

# Request for Proposals

RFP# ESD 112-20-25

Issued by:



2500 NE 65<sup>th</sup> Ave  
Vancouver, WA 98661

Request for Proposals for:

## Professional Education and Health Related Service Agency

Issue Date:

April 3, 2026

**PROPOSALS ARE DUE BY 2:00 PM ON  
May 4, 2026**

**BRIEF SCOPE OF WORK**

ESD 112 is seeking a partner with expertise and experience in the marketing of positions and recruitment of qualified staff for various positions in our agency. This assistance would include but not be limited to advertising and finding qualified candidates to fill positions based on work history and qualifications.

**PROJECT TIMETABLE**

RFP Release	April 3, 2026
Deadline for Questions	April 17, 2026
<b>Proposals Due</b>	<b>May 4, 2026</b>
Date of Intent to Award	May 12, 2026
Anticipated Contract Start Date	July 1, 2026

**SUBMITTAL OF PROPOSAL**

Submit one (1) unbound original, one (1) digital and three (4) complete copies.  
**Proposal(s) shall be sealed and clearly marked on the package cover as shown below:**

Educational Service District 112  
Attention: Jeff Strunk, Purchasing Manager  
2500 NE 65<sup>th</sup> Avenue  
Vancouver, WA 98661-6812  
\*\*\*\*\*

**CONFIDENTIAL: DO NOT OPEN  
SEALED BID ENCLOSED  
RFP # ESD 112-20-25 Professional Education and Health  
Related Service Agency**

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Questions **SHALL NOT** be directed to other ESD 112 staff members. All questions shall be addressed in writing to:

Jeff Strunk, Purchasing Manager  
Educational Service District 112  
[Jeffrey.Strunk@esd112.org](mailto:Jeffrey.Strunk@esd112.org)

**ESD 112 RFP SITE:**

All questions and answers will be posted at <https://www.esd112.org/itb-rfp-rfq-contracts/>.

Please email us if you plan on participating in this RFP process so we can add you to the plan holders list. We will then be able to include you on any future emails regarding questions and answers or addenda.

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## GENERAL TERMS AND CONDITIONS

### ADMINISTRATIVE REQUIREMENTS –

Contractors shall comply with all management and administrative requirements established by Washington Administrative Code (WAC), the Revised Code of the State of Washington (RCW), any subsequent amendments or modifications, as applicable to providers licensed in the State of Washington, as well as any applicable program performance standards. ALL proposals submitted become the property of ESD 112. It is understood and agreed that the prospective Proposer claims no proprietary rights to the ideas and written materials contained in or attached to the proposal submitted. ESD 112 has the right to reject or accept proprietary information.

AUTHORSHIP – Applicants must identify any assistance provided by agencies or individuals outside the proposers own organization in preparing the proposal. No contingent fees for such assistance will be allowed to be paid under any contract resulting from RFP.

CANCELLATION OF AWARD – ESD 112 reserves the right to immediately cancel an award if the contractual agreement has not been entered into by both parties or if new state regulations, policies, or other business needs make it necessary to change the program purpose or content, discontinue such programs, or impose funding reductions. In those cases, where the negotiation of contract activities is necessary, ESD 112 reserves the right to limit the period of negotiation to sixty (60) days after which time funds may be unencumbered.

CONFIDENTIALLY – Proposer shall comply with all applicable state and federal laws governing the confidentiality of information.

CONFLICT OF INTEREST – All proposals submitted must contain a statement disclosing or denying any interest, financial or otherwise, that any employee or official of ESD 112 or the appropriate Advisory Board may have in the proposing agency or proposed project.

CONSORTIUM OF AGENCIES – Any consortium of companies or agencies submitting a proposal must certify that each company or agency of the consortium can meet the requirements set forth in the RFP.

COST OF PROPOSAL & AWARD – The contract award(s) will not be final until ESD 112 and the prospective contractor(s) have executed a contractual agreement. The contractual agreement consists of the following parts: (a) the basic provisions and general terms and conditions, (b) the special terms and conditions, (c) the project description and goals (Statement of Work), and (d) the budget and payment terms. ESD 112 is not responsible for any costs incurred prior to the effective date of the contract. ESD 112 reserves the right to make an award without further negotiation of the proposal submitted. Therefore, the proposal shall be submitted in final form from a budgetary, technical and programmatic standpoint.

DISPUTES – ESD 112 encourages the use of informal resolution to address complaints or disputes arising over any actions in implementing the provisions of the RFP. Written complaints should be addressed to ESD 112, Chief Financial Officer, 2500 NE 65<sup>th</sup> Avenue, Vancouver WA 98661.

DIVERSITY IN EMPLOYMENT AND CONTRACTING REQUIREMENTS – It is the policy of ESD 112 to require equal opportunity in employment and services subject to eligibility standards that may be required for a specific program. ESD 112 is an equal opportunity employer and is committed to providing equal opportunity in employment and in access to the provision of all ESD 112 services. This commitment applies regardless of race, color, religion, creed, sex, marital status, national origin, disability, age, veteran status, on-the-job injury, or sexual orientation. Employment decisions are made without consideration of these or any other factors that are prohibited by law.

In compliance with Department of Labor Regulations implementing Section 504 of the

Rehabilitation Act of 1973, as amended, no qualified handicapped individual shall be discriminated against in admission or access to any program or activity. The prospective contractor must agree to provide equal opportunity in the administration of the contract, and its subcontracts or other agreements.

INDEPENDENT PRICE DETERMINATION – The prospective contractor guarantees that, in connection with this proposal, the prices and/or cost data have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition. This does not preclude or impede the formation of a consortium of companies and/or agencies for purposes of engaging in jointly sponsored proposals.

LIMITATION – This RFP does not commit ESD 112 to award a contract, to pay any costs incurred in the preparation of a response to this RFP, or to procure or contract for services or supplies.

LATE PROPOSALS – A proposal received after the date and time indicated will not be accepted. No exceptions will be made.

ORAL PRESENTATIONS – An oral presentation may be required of those prospective contractors whose proposals are under consideration. Prospective contractors may be informed that an oral presentation is desired and will be notified of the date, time and location the oral presentation is to be conducted.

OTHER AUDIT/MONITORING REQUIREMENTS – In addition, auditing or monitoring for the following purposes will be conducted at the discretion of ESD 112: fund accountability, contract compliance, and program performance.

PRICE WARRANT – The proposal shall warrant that the costs quoted for services in response to the RFP are not in excess of those which would be charged any other individual or entity for the same services performed by the prospective contractor.

PROTESTS – must be submitted in writing to the ESD 112 Purchasing Manager, within three days.

PUBLIC SAFETY – may require background checks if stipulated below. May also require limiting access to public work sites, public facilities, and public offices, sometimes without advance notice. The successful Proposer's employees and agents shall carry sufficient identification to verify employer and display it upon request to security personnel. ESD 112 managers have discretion to require the successful Proposer's employees and agents to be escorted to and from any public office, facility or work site if national or local security appears to require it.

REJECTION/ACCEPTANCE OF PROPOSALS – ESD 112 reserves the right to accept or reject any or all proposals received as a result of this RFP, to negotiate with any or all prospective contractors on modifications to proposals, to waive informalities, to postpone award, or to cancel in part or in its entirety this RFP if it is in the best interest of ESD 112 to do so.

SUBCONTRACTING – No activities or services included as a part of this proposal may be subcontracted to another organization, firm, or individual without the approval of ESD 112. Such intent to subcontract shall be clearly identified in the proposal. It is understood that the contractor is held responsible for the satisfactory accomplishment of the service or activities included in a subcontract.

VERBAL PROPOSALS – Verbal proposals will not be considered in making the award of any contract as a result of this RFP.

## BACKGROUND

ESD 112's mission is to equalize educational opportunities for all children and students. ESD 112 provides special education services to more than 35 partner school districts and provides regional therapeutic services throughout SW Washington.

## SCOPE OF SERVICES

We are seeking agency provided professional services in the following professional areas:

- A. Speech Language Pathologist (SLP)** provides speech and language services in the areas of student assessment, augmentative alternative communication devices, direct therapy, training and consultation to staff and families to support students to function to their highest possible level within the educational system. The Speech Language Pathologist participates as a member of an education team in the assessment and program evaluation for students. The SLP serves as a liaison with medical and community service providers on behalf of children with disabilities and their families.

### Essential Functions:

1. Inform school administrators, teachers and other school personnel of speech, language and/or hearing services.
2. Organize and conduct an identification program for communication disorders by utilizing screening criteria, materials, procedures and record-keeping strategies.
3. Select and employ diagnostic procedures and develop guidelines for a comprehensive remediation program.
4. Establish criteria for caseload selection and dismissal.
5. Select and implement therapy strategies for modifying communicative behavior of each student with a speech, language and/or hearing disorder.
6. Maintain a system to record all identification and evaluative data and continuous student performance information.
7. Identify and define factors which determine the effectiveness of therapy. Redefine goals and modify therapy strategies consistent with the individual education plan (IEP) or the individual family service plan (IFSP).
8. Consult with parents, educators and other professionals regarding needs of children/students to assure appropriate learning experiences.
9. Complete all required reports and records for compliance within statutory guidelines.
10. Provide technical assistance to communication technicians and assistants.

- B. School Psychologist** provides a full range of school psychological services to children ages 0-21, including screening and assessment, designing remedial educational programs, and individual and group counseling. The School Psychologist participates as a member of the education team to determine the student's eligibility for special services and evaluates learning environments to meet IEP/IFSP goals and objectives. The School Psychologist serves as a liaison between the school and other agencies on behalf of children with disabilities and their families.

**Essential Functions:**

1. Consult with parents, administrators, teachers and students concerning the educational and emotional needs of students.
2. Prepare written goals and objectives to meet the individual needs of students.
3. Provide individual and group counseling according to written goals and objectives. The areas include but are not limited to substance abuse, social skills training, crisis intervention, and short term therapeutic intervention.
4. Provide inservice and staff development to assist staff to address student needs.
5. Coordinate student services between the school and other agencies.
6. Serve as a member of education team to help address the needs of students.
7. Administer and interpret tests of intelligence, achievement, multi-aptitude and methods of behavioral and curriculum based assessment.
8. Determine eligibility of children with disabilities.
9. Work with teachers to establish individual education plans.
10. Complete all required reports and records.

- C. **Occupational Therapist** develops, implements and coordinates an occupational therapy program for children with a range of mild to severe disabilities. The Occupational Therapist serves as a member of the education team assigned to support special education children. The Occupational Therapist serves as liaison with medical and community service providers on behalf of children with disabilities and their families.

**Essential Functions:**

1. Provide education and support to teachers, classroom staff, parents and other care givers about occupational therapy services.
2. Develop, implement and coordinate an occupational therapy program for children with disabilities consistent with the Individual Education Plan (IEP)/Individual Family Service Plan (IFSP) goals.
3. Conduct occupational therapy assessments. Review assessment finds with parents and the education team.
4. Provide direct service to children.
5. Monitor ongoing treatment records. Evaluate and report on children's progress.
6. Advise, instruct and assist education staff to implement occupational therapy plans.
7. Supervise, train and evaluate certified occupational therapy assistants and paraeducators.
8. Facilitate the procurement, fabrication, modification and adjustment of adaptive equipment/assistive technology for occupational therapy services.
9. Serve as a member of the education team to help address the needs of children.

- D. **Physical Therapist** develops, implements and coordinates a physical therapy program for children with a range of mild to severe disabilities ages birth to 21. The Physical Therapist serves as a member of the education team assigned to support the Special Education Cooperative and special education children. The Physical Therapist serves as a liaison with medical and community service providers on behalf of children with disabilities and their families.

**Essential Functions:**

1. Provide education and support to teachers, classroom staff, parents and other care givers about physical therapy services.
2. Develop, implement and coordinate a physical therapy program for children with disabilities consistent with the Individual Education Plan (IEP)/Individual Family Service Plan (IFSP) goals.
3. Conduct physical therapy assessments. Review assessment findings with parents and the education team.
4. Provide direct service to children.
5. Monitor ongoing treatment records. Evaluate and report on children's progress.
6. Advise, instruct and assist education staff to implement physical therapy plans.
7. Supervise, train and evaluate physical therapy assistants and paraeducators.
8. Facilitate the procurement, fabrication, modification and adjustment of adaptive equipment for physical therapy services.
9. Serve as a member of the education team to help address the needs of children.

**E. Special Education Teacher** provides services to special education students with a range of moderate to severe disabilities ages three to 21 years of age. The Special Education Teacher leads the IEP team to develop data driven student learning and behavioral goals. The Special Education Teacher is responsible for developing curriculum and program strategies consistent with the student's learning level and to continually assess student progress towards IEP goals. Teaching environments include resource rooms and self-contained classrooms at the elementary, middle, and high school level.

**Essential Functions:**

1. Select teaching strategies to implement IEP goals for special education students. Monitor and adjust teaching strategies to meet students' needs.
2. Provide classroom, small group and one-on-one instruction to special education students.
3. Conduct student assessments to determine program eligibility and services.
4. Use computer technology and computer programs to document data collection.
5. Develop and write daily lesson plans. Post monthly overview of lessons on school district website.
6. Develop and complete Individual Education Plans (IEP). Organize, schedule, and facilitate IEP meetings with parents, general education staff, and specialist.
7. Supervise the collection of performance data on student IEP goals and document progress on IEP on-line.
8. Communicate with parents and student regarding transition goals.
9. Develop and adapt curriculum from general education curriculum. Coordinate with general education teacher to monitor student grades and progress.
10. Provide one-on-one assistance to students.
11. Supervise and train staff to support student learning.
12. Write and conduct performance evaluations for classified staff with assistance from the Special Education Administrator.
13. Consult and collaborate with professionals and parents regarding needs of special students for assuring appropriate learning experiences. Participate in Building Assistance Team. Inform principal/staff on progress of assigned students.
14. Maintain a safe classroom environment conducive to learning. Establish classroom management programs for students. Monitor and adjust individual behavior management plans for individual

students needs.

- F. **BCBA Reporting to the Program Director**, the BCBA - Behavior Programming is responsible for providing behavioral consultation to classroom teachers, supervising Registered Behavior Technicians (RBTs), conducting intake and transition observations, participating in Individualized Education Program (IEP) committee meetings, and contributing to staff professional development. The BCBA - Behavior Programming also collaborates with district partners and classrooms to ensure smooth transitions for students returning to their home districts.

**Essential Functions**

1. Work collaboratively within the school team to design and implement research/evidence-based behavior interventions to produce positive behavioral changes in students.
2. Contribute to staff training and professional development on ethical and effective behavior analytic interventions for RBTs and other staff members. Deliver professional development to instructional and support staff on evidence-based behavioral strategies and data collection methods.
3. Supervise RBTs per BACB guidelines, including observation, feedback, and documentation of supervision activities. Conduct Competency Assessments as needed.
4. Participate as a member of the IEP Committee by collaborating with team members and reviewing behavior-related data, contributing to the development of individualized goals, support, and services.
5. Conduct intake observations in students' home districts to assess behavior support needs and help the team determine if the student is appropriate for the program.
6. Support student transitions back to home districts by developing and coordinating individualized transition plans and training receiving staff as needed.
7. Analyze student behavior data to guide programmatic decisions and adjust support plans for increased effectiveness.
8. Collaborate with the Program Director to ensure program compliance with BACB standards and best practices in behavior analysis.
9. Contribute to the creation and refinement of behavior intervention plans, safety plans, and classroom/school-wide behavior systems.
10. Maintain accurate documentation related to student services, supervision, and behavior programming in accordance with ethical and legal standards.

- G. **RBT Under the direction of a Board Certified Behavior Analyst (BCBA)**, the Registered Behavior Technician is responsible for the implementation of behavior intervention plans developed by the IEP team, collecting data and conducting assessments.

**Essential Functions:**

1. Perform tasks assigned by the BCBA/BCaBA.
2. Assist the Special Education Teacher, consistent with IEP or IFSP goals, in lesson plan implementation; one-on-one & small group instruction; classroom management; student observation & assessment; and communication with parents and staff.
3. Collect data and report student progress.
4. Maintain accurate data collection records.

5. Communicate with staff and parents as instructed by the Special Education Teacher.
6. Implement, assess, and evaluate implementation of student intervention plans and programs; provide input and feedback to teachers, parents, other appropriate team members and the Assistant Director.
7. Implement positive behavior intervention systems.
8. Manage crisis intervention by maintaining a safe, classroom environment for the students.
9. Participate as a member of the education team. May attend parent conferences.

**H. Special Education Paraeducator** Reporting directly to the Special Education Teacher, the Special Education Paraeducator is responsible for supporting and assisting students with disabilities in various school settings. The Special Education Paraeducator, consistent with the individual education plan (IEP) or individual family service plan (IFSP) assists the Special Education Teacher with lesson plan preparation; one-on-one and small group instruction; classroom management; student observation and assessment; and communication with parents and staff.

**Essential Functions:**

1. Assist the Special Education Teacher, consistent with IEP or IFSP goals, in lesson plan preparation; one-on-one & small group instruction; classroom management; student observation & assessment; communication with parents and staff, in a variety of school settings.
2. Supervise students.
3. Collect data and report student progress.
4. Maintain accurate data collection records.
5. Communicate with staff and parents as instructed by the Special Education Teacher.
6. Provide positive behavior management support, consistent with the IEP or IFSP.
7. Attend to the physical needs of students, including moving and positioning students & assisting with personal hygiene needs.
8. Participate in staff meetings, inservice programs, workshops and seminars.
9. Participate as a member of the education team. May attend parent conferences.

**I. Special Education Nurse** Reporting to a special education assistant director and a regional school nurse, the special education nurse works collaboratively with the student health and education team to provide routine limited nursing care to students consistent with program procedures. The special education nurse assists in the revision of care plans; responds to the medical needs of students in the class room; and consistent with the individual education plan (IEP) or individual family service plan (IFSP) assists the special education teacher with student needs including communicating with school staff as needed.

**Essential Functions:**

1. Assess and provide for the basic and critical needs of students with life-threatening medical conditions requiring ongoing physical assessment, nursing treatments, and medication administration.
2. Provide invasive care within scope of practice (e.g. catheterization of students, rectal administration of diazepam, g-tube feedings).
3. Document student care administered as part of the student health plan.
4. Collect health care and educational data provided for assigned students.

5. Facilitate collaboration and communication between interdisciplinary team members to meet students' goals.
6. Administer medications and treatments.
7. Provide student medical status report to the regional school nurse.
8. Assist the special education teacher with IEP or IFSP goals.
9. Communicate with school staff as needed for the healthcare needs of students.

**J. Regional School Nurse** Reporting directly to the Health Services Director, the Regional School Nurse implements, manages and delivers school health services to school districts and /or agencies. The school nurse scope of practice is defined by law and regulation and professional school nursing standards.

**Essential Functions:**

1. Assess the critical health needs of students in schools, i.e., review Emergency Care Plans (ECP) for students with life threatening medical conditions, medically fragile students, students with health concerns and/or requiring nursing treatments.
2. Collaborate and consult with administrators and other staff to identify school safety and environmental health needs.
3. Assess the physical and emotional health of students within the scope of the Regional School Nurse practice; initiate referrals for diagnosis and treatment of identified health needs; and communicate health concerns that impact learning to staff.
4. Coordinate and implement mandated health screenings, including referral and follow-up.
5. Supervise, train and delegate medication administration and nursing treatments as allowed by law.
6. Provide health counseling and crisis intervention to students; serve as an advocate for the health rights of students and as a professional liaison between the school, family, and health community.
7. Perform professional nursing tasks including emergency services.
8. Serve as a resource for health education to the classroom teacher.
9. Consult and collaborate with staff, parents and other professionals to assess student health status and make recommendations that are consistent with the individualized education plan.
10. Collect health care services data.
11. May assist school districts with policies and procedures for school health services based on current laws and accepted practices.

**K. Special Education Teacher** Reporting directly to the Assistant Director for Special Education, the Early Childhood Special Education Teacher will work in the Early Care and Education Behavioral Health Center and provide services to special education students with a range of mild to severe disabilities ages 3-5 years.

**Essential Functions:**

1. Identify teaching strategies to implement IEP goals for special education students. Monitor and adjust teaching strategies to meet students' needs.
2. Co-develop and manage learning experiences for preschool classroom activities, (e.g. small group, direct instruction, inclusion, independent practice, one-on-one) alongside a general education ECEAP lead teacher.
3. Conduct student assessments to determine program eligibility and services.

4. Supervise the collection of performance data on student IEP objectives and document progress on IEP online.
5. Co-develop lesson plans.
6. Develop and complete IEP plans.
7. Organize, schedule, and facilitate IEP meetings with parents, general education staff, and specialist.
8. Communicate with parents and students regarding transition goals.
9. Develop and adapt curriculum from general education curriculum. Coordinate with general education teacher to monitor student grades and progress.
10. Train staff to support student learning.
11. Consult and collaborate with professionals and parents regarding needs of special students to assure appropriate learning experiences.
12. Inform principal/staff on progress of students.
13. Maintain a safe environment conducive to learning. Implement preschool classroom management programs for students. Monitor and adjust individual behavior management plans for individual student's needs.

- L. **ECEAP Lead Teacher** Reporting to the ECE Behavioral Health Center Supervisor & Therapist, the ECEAP Lead Teacher will work in a co-taught preschool setting alongside an Early Childhood Special Education Teacher. The ECEAP Lead Teacher is responsible for providing a safe and engaging educational setting for children whose ages range from three-five years in the Early Childhood Education and Assistance Program (ECEAP)..

**Essential Functions:**

1. Co-plan and provide developmentally appropriate preschool lessons and activities.
2. Organize classroom environment to effectively promote safety and social-emotional learning.
3. Develop and implement behavior plans with children.
4. Organize and conduct parent conferences to address student progress and parent input.
5. Participate regularly in staff meetings, in-service training, coaching, and other professional development opportunities.
6. Build on children's strengths and areas of interest, while helping them gain new skills with a focus on social emotional learning and self-regulation.
7. Follow all ECE guidance techniques as well as classroom routines including snacks/meals, bathroom supports, cleaning, transportation supports and indoor/outdoor activities.
8. Implement trauma-informed practices and strategies.
9. Establish and maintain positive communication using collaborative methods to problem-solve and interact with families, children, and staff.
10. Work effectively alongside special education personnel specialists, program support staff, and consultants to support the complex needs of young children.
11. Maintain all required records and child files in an accurate and timely manner, including daily observations, assessments and artifacts for child portfolios.

## TERM

The initial Contract period will be one year from July 1, 2026 through June 30, 2027 with options for renewals in annual increments. Contractor to sign ESD 112 Contract. Contracts resulting from this solicitation shall be awarded for a period not to exceed five years. ESD 112 reserves the right to terminate the contract without cause with a thirty (30) day prior written notice. Awarded Contractor shall request approval in writing to the ESD 112.

## PROPOSAL DELIVERY INSTRUCTIONS

Proposals shall bear on the outside the name and address of the Proposer as well as the designation of the Contract. Proposals forwarded by U.S. Mail or delivery service shall be sent first class to the address listed above. All proposals shall clearly display the bid number (ESD 112-20-25) on the outside of the envelope or package.

## PROPOSAL FORMAT

Please format your proposal as shown below. Cover sheet should include the RFP number, Title of RFP, name of organization, contact name, address, phone number and email address.

### SECTION 1: OVERVIEW

1. Explain how the mission of your agency aligns with and supports the mission of ESD 112 to “provide equalized educational opportunities for all learning communities.”

### SECTION 2: SERVICE REQUIREMENTS

1. Describe your process for marketing and recruitment of qualified staff for ESD 112.
2. Explain how you will ensure that all candidates complete the prescreening process and ensure licensing requirements are met.
3. Explain how you will provide oversight of staffing provided.

### SECTION 3: ONGOING EVALUATION AND PERFORMANCE MEASUREMENTS

1. Describe your system for ongoing communication with ESD 112 including correspondence, reports and updates.

### SECTION 4: FINANCIAL AND COMPLIANCE

1. Describe the fee schedule, billing process and payment requirements
2. Provide summary of Insurance that meets the ESD 112 insurance requirements.

## EVALUATION CRITERIA

The contract will be awarded by ESD 112 to the Proposer or Proposers whose proposal provides the best overall value to ESD 112, cost and other factors considered.

ESD 112 reserves the right to accept any proposal which it deems most favorable to the interests of ESD 112 and waive any informalities and irregularities and reject any and/or all proposals or any portion of any proposal submitted which in its opinion is not in the best interests of ESD 112

Each proposal received in response to this RFP will be objectively evaluated and rated according to the 100-point system below. Proposals that do not meet all evaluation criteria will not be considered.

Cost of Services	50
Proposed Services	40
Quality and completeness of proposal	10
<b>TOTAL</b>	<b>100</b>

## PROPOSAL LIMITS

Proposals must be clear, succinct, and not exceed 20 pages in length. Proposals exceeding 20 pages may be rejected. Proposals must:

- Be on white, 8 ½ by 11 paper,
- Be a minimum of an 11 pt. font,
- Be single spaced, with a minimum of 1-inch margins
- Have numbered pages

All submittals will be evaluated on the completeness and quality of the content. Only those proposers providing complete information as required will be considered for evaluation.

## PROPOSAL SUBMISSION

Sealed proposals must be received no later than the date, time and location specified on the cover of this document.

The outside of the envelope/package shall clearly identify:

1. RFP Number and;
2. TITLE and;
3. Name and address of the proposer.

All received proposals will be time stamped. Responses received after submittal time will not be considered and will be returned, unopened, to the Proposer.

Proposals received with insufficient copies (as noted on the cover of this document) cannot be properly disseminated to the Review Committee and other reviewers for necessary action, and therefore, may not be accepted.

**Submittal Forms:**

- A. Completed Non-Collusion Affidavit.
- B. Corporate Profile.
- C. References.
- D. Completed Labor Rate Cost Proposal Form.
- E. Proposer's Offer and Acceptance Form

**INSURANCE REQUIREMENTS**

At a minimum, the proposer shall carry:

1. Commercial General Liability with limits of not less than \$1,000,000 per occurrence with a \$3,000,000 General Aggregate. The proposer's policy shall include an Additional Insured Endorsement, which names ESD 112 and their respective directors, officers and employees as an additional insured. The proposer's coverage shall be primary and non-contributory.
2. Auto Liability and physical damage for any autos owned, hired, or non-owned with a minimum limit of \$1,000,000.
3. The proposer will provide proof of Worker's Compensation Coverage with a minimum limit of \$1,000,000.

## DEFINITIONS

### **ADDENDA**

Modifications or interpretations of the Request for Proposals and the requirements contained therein that is prepared in response to properly submitted questions and comments. Addenda shall be available for review on the ESD 112 web site. Proposers are required to carefully and completely review all Addenda because the Addenda may contain terms and conditions that once issued become elements of the Request for Proposals.

### **APPENDIX**

The section of the Request for Proposals that is located at the end and includes additional pertinent forms and information.

### **AWARD**

The acceptance of a bid and creation of a Contract with a Proposer.

### **AMENDMENT**

For the purposes of a Contract, shall mean an agreement between the parties to change the Contract after it is fully signed by both parties. Such agreement shall be memorialized in a written document describing the agreed upon change including any terms and conditions required to support such change. An Order Document shall not constitute an Amendment to a Contract.

### **CONTRACT**

The agreement that exists when ESD 112 accepts the bid and awards the Contract for a competitive solicitation.

### **DISPUTE**

An unresolved disagreement between the Awarded Proposer and the Purchasing Manager that arises after the award has been made.

### **EFFECTIVE DATE OF AWARD**

The date that performance of the Contract shall start.

### **ESD 112**

The abbreviation for Educational Service District 112, located at 2500 NE 65th Ave., Vancouver, WA 98661.

## **LETTER OF INTENT TO AWARD**

The official announcement to the Proposer that ESD 112 intends to award them a Contract.

## **LETTER OF REJECTION**

The official announcement to the Proposer that their bid was not acceptable due to not qualifying as an eligible proposer, not providing evidence of being a responsive proposer, and/or not providing evidence of being a responsible proposer, as per the definitions in the Evaluation section of the Request for Proposals.

## **RESPONSIBLE**

Having the following attributes, as described in RCW 43.19.1911 (9):

- The ability, capacity, and skill of the Proposer to perform the Contract or provide the service required;
- The character, integrity, reputation, judgment, experience, and efficiency of the Proposer;
- Whether the Proposer can perform the Contract within the time specified;
- The quality of performance of previous contracts or services;
- The previous and existing compliance by the Proposer with laws relating to the Contract or services;
- Such other information as may be secured having a bearing on the decision to award the Contract.

## **RESPONSIVE**

Conforming in all material respects to the terms and conditions, the scope of work, technical specifications, and other requirements of a bid. Bids shall be responsive to receive award consideration.

## **REVIEW TEAM**

A panel of at least three leaders at ESD 112 with the authority to endorse or retract decisions made at the program level.

## **REVISED CODE OF WASHINGTON (RCW)**

Compilation of statutory laws enacted by the state legislature. Organized topically into volumes, containing chapters and sections.

## **SCOPE OF WORK**

Specific requirements, provisions or conditions that are peculiar to the Contract under consideration and are supplemental to the Terms and Conditions.



## Submittal Forms

Please provide your Proposer Response Documents in the following order;

- 1. COVER LETTER**
  
- 2. SUBMITTALS**
  - A. Non-Collusion Affidavit
  - B. Corporate Profile
  - C. Completed Reference Form
  - D. Pricing Proposal
  - E. Proposer's Offer and Acceptance Form
  
- 3. OTHER SUPPORTING DOCUMENTATION**
  - A. Proof of Insurance
  - B. Additional necessary documents



NON-COLLUSION AFFIDAVIT - A

RFP TITLE: \_\_\_\_\_

RFP DUE DATE: \_\_\_\_\_

I, the undersigned, having carefully examined the General Instructions, Terms, Conditions, Special Instructions, and This is to certify that the undersigned Proposer has neither directly nor indirectly, entered into any agreement, participated in any collusion or other-wise taken any action in restraint of free competitive bidding in connection with this bid submitted this date to Educational Service District 112.

It is agreed by the undersigned Proposer that the signed delivery of this bid represents the Proposer's acceptance of the terms and conditions of this Invitation to Bid including all specifications and special provisions.

NOTE: Signature of the authorized representative SHALL be of an individual who may legally enter his/her organization into a formal contract with the State of Washington and Educational Service District 112.

COMPANY NAME \_\_\_\_\_ (Check one) \_\_Corporation \_\_Partnership \_\_Individual

NAME OF AUTHORIZED REPRESENTATIVE (Please type or print) \_\_\_\_\_

SIGNATURE \_\_\_\_\_ TITLE \_\_\_\_\_

COMPANY ADDRESS \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_ FAX NUMBER \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_ FEDERAL E.I. NUMBER \_\_\_\_\_

Has your firm, any affiliate or reseller, any predecessor company or entity, owner, director, officer, partner or proprietor been the subject of a Federal, State or Local government suspension or debarment within the last five years? Yes\_\_\_ No\_\_\_

If yes, please explain \_\_\_\_\_

TO BE COMPLETED BY NOTARY PUBLIC:

Notary Public section containing fields for State of, County of, Notary seal, Subscribed and sworn to before me this, day of, 20, I, the undersigned notary public, do affirm the above individual has presented valid identification to me., SIGNATURE OF NOTARY PUBLIC, DATE MY COMMISSION EXPIRES



## CORPORATE PROFILE - B

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

Company Contact: \_\_\_\_\_

Contact Telephone Number(s): \_\_\_\_\_

Company Overview: \_\_\_\_\_

Date Company Established: \_\_\_\_\_

Is the company privately or publicly held? \_\_\_\_\_

Parent, Alliances, Consultants, and Partnered Relationships:  
*Include a description of any outside resources available/used for performance of project(s).*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## REFERENCES – C

Organization: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date Work Completed: \_\_\_\_\_ Value of Contract: \_\_\_\_\_  
Project Manager assigned to this project: \_\_\_\_\_  
Brief Project Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Organization: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date Work Completed: \_\_\_\_\_ Value of Contract: \_\_\_\_\_  
Project Manager assigned to this project: \_\_\_\_\_  
Brief Project Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Organization: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date Work Completed: \_\_\_\_\_ Value of Contract: \_\_\_\_\_  
Project Manager assigned to this project: \_\_\_\_\_  
Brief Project Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**REFERENCES – C**  
(Additional)

Organization: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date Work Completed: \_\_\_\_\_ Value of Contract: \_\_\_\_\_  
Project Manager assigned to this project: \_\_\_\_\_  
Brief Project Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Organization: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date Work Completed: \_\_\_\_\_ Value of Contract: \_\_\_\_\_  
Project Manager assigned to this project: \_\_\_\_\_  
Brief Project Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Organization: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date Work Completed: \_\_\_\_\_ Value of Contract: \_\_\_\_\_  
Project Manager assigned to this project: \_\_\_\_\_  
Brief Project Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ESD 112**  
**PROPOSAL PRICING - D**

Please attach your pricing structure proposal.



### PROPOSER’S OFFER AND ACCEPTANCE FORM – E

The undersigned hereby agrees to the requirements, terms and conditions of **RFP ESD 112-20-25 for Professional Education and Health Related Service Agency**. The undersigned acknowledges their authority to submit this proposal on behalf of the firm listed below and bind it to comply with these requirements, terms and conditions if a Contract is awarded. Furthermore, the undersigned certifies conformance to applicable federal and state laws concerning public contracts, and that this proposal is made without connection with any person, firm or corporation making a proposal for the same goods or services and is in all respects fair and without collusion or fraud.

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Legal Name of Firm or Corporation

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Signature of Proposer’s Authorized Representative  
Representative

---

Printed Name of Company

---

Title of Proposer Representative

---

Date Signed

---

Legal Address of Proposer’s Company (including address, city, state and zip code)

---

Company Phone (including area code)

---

Company Fax (including area code)

---

Federal Tax Identifier of Proposer’s Company

---

E-Mail Address

**To the Proposer:**

Effective this \_\_\_\_ day of \_\_\_\_\_, 2026, ESD 112 is accepting the proposal and awarding a contract to the Proposer named above for **Professional Education and Health Related Service Agency** identified in the attached Final Letter of Award. Proposer is contractually obligated to provide the services that are subject to this Contract Award to ESD 112 in accordance with the requirements, and terms and conditions, in Contract ESD 112-20-25.

Educational Service District 112  
2500 NE 65<sup>th</sup> Avenue  
Vancouver, WA 98661

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By Tim Merlino, Superintendent (or Designee)