct professional development opportunities with special education and general education teachers.
- Assist administrators with interviews of special education teachers/candidates as member of interview panel.
- Attend professional development and return to school to train other staff members.
- Responsible for maintenance of cumulative files for students on caseload, develop/implement IEPs, FBAs, and BIPs and ensure IEPs for students on caseload are fully implemented.
- Work with administrators to serve on interview panels for special education candidates.
- Sponsored SCA and coordinated school events (fundraisers, dances, community service, etc.)
- Collaborate with other department chairs (middle school and high school) to facilitate the smooth transition of students with disabilities.
- Serve as a member of VGLA local scoring team and SACS committee.
- Manage Weblog.
- Responsible for coordinating completion of state assessments for all students with disabilities (Alternative assessments and SOLs with accommodations).
- Member of the 2011 Transition Fair planning committee.

August 2003 – August 2007

Cumberland County Public Schools

Cumberland, Virginia

Special Education Teacher, Cumberland Middle School

- Lead Teacher for the special education department.
- Completed Highly Qualified Institute for secondary English.
- Child Study Coordinator for Cumberland Middle and High Schools.
- Conducted professional development trainings for the faculty and staff in the following areas: special education regulations, VGLAs, inclusion and co-teaching, using technology in the classroom, and the EdTech Grant.
- Establish and regularly update teacher web page.
- Accountable for meeting all IEP, Child Study, Initial, and Triennial Reviews paperwork and deadlines.
- Responsible for maintenance of cumulative files for students on caseload.
- Completion of passing VGLAs for English grades 6-8 and History grade 7.
- Work collaboratively with general education and special education teachers for lesson planning.
- Responsible for writing IEPs and establishing rapport with parental contacts for students on caseload.
- Site contact for the Read 180 Reading Program
- Manage RFB&D Grant (site contact, ordering, completion of state-required surveys~ Recordings for the Blind and Dyslexic).
- Afterschool enrichment instructor.
- Afterschool remediation and tutoring in History and English (grades 6-8).
- Member of the CMS Technology Team.
- 21st Century Grant Afterschool Program Site Coordinator.

Education

1997 – 2001

Longwood College

Farmville, Virginia

2004 – 2006

Virginia Commonwealth University

Richmond, Virginia

2011 – 2012

University of Phoenix

Phoenix, Arizona

Bachelor of Science, Longwood College

- Major: Sociology; Minor: Music
- Professional Development Certificate Program (completed 2001)
- Graduation: December 2001

Post Graduate Courses, Virginia Commonwealth University

- COVE Program for Special Education Certification, Specific Learning Disabilities K-12

Master of Arts in Education, University of Phoenix

- Administration and Supervision

Licensure

- Postgraduate Professional License: Adm & Supv PreK-12 Central Office Only; Specific Learning Disabilities K-12

Professional Memberships

- Member of Region I Autism Consortium
- Member of Virginia Council of Administrators for Special Education (VCASE)

Lisa Falkenstein, M.S., OTR/L

lisa@thestepplingstonesgroup.com

The Stepping Stones Group (formerly Cobb Pediatric Therapy Services)

Lafayette, CO

Regional Clinical Manager

July 2011 to Present

- Manage and Direct occupational therapists, physical therapists, speech and language pathologists, and school psychologists
- Conduct New Therapist Orientations
- Assist in training new therapists
- Communicate with team members of The Stepping Stones Group

Cobb Pediatric Therapy Services

Kennesaw, GA

Occupational Therapy Mentor and Trainer

Feb 2011 to June 2011

- Provided treatment and administrative support to new school-based therapists.
- Initiated consistent and regular follow-up with the therapists.
- Conducted regular on-site visits.
- Communicated with OT/PT Director regarding the status of each therapist.
- Provided documentation of mentoring sessions bi-monthly to OT/PT Director.

Cobb Pediatric Therapy Services

Kennesaw, GA

Fulton County Schools Contract Occupational Therapist

Aug 2010 to May 2011

- Administered evaluations and intervention for school-age students.
- Collaborated with IEP team members.
- Incorporated classroom curriculum into therapy sessions.

Private Occupational Therapist

Alpharetta, GA

Home-based Occupational Therapist

2001 to 2018

- Provided evaluations and treatment in children's homes.
- Recommended self-care adaptations for increased independence.
- Created home programs to be carried out by the child's caregiver.

Independent Contractor for Fulton County Schools

Atlanta, GA

Contract Occupational Therapist

October 2007 to May 2010

- Performed evaluations and intervention for elementary school students.
- Collaborated with IEP team members.
- Incorporated classroom curriculum into therapy sessions.

Pediatric Therapy Services

Roswell, GA

Occupational Therapist

1998 to 2010

- Specialized in Sensory Integration Treatment approach in private therapy clinic.
- Evaluated and treated children age 0-21 years of age with a variety of diagnoses.
- Provided mentorship to Occupational Therapy students.

Parkaire Consultants Inc.

Occupational Therapist

Marietta, GA

1994 to 1998

- Performed evaluations and appropriate treatment to school age children in private educational and psychological counseling facility.
- Guided parents on home programs to maximize treatment effectiveness.
- Educated teachers and psychologists on sensory integration disorder.

Scottish Rite Children's Medical Center

Sr. Pediatric Occupational Therapist

Atlanta, GA

1991 to 1998

- Administered evaluation and treatment for children ages 0 -21 with a variety of diagnosis in both outpatient and inpatient facilities.
- Guided new occupational therapists, certified occupational therapy assistants, and aides appropriate treatment intervention.
- Served on a limb deficiency team.
- Presented at limb deficiency conferences.

Education:

University of North Carolina

Master of Science in Occupational Therapy

Chapel Hill, NC

1991

University of Georgia

*Bachelor of Science in Education with a major
in Therapeutic Recreation*

Athens, GA

1989

Certifications:

- Certified in the administration of The Sensory Integration and Praxis Test (SIPT).
- Certified in Listening Therapy through Vital Links
- Certified by the National Board for Certification in Occupational Therapy (NBCOT)
- Licensed by the State of Georgia #OT001057

Kathryn Barisano

EDUCATION

James Madison University, Harrisonburg, VA
Master of Science, Speech-Language Pathology, May 2019
GPA: 3.857

James Madison University, Harrisonburg, VA
Bachelor of Science, Communication Sciences and Disorders, May 2017
Minor: Special Education
Cumulative GPA: 3.85; Major GPA: 3.918

CURRENT EMPLOYMENT

IvyRehab SEPT LLC dba Southeastern Therapy for Kids
July 2019- Present
Chester, VA

RELEVANT EXPERIENCE

Speech Connections Inc.
January 2019- April 2019
Graduate Clinician Internship Opportunity
Richmond, VA

- Administer a variety of standardized assessments such as, *The Oral and Written Language Scales*, and *The Goldman Fristoe Test of Articulation*
- Plan and conduct treatment sessions targeting client-centered goals
- Complete soap notes, evaluation summaries, and plans of care
- Consult caregivers on client's response to therapeutic intervention

St. Mary's Hospital
August 2018- December 2018
Graduate Clinician Internship Opportunity
Richmond, VA

- Complete daily chart reviews and plan relevant motor speech, language, and integrated language treatment sessions
- Conduct assessment and treatment in the areas of dysphagia, motor speech, language, and integrated language
- Complete patient progress notes
- Participate in Modified Barium Swallow Studies

Scottish Rite Summer Speech-Language Program
June 2018- July 2018
Graduate Clinician
Harrisonburg, VA

- Conduct a speech and language evaluation by incorporating a variety of informal and formal measures such as *The Diagnostic Evaluation of Articulation and Phonology*
- Interpret assessment results and generate relevant speech and language goals
- Develop relevant speech and language treatment plans while integrating goals into camp activities
- Conduct parent education regarding client's speech and language progress

Smithland Elementary School
January 2018- June 2018
Graduate Clinician
Harrisonburg, VA

- Develop relevant lesson plans that are specific to students' speech and language goals
- Track and log weekly data as well as monthly IEP progress notes
- Conduct speech and language evaluation by collecting a language sample and administering *the Test of Language Development*

JMU Speech-Language Clinic
September 2017- April 2018
Graduate Clinician
Harrisonburg, VA

- Develop relevant treatment plan and goals for clients with speech and language impairments
- Create age appropriate speech and language activities that are clinically relevant and engage the client
- Record treatment progress by collecting weekly data and writing soap notes
- Educate client's family on helpful home-based activities and address client's progress with family
- Prepare and conduct diagnostic assessments that include real and simulated clients
- Perform a variety of standardized assessments such as, *the Preschool Language Scales, 5 edition*

JMU Speech-Language Clinic
Undergraduate Observer

September 2016- December 2016
Harrisonburg, VA

- Observed and collected data during a graduate clinician's therapy sessions
- Participated in relevant therapy games/activities with the client and graduate clinician
- Developed a lesson plan for the specific client

RELEVANT EXPERIENCE CONTINUED....

National Student Speech Language and Hearing Association
Club Member

September 2014- April 2015
Harrisonburg, VA

- Participated in the pre-professional membership organization for students
- Attended monthly meetings and engaged in group discussions related to the field of speech-language pathology

OTHER EXPERIENCE

Chesterfield County Parks and Recreation Kids on the Move Summer Camp
Summer Recreation Personnel

June 2017- August 2017
Chesterfield, VA

- Supervised and led summer camp participants in a variety of activities such as, games, sports, and crafts
- Participated in developing weekly camp schedules that encompassed all tasks for the week
- Directed and planned various craft activities for all elementary school ages

Altar'd State Clothing Store
Sales Associate

June 2015- August 2016
Richmond, VA

- Created a welcoming customer-centered environment by acknowledging and attending to the customer
- Assisted customers by answering questions, finding desired clothing items, starting a fitting room, and assisting at the cash wrap
- Cleaned and organized the store to create a welcoming and enjoyable experience for the customer

Thomas Dale High School
Autism Program Instructional Assistant

May 2016- June 2016
Chester, VA

- Provided instructional assistance within the general education classroom to students in the autism program
- Assisted with class changes and helped the students with curriculum-based material
- Collected behavioral-related data for the program instructor

CERTIFICATIONS

Adult and Child First Aid/CPR/AED with Anaphylaxis/Epi Certification

June 2017

ORGANIZATIONS

Sigma Alpha Lambda Honor Society
Club Member

September 2014- May 2017
Harrisonburg, VA

- Attended monthly meetings that promote academic excellence, leadership, and service
- Participated as a Salvation Army volunteer by preparing and serving meals to those in need

JMU Kids Club
Club Member

September 2014- December 2014
Harrisonburg, VA

- Participated in monthly meetings dedicated to organizing activities that enrich the lives of kids throughout the community
- Supervised and participated in games and activities as a volunteer at Spotswood Elementary School Fun Night

Tiffany M. Hunter

Objective:

To obtain a position as a speech language pathologist within the medical setting where I can use and enhance my knowledge and talent for the development of both the organization and myself.

Education:

Hampton University

Master of Arts: Communicative Sciences and Disorders, August 2013

Norfolk State University

Bachelor of Arts in English, 2007

Cum Laude

Skills and Strengths

- Case Management
- Microsoft Word Proficient
- Google Suite Proficient
- Language Disorders
- Early Intervention
- Autism Spectrum Disorders
- Rehabilitation
- Articulation
- Attentive to detail
- Organization
- Customer Service
- Working Collaboratively as well as individually

Work Experience:

Speech Therapist, Suffolk Public Schools 09/2018 to Present

- Evaluate and treat students with fluency, articulation, and/or language disorders
- Collaborate with parents and teachers to help develop the best treatment plans for students • Facilitate IEP, Eligibility and Re-Evaluation meetings
- Worked 37.5 hours weekly

Speech Language Pathologist, CHKD 04/2016 to 09/2018

- Evaluate and treat students with fluency, articulation, and/or language disorders • Collaborate with parents and teachers to help develop the best treatment plans for students • Worked 40 hours weekly

Speech Therapist, Chesapeake Public Schools 08/2013 to 04/2016

- Evaluate and treat students with fluency, articulation, and/or language disorders
- Collaborate with parents and teachers to help develop the best treatment plans for students • Facilitate IEP meetings
- Worked 37.5 hours weekly

Graduate Assistant, Hampton University - Communicative Sciences and Disorders 04/2011 to 08/2011

- Helped to organize and restock supplies and materials closet; filed and organized client ID cards • Assisted in the maintenance of the inventory lists for diagnostic tests, forms, and articulation and language • materials
- Conducted research on articles for Ph. D programs, and family centered intervention treatment programs • Worked 15 hours weekly

Office Assistant, National Coalition for Youth and Families USA, Inc. 10/2009 to 04/2011 • Scheduled interviews and checked references for new applicants

- Wrote and edited assessments for new clients
- Wrote documents for the extension of services for clients
- Call clients to ensure quality assurance of services
- Worked 15-20 hours weekly

Licenses/Certification

Virginia Board of Audiology and Speech Language Pathology 2013-Present

ASHA Certificate of Clinical Competency 2015-Present

Associations

American Speech-Language- Hearing Association 2015-Present

EDUCATION:**James Madison University**Harrisonburg, VA
May 2017

- Master of Science: Speech-Language Pathology
- GPA: 3.77

The University of North Carolina at Chapel HillChapel Hill, NC
May 2015

- Bachelor of Science: Psychology, Minor: Speech and Hearing Sciences
- Cumulative GPA: 3.48, Dean's List Fall 2014

RELATED EXPERIENCE:**Friendship Health and Rehab South**

Roanoke, VA

Graduate Clinician

January 2017-May 2017

- Provided clinical SLP services to long-term and short-term patients of the older adult population with a variety of speech, language, swallowing, cognitive, and voice disorders related to brain injury, stroke, dementia, and other medical conditions
- Evaluated patients for the need for SLP services using several assessment procedures, including standardized assessments, and established appropriate treatment plans and goals
- Documented daily SOAP notes, weekly progress notes, and comprehensive assessment reports

Roanoke City Public Schools

Roanoke, VA

Graduate Clinician

August 2016-December 2016

- Provided clinical SLP services to children ages 3-10 with speech and language disorders, including phonological processing disorder, articulation disorders, apraxia of speech, fluency disorders, and receptive/expressive language disorders
- Evaluated students using a variety of assessment procedures, including standardized assessments, and established appropriate treatment plans and goals
- Conducted 26 hours of hearing screenings for students ages 5-18
- Participated in IEP team meetings, eligibility meetings, and discussed assessment results and treatment plans with parents and teachers

JMU Speech-Language-Hearing Applied Laboratory

Harrisonburg, VA

Graduate Clinician

August 2015-July 2016

- Provided clinical SLP services to children ages 2-9 with expressive/receptive language delay, phonological processing disorder, and articulation disorder
- Implemented activities and clinical SLP services to two 3-year-olds with expressive/receptive language delay secondary to Autism Spectrum Disorder during JMU's Summer Autism Camp
- Administered assessments with a diagnostic team and established appropriate treatment plans and goals for children and adults ages 3-22 with a variety of communication disorders in speech, language, and voice

Center for Aphasia and Related Disorders

Chapel Hill, NC

Research Assistant

January 2015-May 2015

- Analyzed common speech features associated with Apraxia of Speech resulting from TBI via video recordings
- Demonstrated proficiency in narrow phonetic transcription using diacritic marks
- Critiqued clinical literature involving phonetic research related to narrow phonetic transcription of disordered speech

The Arc of the Triangle

Chapel Hill, NC

Volunteer

July 2014-May 2015

- Established relationships with adults possessing intellectual and developmental disabilities 2 hours per week
- Led activities that foster teamwork among individuals, such as playing basketball and cooking meals

SMART (Stimulating Mental Awareness Relating to Teens) Mentoring/Volunteers For Youth

Chapel Hill, NC

Mentor

August 2013-May 2015

- Mentored an at-risk middle school girl in one-on-one and group environments for at least 100 total hours
- Engaged mentee in educational and community building activities, such as planetarium shows and dance classes

Frank Porter Graham Child Development Institute

Chapel Hill, NC

Research Assistant

February 2014- May 2014

- Transcribed audio files for the project titled *Family Studies of Autism and Fragile X Syndrome*
- Achieved proficiency using ELAN (transcription software) and SALT (language analysis software)

HONORS/ACHIEVEMENTS/ORGANIZATIONS:

- Graduate Assistant at JMU August 2015-May 2016
- Psi Chi- Psychology National Honor Society March 2014- Present
- UNC Chapter of Undergraduate National Student Speech Language Hearing Association October 2013-May 2015
- Buckley Public Service Scholar October 2012-May 2015



J Jessie Irvin

EDUCATION:

Utah State University, Logan, Utah June 1998-May 2000

Master of Education; Speech-Language Pathology

University of North Dakota, Grand Forks, North Dakota 1992-1998

Bachelor of Science in Communication Sciences and Disorders

PROFESSIONAL EXPERIENCE:

District Speech-Language Pathologist, Fairfax County Public Schools

11/18-6/19

I provide speech therapy for students in Preschool through 6th grade. I do all of the therapy and individual education plans for 55 students.

I collaborate with teachers, administrators and parents.

District Speech-Language Pathologist, Manassas City Public Schools

08/06-06/14

I provided speech therapy for students in Preschool through 8th grade. I did all of the evaluations and provided

Therapy for students at two different schools. I collaborated with administrators, teachers and parents as part of

The inclusion model.

Educational Rehab/Contractor/Speech-Language Pathologist

09/05-05/06

Worked as an adjunct speech pathologist in three different schools in Prince William County. I provided speech therapy

Services for students from PRE-K through fifth grade. Services were provided using a district wide 3-1 therapy model.

District Speech-Language Pathologist, Manassas Park City Schools

08/04-6/05

Served as the district speech-language pathologist to provide direct and consultative services to students ages three through

Eighteen. This position required management of a caseload of 65 plus students, as well as coordinating schedules between

Three schools. I was responsible for screening, testing, writing Individual Education plans, maintaining files and providing

services for all students found eligible for speech services. I worked closely with the special education Early Intervention program and

The students enrolled in the Head Start Program.

Speech-Language Pathologist, Manassas City Public Schools

08/02-06/04

Provided speech therapy for students in Pre-K-5th grade at Baldwin Elementary School. Services were delivered through traditional And inclusion based models. I worked closely with administrators, teachers and parents to provide services.

Educational Rehab/Contractor/Speech-Language Pathologist

12/01-06/02

This position utilized my skills to facilitate speech and language development for students in Pre-K through eleventh grade.

I delivered services to six different schools and had the opportunity to share caseloads with four other speech-language pathologists in Prince William County and Manassas Park City Schools. The diversity of this position required excellent communication skills, organization, and Flexibility.

Speech-Language Pathologist, Wasatch School District, Heber City, U.T

8/99-12-01

Provided speech therapy for students in Kindergarten through eleventh grade. This position utilized my skills to establish

And maintain effective working relationships with students, parents and teachers. I also served as the Autism specialist for the district

And coordinated s summer school program for students with Autism. I supervised six employees while providing academic and social

Experiences for twelve students.

EDUCATION

UNIVERSITY OF DELAWARE, Newark, DE

May 2019

Master of Arts in Communication Sciences and Disorders- GPA 3.75

- **ACTIVITIES** - Research Assistant with the Speech Language & Acquisition & Multilingualism (SLAM) Lab (Oct 2017- May 2018), Brew Crew (Aphasia Support Group)

OLD DOMINION UNIVERSITY, Norfolk, VA

May 2017

Bachelor of Science in Speech Language Pathology and Audiology – *Magna Cum Laude*

- **HONORS** – Dean's List (2014-2017), Golden Key Honor Society (2016),
- **ACTIVITIES** – National Black Association for Speech Language and Hearing (2015-2016), National Student Speech Language Hearing Association (2014-2017), Sickie Cell Awareness Association (2015-2017)

UNIVERSITY OF GRANADA, SPANISH, Granada, Spain

December 2016

- **HONORS** – Dean's Education Abroad Award (2016), Benjamin A. Gilman International Scholarship Recipient (2016)

WORK EXPERIENCE

HANSEL UNION CONSULTING, Portsmouth, VA

August 2019 – Present

- Primarily serves adults with mild to severe intellectual disabilities, expressive and/ or swallowing difficulties
- Aid caregivers in exploring/establishing functional communication modalities for the individuals they serve via low-tech - high-tech augmentative and alternative communication (AAC) systems.
- Evaluate and observes individual's current means of communicating to establish a baseline
- Develops personal and individualized plans of care
- Trains caregivers on use of communication tools and resources (e.g. eye-gaze, switches, SGDs)
- Ensures ongoing compliance with funding sources, authorizations, billing and ongoing documentation process
- Maintained high quality of service delivery during transition to telehealth

UNIVERSITY OF DELAWARE EARLY LEARNING CENTER, Newark, DE

July 2017- August 2018

Substitute Teacher

- Supervised and monitored the safety of children 3 months- 6 years
- Initiated activities that promote learning
- Observed typical developing language in children

VIRGINIA BEACH PUBLIC SCHOOL SYSTEMS, Virginia Beach, VA

January 2017 - May 2017

Avid Tutor

- Encouraged students to enroll in a college or university after high school graduation.
- Served as a role model/mentor to students.
- Facilitated group tutorials and assisted students in subject areas such as mathematics, science, social studies, and English.

GRADUATE CLINICIAN PRACTICUMS

CADIA HEALTHCARE PIKE CREEK, WILMINGTON, DE

February 2019 – May 2019

- Conducted assessments and interventions with individuals who experienced trauma or acute health impairments which resulted in speech/swallowing, cognitive, executive functioning or ventilator/tracheostomy needs
- Understood and utilized Passy-Muir Speech/ Swallowing valves
- Worked to strengthen expiratory/inspiratory muscles using Respiratory Muscle Strength Training (RMST) instruments with individuals diagnosed with exacerbated COPD and/or dysphagia
- Maintained active communication and involvement within an interdisciplinary team, which included, respiratory therapists, OTs, PTs and nurses
- Educated and counseled patients, family members/significant others regarding deficits and equipped them with appropriate home management tools and techniques
- Documented using an electronic medical records system (Optima)

KATHLEEN H. WILBUR ELEMENTARY, BEAR, DE

August 2018 – December 2018

- Evaluated and treated school-aged students' (kindergarten -5th grade) with a variety of disorders, examples include Autism Spectrum Disorder, Selective Mutism, and ADHD
- Collaborated with professionals on a multidisciplinary team
- Developed and facilitated IEP meetings, goals, and evaluation reports using EBP
- Collected and analyzed data to monitor progress

- Supported students who used Alternative Augmentative Communication (AAC)
- Screened students and provided response to intervention services (RTI) as necessary
- Managed maladaptive behaviors

UNIVERSITY OF DELAWARE SPEECH AND HEARING CLINIC, Newark, DE

August 2017 – August 2018

- Served children and adults presenting with diverse communication difficulties.
- Developed and implemented goals and treatment plans that incorporated evidenced based resources
- Incorporated current literature into SOAP notes, providing rationale behind therapeutic decisions
- Demonstrated understanding of code and billing procedures
- Volunteered and participated in complex AAC and feeding evaluations

VOLUNTEER EXPERIENCE

Volunteer Engagements – Alafia Rehab as an SLP (2021), SMART ONES (2021), International Children’s Day, Relay for Life All-Day Event, ODU Blood Drives, Larchmont Community After School Program, Stuttering Workshop UD STAR Campus (2017), Brew Crew: Aphasia Support Group (2017)

SKILLS & TRAINING

SKILLS & TRAINING: ***Languages*** – English (native); Spanish (Intermediate speaker) ***Certifications & Training*** – ASHA Certificate of Clinical Competence (May 2020), Certified Nursing Assistant (2017), Certified Peer Health Educator (The Bacchus Network, 2017), CITI Trained (2017), Adult and Pediatric CPR and First Aid (2017), Active Shooter Disaster Training, Blood-Borne Pathogens Training, Child Abuse Training, HIPAA Training



Kristin A. Rossi, MS, SLP-CCC

WORK EXPERIENCE

THE SPEECH & LANGUAGE CENTER, Harrisonburg, VA

Speech-Language Pathologist July 2019-April 2020

- Provided speech-language services to students at Montevideo Middle School in Rockingham County.
- Provided direct therapy as a related service within the middle-school educational setting.
- Consulted with parents, teachers and paraprofessionals to create and implement IEP's.
- Created and implemented IEP goals and objectives for students with various severe multiple disabilities, autism spectrum disorder, hearing impairments, and learning disabilities.

WINCHESTER SPEECH PATHOLOGISTS, Winchester, VA

Speech-Language Pathologist February 2006-May 2011

- Provided speech-language services to students within the public school setting.
- Administered appropriate speech-language screenings and evaluations.
- Participated as a member of the IEP and Eligibility Committees.
- Provided specialized instruction for children with articulation, language, and/or hearing impairments.

ALBEMARLE THERAPY CENTER, Charlottesville, VA

Speech-Language Pathologist April 2005-February 2006

- Implemented early intervention services for children birth to three years of age.
- Collaborated with family members to develop optimal intervention strategies.
- Provided continuous documentation of progress in target areas.

PEDIASTAFF, Winchester, VA

Speech-Language Pathologist November 2004-April 2005

- Contracted to Frederick County Public Schools as part of the Northwestern Regional Education Program.
- Assessed students to determine their need for speech-language services.
- Implemented Individual Education Plans developed by instructors.
- Provided early intervention services to students diagnosed with autism spectrum disorder and/or multiple disabilities.

WYETH PHARMACEUTICALS, Harrisonburg, VA

Pharmaceutical Representative July 2003-November 2004

- Provided information to physicians relating to disease states and treatment options, including data from clinical trials.
- Acted as a liaison between Wyeth Pharmaceuticals, the manufacturer, and the physicians.
- Collaborated with partners to develop a business plan based on prescribing trends.

ROCKINGHAM COUNTY PUBLIC SCHOOLS, Rockingham County, VA

Speech-Language Pathologist April 2002-June 2003

- Conducted screenings and formal assessments to identify students with audiological, phonological and language disorders.
- Participated as a member of the IEP and Eligibility committees to identify students who meet the criteria for speech-language disorders and to develop appropriate intervention plans.
- Worked with parents, administrators, educators and specialists as part of a collaborative team to provide appropriate intervention for students with communication disorders.

PRINCE GEORGE PUBLIC SCHOOLS, Prince George, VA

Speech-Language Pathologist September 1997-June 2000

- Provided treatment for school-aged children with audiological, phonological, and language disorders.
- Participated in child-study meetings as the special education designee.
- Developed and implemented individualized treatment programs to students identified as having speech/language impairments.
- Participated in weekly inclusion in the classroom setting in combination with the regular education teachers and reading specialists to meet IEP goals and objectives of students receiving speech-language services.

EDUCATION

JAMES MADISON UNIVERSITY, Harrisonburg, VA

M.S., Speech-Language Pathology, Received May 2002

LOYOLA UNIVERSITY, Baltimore, MD

B.A., Speech-Language Pathology, Received May 1997

K.U. LEUVEN, Leuven, Belgium

Erasmus Program, September 1995-June 1996

CLINICAL EXPERIENCE

PAGE MEMORIAL HOSPITAL/MONTVUE NURSING HOME, Luray, VA

Speech-Language Pathology Intern January 2002-May 2002

- Completed comprehensive evaluations to determine patient's speech, language, and swallowing abilities.
- Assisted physicians in Modified Barium Swallow studies.
- Provide rehabilitative services for patients with dysphagia, dysarthria, aphasia, and apraxia of speech.

SCOTTISH RITE SUMMER CLINIC, Harrisonburg, VA

Speech-Language Pathology Graduate Clinician June 2001-July 2001

- Researched and prepared comprehensive diagnostic reports to develop appropriate client treatment.
- Conducted treatment developing phonological abilities, facilitating literacy awareness, and fostering appropriate language skills with pre-school aged children.

STONE SPRING ELEMENTARY SCHOOL, Harrisonburg, VA

Speech-Language Pathology Intern May 2001-June 2001

- Completed formal speech-language evaluations and written reports with supervision.
- Provided services to students with various speech-language deficits.

SPEECH-LANGUAGE HEARING APPLIED LAB, Harrisonburg, VA

Speech-Language Pathology Graduate Clinician January 2001-May 2001

- Completed comprehensive evaluations with children who have speech-language impairments.
- Provided services to children with language deficits and phonological impairments.

ADDITIONAL TRAINING

- Nationally certified by the American Speech-Hearing Association (ASHA)
- Certification by the Virginia State Department of Health Professionals with an endorsement in Speech-Language Pathology.
- Current with all Continuing Education Units.

TAB IV – REFERENCES

REFERENCES

Name and Location	Richmond Public Schools 2907 North Boulevard Richmond, VA 23230
Services	We have provided SLP-CCC, SLP-CF and OT services for this school district. For the 2020-2021 School Year, we have placed two OTs and thirteen SLPs in this district.
Contact Information	Angela DeJarnette, Sr. Speech and Language Pathologist 804-780-7312 adejarnet@rvaschools.net
Dates	2014 to Present

Name and Location	Norfolk Public Schools 800 E. City Hall Ave Norfolk, VA 23510
Services	We have provided SLP, OT, and COTA services to this school district. For the 2020-2021 School Year, we have placed six OTs and one COTA in NPS.
Contact Information	Candace Delpino, Sr. Coordinator – Related Services Supervisor 757-510-1758 cdelpino@nps.k12.va.us Elissa Waldman-Sison, Program Administrator – Special Education 757-628-3950 ewaldisis@nps.k12.va.us
Dates	2011 to Present

Name and Location	Fairfax County Public Schools 3877 Fairfax Ridge Road Fairfax, VA 22030
Services	We have provided SLP-CCC and SLP-CF services to this school district. Currently, we have placed six SLP-CCCs and two SLP-CFs in this school district for the 2020-2021 School Year.
Contact Information	Barbara Fee, SLP Program Manager 571-423-4173 bpfee@fcps.edu
Dates	2016 to Present

Name and Location	Portsmouth Public Schools PO Box 998, Portsmouth, VA 23705
Services	We have provided SLP, OT, and ASL Interpreter for this school district. For the 2020-2021 School Year, we placed five SLPs, one ASL Interpreter, and one OT in this school district.
Contact Information	Nell King, SLP Supervisor 757-393-8658 NELL.KING@pps.k12.va.us
Dates	2015 to Present

TAB IV – REFERENCES

Name and Location	Frederick County Public Schools 1415 Amherst Street Winchester, VA 22601
Services	We have provided SLP, OT, and PT services for this school district. For the 2020-2021 School Year, we placed two SLP-CCCs, one PT, and five OTs in this school district.
Contact Information	Maria Neidrick, Assistant Director of Special Instructional Services 540-662-3888 neidricm@fcpsk12.net
Dates	2018 to Present

IMPLEMENTATION PLAN

Once awarded a contract with Henrico County Public Schools, SSG will follow the steps and schedules outlined below to ensure the successful delivery of services. We will maintain open and frequent communication with District staff to ensure a seamless transition from a clinician's hire date to their first day of assignment.

Overview of Process

Before Award

- Begin building a pipeline of candidates in anticipation of awarded contract
- Review compliance procedures including necessary certificates, fingerprinting, TB tests, etc.

Awarded Contract

- Submit signed contract and insurance documents
- Identify District's staffing needs, priorities, and preferences
- Begin interviews with candidates to be presented to the District
- Submit clinicians to the District for consideration

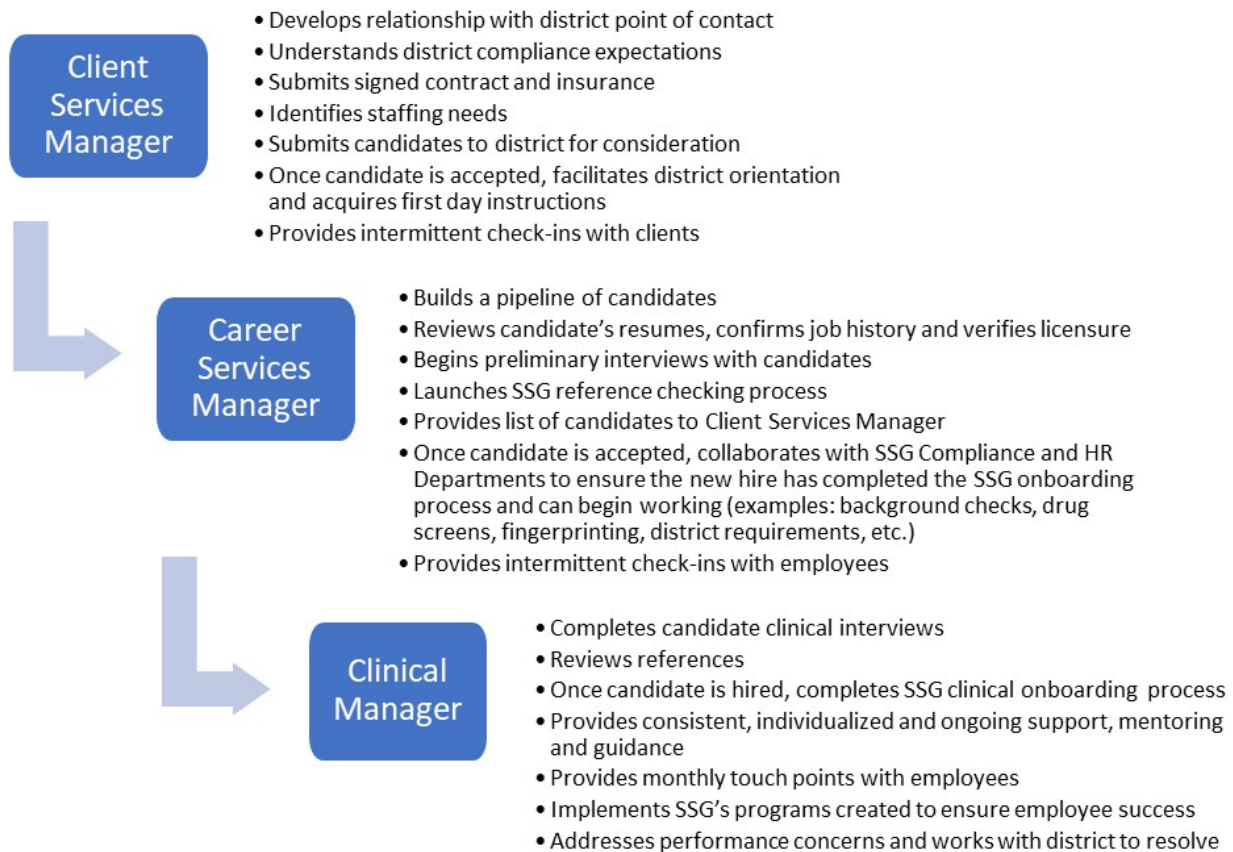
Placements

- Verify clinician's credentials (state licensure, certification, etc.)
- Run all necessary compliance per District regulations (fingerprint clearance, identification badge, background check, TB test, etc.)
- Onboard clinician per SSG policies
- Clinical Manager to assist with setup, scheduling, documentation, and IEP review on the first day of all placements at no additional cost to the District
- Clinician begins assignment at the District

Account Management

- Establish process for invoicing and contract compliance
- Provide ongoing management of clinician placements
- Provide ongoing clinician supervision, support, and mentoring
- Monitor and evaluate clinicians to ensure quality performance
- Establish District's preferences for the provision of training or CEU events
- Communicate regularly with District personnel

Roles and Responsibilities



Execution Strategy for Delivery of Special Education Services

1st week

- Learn District expectations, policies, and procedures
- Obtain caseload from the District
- Set up room for services
- Set up logins
- Review student files and/or IEPs
- Create service schedules
- Meet District team and other staff
- Introduce and build rapport with teachers and building administrator/principal
- Obtain list of IEPs and Evaluations that are due within first month
- Start service delivery

30 days

- Ensure all trainings are complete on tracking and managing as well as billing for services
- Connect with case managers to plan for upcoming IEPs
- Check for screening referrals from previous school year and schedule initials
- Make an IEP calendar for the remainder of the year (initials, triennials, etc.)
- Services for all students must be in progress
- Collaboration with teachers and other IEP team members
- If irregularities are noticed within IEP, meet with case manager to hold a possible amendment

- Complete service documentation per District expectations/guidelines
- Establish evaluation deadlines for the school year
- Attend IEPs, if applicable

60-90 days

- Complete Progress Reports per District timeline
- Meet with administration to ensure the District requirements are met to date and adjust if needed

90+ days

- Plan for makeup sessions
- Plan for therapy during District testing weeks, etc.
- Between 90-180 days, especially during the "IEP Season," meet the team and plan in advance to meet the compliance deadlines for annuals and especially evaluations

End of the school year

- Obtain information about the closing procedures
- Prepare documents/files giving information about the caseload, location of service delivery, location of files and student folders, and contact person in the school
- Ensure Medicaid documentation is up to date, if applicable
- Complete all scheduled IEPs
- Meet with the District management team to review District staffing needs and assignments, etc.

Progress Reports

SSG has included a sample of a Speech/Language Progress Sheet that our clinicians may use to track an individual student's progress. District-wide, SSG clinicians would complete progress reporting utilizing the HCPS electronic IEP system.

SLP Availability

Our speech-language therapy services can be provided to HCPS for 37.5 hours per week.

Common Staffing Problems and SSG Prevention Strategies

Absences	SSG is committed to providing students with high quality, educationally relevant therapy services, and we will exhaust our options to prevent interruptions in service. If a clinician is absent for several, consecutive days, SSG will make every effort to find a substitute clinician. We have a database of clinicians looking for short-term assignments, and we also turn to recently retired clinicians to help fill leaves.
Preventing "No Show" Assignments	To prevent "no show" assignments, SSG provides a thorough pre-screening during the recruiting and hiring process and a high level of staff support once the candidate begins his or her assignment. It is an SSG standard operating procedure for the Career Services Manager to regularly connect with the clinicians via phone, email, or direct visits to provide support and verify that they are succeeding in their roles.

Personnel Performance Issues	The Client Services Manager will also regularly connect with the District to ensure that our clinicians are meeting the needs of the District. If a District identifies any performance-based deficits or challenges with a clinician, the Clinical Manager will address the issue immediately and discuss the reported deficits with the clinician. It is our policy to be proactive in obtaining the facts of the matter and working with the District for a timely and positive resolution whenever possible.

- The Client Services Manager maintains regular communication with the SLP supervisor to monitor therapist performance.
- Together the SLP supervisor and Client Services Manager determine the best intervention and course of action once any performance issues or concerns are identified and communicated to the account executive.
- This could include the provision of
 - additional support from the Clinical Manager assigned to the therapist
 - Performance Improvement Plan developed by the Client Services Manager, Clinical Manager, and District supervisor
 - If absolutely needed, termination of the current therapist and replacement. SSG will begin immediately recruiting on a best-effort basis to identify candidates to replace the current therapist with the utmost urgency.

SSG has included a copy of the On-Site Performance Evaluation form used by the Clinical Manager to assess the SLP's performance.

Supervision

SSG consistently monitors its staff to ensure that we consistently provide high quality clinicians and that we meet the needs of the District. The Clinical Manager will conduct meetings and care calls with SSG clinicians to provide support and verify that they have developed a comfort level and a level of confidence in their roles. The Clinical Manager will also regularly connect with District staff via phone, email, or direct visits to confirm that our clinicians are meeting the needs of the District.

Communication

District staff can contact any SSG team member, including SSG corporate staff, via phone or email at any time. We will also communicate regularly with District personnel to identify and address any new needs, review the services being provided, and address any questions. We will respond to your communications and requests in a timely manner and work quickly to solve any problems. Finally, we will be sure to follow up on any issues to ensure that the appropriate changes have been made to address the situation.

HCPS' Role

HCPS will need to provide SSG with the service needs of the district and provide orientation for the SSG clinician(s).

***Blank contract example for required signed documentation by HCPS.**

***Speech/Language Progress Sheet**

***On-Site Performance Evaluation form**

AGREEMENT

This Agreement is made and entered on June 24, 2021, by and between The Stepping Stones Group LLC, 2586 Trailridge Drive East, Suite 100, Lafayette, CO 80026 hereinafter referred to as “Contractor” and, Henrico County Public Schools, 8600 Staples Mill Rd., P.O. Box 90775, Henrico, VA 23273-0775, hereinafter referred to as “School District.” It is hereby agreed as follows:

SERVICES, RATES AND BILLING: Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

School District agrees to be billed (except during holidays) by Contractor for up to 40 hours per week for each of Contractor’s employees, unless agreed otherwise. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked that are considered overtime by state or federal law will be billed at 150% of bill rate. School District will not be billed during school closures and school holidays.

When Statutory Costs and other employee costs of living increase, Contractor will pass those increases along to School District with no mark-up. School District agrees to pay such increases at the same time as any billed fees pursuant to this Agreement. Statutory Costs include any costs and expenses of Contractor that are associated with Workers Comp, FICA, FUTA, SUTA, and incremental costs associated with the Affordable Care Act (ACA), among others.

TRAVEL TIME & MILEAGE: To the extent applicable, travel between schools will be considered billable time.

PAYMENT TERMS: School District will be billed every two weeks via email and agrees to pay all outstanding invoices within 30 days of receipt. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor’s employee, based on the total hours listed on a biweekly timesheet. To ensure billing accuracy and timeliness, School District will complete the Billing Details just above the signature section of this Agreement.

A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by School District will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys’ fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by School District. If payment of invoices is not current, Contractor may suspend performing further work.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including Workers' Compensation coverage.

NO SOLICITATION: During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District. School District agrees that liquidated damages may be assessed and recovered by Contractor.

CONFIDENTIALITY: School District agrees not to provide the content information of this Agreement to any individual or an entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement including but not limited to fees/costs, duration and terms, etc. to the Contractor's employee assigned to provide services to the School District. Disclosure of such information to the Contractor's employee will be considered a breach of this Agreement. Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and their clients.

Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of School District's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

COOPERATION: School District agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

TERMINATION: This Agreement will end on July 31, 2022 and may continue beyond this period by mutual consent. School District agrees not to terminate the Agreement until the end of the term unless (a) Contractor's employee assigned to School District as a whole is deficient in performance of the services hereunder or (b) any employee of Contractor assigned to School District commits an act of professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible ethical or professional conduct as soon as School District becomes aware of such deficiencies or misconduct and further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within thirty (30) days of such notice in lieu of termination of this Agreement. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities.

To the extent permitted by law, School District will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from School District's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of School District or School District's officers, employees, or authorized agents in the discharge of those duties and responsibilities.

Neither party shall be liable for or be required to indemnify the other party for any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action (whether in contract, tort, negligence, strict liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

JURISDICTION: This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the Commonwealth of Virginia. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Commonwealth of Virginia. Both parties hereby consent to the jurisdiction and venue of such courts.

GENERAL: No provision of this Agreement may be amended or waived unless agreed to in writing and signed by the parties. The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.



THE STEPPING STONES GROUP

Transforming Lives Together

Corporate Office

2586 Trailridge Drive East, Suite 100

Lafayette, CO 80026

Ph: 800-337-5965 Fax: 800-822-8287

www.thesteppingstonesgroup.com

BILLING DETAILS FOR SCHOOL DISTRICT:

Billing Contact Name/Title: _____

Billing Email/Phone: _____

Mailing Address (for invoice): _____

Special Billing Instructions: _____

Signed for Contractor:

Signature: J. N. Little

Name: Jessica Little, M.Ed.

Title: Client Services Manager

Date: June 24, 2021

Signed for School District:

Signature: _____

Name: _____

Title: _____

Date: _____

Appendix A

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service are listed below:

<u>Specialty</u>	<u>Hourly Rate</u>
Speech Language Pathologist Services (CCC-SLP)	\$66.00 per hour
Speech Language Pathologist Services (CF-SLP with SSG provided supervision)	\$65.37 per hour
Speech Language Pathologist Services (CF-SLP with District Provided Supervision)	\$64.37 per hour
Speech Language Pathologist Assistant Services (SLPA)	\$60.00 per hour

[illegible]



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ON-SITE PERFORMANCE ASSESSMENT FORM

DIRECTIONS:

Sections I through V are completed by the assessor.

Sections VI is completed mainly through collaborative discussion between the employee and assessor.

Section VII is completed by the employee.

Section I

EMPLOYEE & ASSESSOR INFORMATION

Provide the name, address, and assignment of the employee being evaluated. Indicate the name/s of assessor. Please note this form should be reviewed and signed in Section I with the employee at the beginning of the school year.

Employee's Name:

Date Form Reviewed:

Assignment:

Academic School Year:

Assessor Signature:

Employee Signature:

Date of On-Site Visit:

Name and Title of Assessor:

District Staff Who Provided Input (if applicable):

Date Written Evaluation Received:

ASSESSMENT KEY:

5=Exceptional
4=Above Expectations
3=Meets Expectations
2=Needs Improvement
1= Unsatisfactory



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SECTION II - A SERVICE DELIVERY – INCLUDING IDENTIFICATION, EVALUATION, PLANNING, INTERVENTION, DOCUMENTATION

Indicate the statement that represents the employee's overall clinical performance. Use the representative skills and job responsibility list to guide your assessment.

Representative skills or job responsibilities	5	4	3	2	1	N/A
Demonstrates knowledge and skills to perform work assignments						
Administers required diagnostic assessments and follows required procedures and timelines						
Develops treatment plans and intervention goals that are appropriate to students' educational needs.						
Prepares for therapy and evaluation sessions including organizing materials and setting up the therapy environment.						
Utilizes appropriate intervention strategies.						
Utilizes appropriate motivational and behavioral strategies.						
Prepares and submits required documentation (paperwork, records, forms) timely and in the appropriate format.						
Accepts additional work assignments.						

Additional Comments:



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SECTION II - B

Written Evaluation – The employee will submit a written report to their supervisor 2 week prior to the on-site visit (unless previously submitted throughout the SY)

Indicate the statement that represents the employee's overall clinical performance. Use the representative skills and job responsibility list to guide your assessment.

Representative skills or job responsibilities	5	4	3	2	1	N/A
Referral question is explicitly addressed in the report						
Background Information is thorough, but not overly detailed						
Assessment tools were appropriate to the student						
Assessment tools are clearly and accurately described						
Assessment results were accurately interpreted						
Assessment results were accurately summarized						
Logical determination of eligibility, in accordance with state and federal guidelines						
Free of grammatical, mechanical, and spelling errors						

Additional Comments:



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SECTION III PROFESSIONAL AND PERSONAL SKILLS

Indicate the statement that represents the employee's overall interpersonal performance. Use the representative skills and job responsibility list to guide your assessment.

Representative skills or job responsibilities	5	4	3	2	1	N/A
Use verbal, written, listening, and non-verbal communication appropriate for the situation						
Attends and participates in meetings.						
Works in an organized manner.						
Requires supervision appropriate for level of experience.*						
Identifies and solves problems.						
Works cooperatively with co-workers, including educators, administrators, and support staff.						
Demonstrates flexibility and dependability.						
Displays appropriate work habits and personal qualities.						

Additional Comments:



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SECTION IV Feedback from District Staff

This feedback may be obtained through ongoing communication with district staff.

Name of District Staff:

Staff Member's Job Title:

Does this person serve as the employee's supervisor? Yes / No

Representative skills or job responsibilities	5	4	3	2	1	N/A
Listening Skills						
Oral Expression						
Written Expression						
Acceptance of constructive criticism						
Ability to work with students						
Ability to work with parents and educators						
Flexibility						
Meets job requirements						
Observes established protocols and rules						
Acts in accord with professional ethics						

Additional Comments (Please note anything scored as a 1 or a 2 requires detailed explanation in this section):



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SECTION V INTERACTION WITH THE STEPPING STONES GROUP MANAGEMENT AND OFFICE STAFF

Indicate the statement that represents the employee's overall communicative performance. Use the representative skills and job responsibility list to guide your assessment.

Representative skills or job responsibilities	5	4	3	2	1	N/A
Maintains appropriate and timely communication with the Field Manager.						
Maintains appropriate and timely communication with the Corporate Office Staff.						
Maintains appropriate and timely communication with work setting supervisor (if applicable).						
Responds positively and consistently to supervision, instruction, and recommendations for improvement.						
Follows The Stepping Stones Group policies and procedures, including checking company email, submitting hours worked into Paylocity, and district time card submission (if applicable).						

Additional Comments:



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SECTION VI SUMMARY OF EMPLOYEE'S STRENGTHS AND SKILLS IN NEED OF IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

What are this employee's major clinical and professional strengths? Include innovative service delivery programs and achievements?

Based on observations and collaborative discussions, what should be the major clinical or professional skills this employee should strive to improve or develop (either building upon existing strengths, adding new skills, or improving skills)? Please note any skills rated below a 3 needs to be addressed in this section.

Discuss and recommend specific strategies for improving skills. Strategies can include specific recommendations for career advance, continuing education activities, projects, mentoring, resources and other similar activities. Please note any skills rated below a 3 needs to be addressed in this section.

Has the employee identified any specific challenges with his or her assignment? If so, please describe.

Has the employee requested any specific resources?



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SECTION VII EMPLOYEE'S COMMENTS And

ADDITIONAL INFORMATION

Please rate the following questions on a scale of 5 to 1, with 5 being the highest rating.

Questions	5	4	3	2	1
How satisfied are you with your current assignment?					
How satisfied are you with your current district?					
How satisfied are you with the support/guidance you received from your field manager?					
How likely are you to return to your current district next year?					
How likely are you to stay with The Stepping Stones Group next year?					

Please indicate any comments regarding this assessment.

--

Please indicate any feedback for the SSG, or your respective district for the following year (i.e. school, caseload, hours, support).

--

Comments regarding your manager's support and/or guidance this year and what could be improved upon for the following contract year.

--



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SIGNATURES

Following the evaluation, the assessor and employee should e-sign the On-Site Performance Assessment Form. Each should retain a copy. A copy will be provided to the Director of People Services.

For concerns about the assessment or recommendations pertaining to this assessment, employees can submit information in writing to:

Laurie McCloskey, Senior Vice President, Clinical Operations,
Email: laurie@thesteppingstonesgroup.com
Phone: 760-208-5999

Assessor:

Date:

Employee:

Date:

RECRUITING AND HIRING

With over 32 years of experience in providing therapeutic and behavioral services, The Stepping Stones Group (SSG) has established a unique approach to recruiting qualified personnel. Recruiters will review District provided job details and identify candidates that match the District's preference in terms of required licensure, credentials, availability, previous experience, knowledge, and flexibility. Within our thorough screening process, we also look beyond basic tangible skills. We qualify clinicians based on their professionalism, presentation, demeanor, positive mindset, and their desire to work with children with special needs. Our priority is to provide our school district partners with highly qualified, passionate clinicians that best match their needs.

By strategically structuring our recruitment team, our clients have dedicated recruiters that are subject matter experts in hiring for their areas and markets. For example, our senior recruiters have over 10 years of experience. This allows for fast, quality results and direct target marketing for candidates that fit their needs.

Request for Candidates

- SSG will receive a request for a clinician or educator from your Special Education Department via email, phone, or in-person visit.
- We will respond immediately, and within no more than 24 hours, with acknowledgement of the request and/or request for clarification.
- We will work closely with your District to review the caseload to determine any specific needs to ensure a successful placement.

Steps to Identify Candidates

- Search our database for candidates who match the job specifications
- Conduct local and online job database searches for candidates
- Launch marketing campaigns through email, referrals, mailings, and social networks
- Participate in state and national conferences, such as AOTA, ASHA, APTA, and NASP
- Connect with colleges and universities for alumni and recent graduate leads
- Attend career days and career fairs at universities and surrounding feeder states
- We have developed a University Relations Program, dedicated to identifying new graduates who want to pursue a career in providing special education, therapeutic, and behavioral health services.
- It should also be noted that we hire many employee referrals, which is a testament to our high level of employee satisfaction.

Once a Candidate is Identified

- Recruiter completes a preliminary interview
- Recruiter reviews candidate's resume, confirms job history, and verifies licensure
- In select situations, SSG Clinical Manager conducts a Clinical Interview to screen the candidate and to determine the candidate's skill level. Candidates are chosen for their education, experience, specialty, flexibility, values, professionalism, and alignment with District specific selection criteria.

Once a Candidate is Deemed Appropriate for Submission to District

- Recruiter or HR conducts professional reference checks
- Recruiter obtains permission from the clinician to submit resume to the District

- Clinician is submitted to the District for consideration

Orientation

SSG provides each clinician with a comprehensive orientation, a detailed Employee Handbook, excellent support, and opportunities for mentoring when needed. It is our desire that SSG clinicians become an integral part of the culture of the schools and districts they serve. SSG will work with the district to obtain information regarding their policies, procedures, and documentation requirements. We will then provide direction, training, and guidance to ensure our clinicians learn this important information.

SSG will make every effort to educate, instruct, and monitor its clinicians to ensure they are following all district standards. This will include policies regarding dress code, wearing identification badges, following safety protocols, completing time logs, attending required meetings, recording data, etc. Specifically, SSG will review the Contractor Responsibilities set forth in the contract with its clinicians. We will work to ensure that all SSG clinicians follow these requirements and maintain a professional presence. We will also provide ongoing support to our clinicians to ensure that all district rules and regulations are being followed.

Training

SSG provides district and state mandated training for its clinicians to ensure they maintain compliance, as well as additional training that SSG has determined is beneficial. Examples of training include: SSG Orientation, Autism/Behavior Support training for certain disciplines, AB 1172 training for California employees, and COVID training for NY employees. In addition to technical training, we also provide more generalized training that will help our employees be successful in school-based placements. Topics include soft skills, professionalism, and managing difficult situations. These training modules are housed in SSG's learning management system, Bridge Academy. Training is geared to those that are new to schools, as well as experienced clinicians.

QUALITY CONTROL

Compliance Requirements

Our dedicated SSG Compliance Department ensures that our clinicians meet all credentialing requirements before they are permitted to start working and performs ongoing checks to ensure that clinicians maintain these requirements throughout their assignment period.

Verification of Credentials

Required credentials will vary by specialty, level of expertise, school district, and/or state. Our Compliance Department will follow necessary regulations to verify that each SSG clinician meets the requirements to perform services in the District. Any state licensure, state certification, national certification, or professional certification for our SSG clinicians is confirmed to be Active and in Good Standing through the issuing agency. Credentials of our SSG staff are validated directly through issuing agencies using their online database and copies of each are maintained securely within our HR Department for reference.

Ongoing monitoring is managed by validating updated license or certification records at each expiration/renewal period. Our Compliance Department also provides proactive reminders to our staff well in advance of any credential expiration to prevent any lapse in their license or certification.

District Compliance Requirements

We will obtain confirmation from the District regarding your contract provider requirements before they are allowed to begin work on campus and with direct interaction with students. These requirements may include items such as a school district or state fingerprint clearance, district-issued identification badge, criminal background checks (federal, state, county, child abuse registries), Tuberculosis test, or drug screenings. In addition, we will follow the District procedures regarding any periodic or routine checks required for ongoing compliance of these requirements.

SOG Employee Onboarding

SOG clinicians are our employees and as such, our Compliance Department ensures that our staff meets our SOG onboarding requirements before they can begin work. These requirements include an additional background screen, I9 Employee Eligibility Verification, Federal and State tax withholding forms, and other company-related items.

CLINICAL OPERATIONS DEPARTMENT

The Stepping Stones Group provides Clinical Operations support and expertise in all states, for all of our service cohorts, which include: Related Therapy, Related Behavioral, Education, School Nursing, and Autism. Our clinical managers are experienced in and provide support for over twenty therapy, special education, and behavioral health disciplines.

Regional Directors and Clinical Managers

Regional Directors oversee day-to-day clinical operations for their regions. They lead, manage, and support a team of Clinical Managers assigned to the region. Regional Directors provide guidance to their Clinical Managers and assist them with any problem solving or performance concerns that impact our employees. They also promote quality and consistency across the region.

Clinical Managers are the face of the company! These clinical leaders will provide individualized support, guidance, and mentorship to clinicians we place in the District. Every SOG employee is assigned to a Clinical Manager. They provide tools and resources for our clinicians, so they are confident in delivering excellent services to the students they serve. The list below summarizes the Clinical Manager's roles and responsibilities.

Clinical Manager Roles & Responsibilities:

- Complete candidate screenings and clinical interviews to identify quality candidates
- Once candidate is hired, completes SOG clinical onboarding process
- Work with the Triad (your SOG support team comprised of clinical, recruiting, and client contacts) and/or the District contact to understand District expectations, policies, and procedures
- Provide consistent, individualized, and ongoing support, mentoring, and guidance
- Provide at least monthly touch points with employees, with frequency depending upon the level of support needed
- Discuss best practices with our employees and share clinical tips and ideas
- Monitor employees to determine that they are meeting District expectations and following District policies and procedures, including required documentation and service logs
- Provide District client visits either independently or in collaboration with the Client Services Manager, as needed
- Implement SOG's programs created to ensure employee success
- Communicate with Triad and District personnel, as needed, to address any performance concerns that the District has brought to our attention

- Address performance concerns with employee and work with the Triad and the District to resolve them
- Provide ongoing, excellent customer service for employees, clients, and colleagues

Training and Development Program

Our ***Pathways to Success Program*** provides clinicians with individualized support, engagement opportunities, access to online continuing education resources, and mentoring through three unique programs - Bloom, Foundations, and Bridge Academy - which are described below. Whether our clinicians are new graduates, new to schools, or experienced school-based clinicians, SSG will provide them with the support and resources needed to be successful. Our Training and Development Program is led by Christine Dukes, CCC-SLP, SVP Quality, who has over 25 years of experience in education, recruiting, and management.

Bloom Clinical Fellow Program

Bloom is designed specifically for new CF-SLPs making the transition from student to practicing clinician. Our goal is to provide an unparalleled First-Year experience through a variety of resources, mentorship, and professional training that will empower clinicians throughout their career.

Highlights include:

- *Licensure application assistance and monitoring*
 - *Assist in assigning a CF Mentor to each Clinical Fellow*
 - *Provide state licensure information and application guidance*
 - *Monitor status of license to ensure compliance*
- *Professional Toolbox*
 - *Super Duper discount*
 - *Monthly training and development opportunities*
 - *CF Guide*
 - *Summer Series (8-week resource available throughout the year)*
- *Customized care and support from the Bloom Support Team*
- *Community engagement: Monthly Roundtable Discussions*
- *Bilingual CF-SLP support and guidance*

Foundations Mentoring Program

Foundations is a mentoring guide developed for employees who are new to the school environment, including new grads and therapists transitioning from other settings. It consists of a series of learning modules on Bridge Academy that helps clinicians navigate the complexities of working in school systems. Foundations can be self-guided or completed with an identified mentor.

Highlights include:

- *Caseload Management – Systems and Scheduling*
- *Time Management - Treatment, Meetings, and IEPs*
- *IEPs - Navigating the Process*
- *Service Delivery Models*
- *Assessments, Report Writing, and Documentation*
- *Professional Etiquette*

Bridge Academy – Continuing Education and Training Program

We know the importance and value of continued education and the prominent role it plays in contributing to the professional growth of our clinicians and the children they serve. Bridge Academy, our online training and development platform, hosted by industry-leader Absorb LMS, provides the tools and resources to continue professional development throughout a clinician’s career and at **no cost** to the district.

Highlights of our development and training program include:

- *Experienced professional development team representing SLPs, OTs, School Psychologists, Nurses, Behavioral Staff, and more*
- *Webinars with a defined and discipline-specific curriculum provide opportunities to earn CEUs and CPDs*
 - *SOG is an ASHA, AOTA, and NASP approved continuing education provider*
 - *Live webinars provided monthly*
- *Library of recorded webinars available, including introductory courses with a variety of topics applicable to multiple disciplines*
- *Practical/Printable information including Monthly Toolkits, therapy ideas, and resources*
- *State and District specific required training*
- *Houses our Foundations program, Summer Series curriculum, Teletherapy Toolkit, Monthly CF Roundtables, and more!*
- *Dynamic reporting and course completion certificates available*

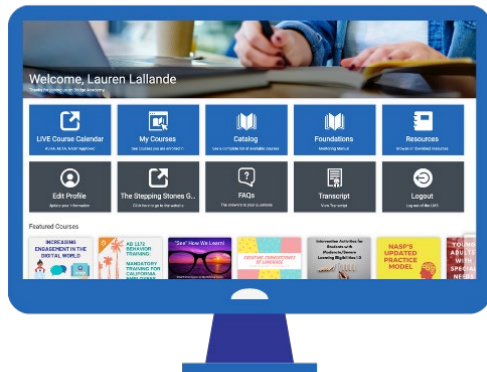
A calendar of events is thoughtfully created each school year, so the content is fresh and applicable. In addition to monthly webinars, courses are created to meet specific requirements at the state and District level. Bridge Academy allows for robust tracking and reporting to ensure clinicians have completed their required training prior to start.

Our multidisciplinary, professional development team creates and presents content to ensure our clinicians have access to free, convenient, and appropriate training resources. Our Professional Development team consists of qualified and experienced clinicians, who also act as Clinical Managers.

District Professional Development

To show our appreciation of your business, SOG offers our school district clients and their staff access to **Bridge Academy** at no cost. Select recorded webinars, which are eligible for ASHA, AOTA, and/or NASP CEUs and CPDs, will be made available to you and your special education staff three times throughout the school year. These courses can be done either individually or in a group setting, depending on the continuing education needs of your district.

In 2020 alone, we offered 300 districts access to our exclusive webinars, with employees earning over 1,000 CEUs through Bridge Academy. Below is the calendar of webinars that are being provided for the 20/21 school year.



Previous District Offerings

- Introduction to Trauma Informed Care
- IEP 101: Navigating a Quality IEP
- Teletherapy Best Practices
- Trauma 2.0
- IEPs : A Deeper Dive (4-part series)
- A 3D Journey Into Dyslexia, Dysgraphia and Dyspraxia
- Transition to Adulthood - Interdisciplinary Teams within the Educational Environment
- Young Adults with Special Needs - Connecting Goals to Real Life
- AAC and Core Vocabulary
- Service Delivery in the Classroom
- A Tiered Framework for Treating Students with ASD
- Written Communication: A Practical Perspective

Please see Attachment G: Proposed Pricing Form on the following page.

We appreciate your consideration in allowing The Stepping Stones Group to work with the Henrico County Public Schools, and we look forward to a mutually beneficial partnership!



ATTACHMENT G

Proposed Pricing Form

Fixed Hourly Rate for Speech Language Pathologist (SLP):

\$ 66.00

Optional:

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

\$ 65.37 with SSG supervision

\$ 64.37 with District supervision

Fixed Hourly Rate for Speech Assistants (SLPA):

\$ 60.00

The hourly bill rates listed above are inclusive of both direct and indirect service time such as planning, scheduling, documentation, IEP meetings, evaluations, required staff meetings, parent consults, and intra-district travel time between assigned school locations.

Additionally, we will provide the following services at no cost to the District:

- Dedicated Triad team that will provide that works together to deliver the highest level of service and support to the District and the students served
- ASHA, AOTA, and NASP approved courses for your clinicians and staff three times per year through our proprietary LMS (Learning Management System), Bridge Academy
- Ongoing clinical management and support to each SSG clinician assigned to the District
- Training and development provided by experience school-based clinicians
- Access to our Pathways to Success Program for every SSG clinician including:
 - o Bloom Clinical Fellow Program
 - o Foundations Mentoring Program
 - o Bridge Academy Continuing Education and Training Program