

## KIPP Minnesota Public Schools

(Legal Entity — Transitioning to NorthStar Public Schools)

### Request for Proposal (RFP)

Special Education Services

**RFP Title:** KIPP Minnesota Special Education Services

**RFP Number:** KIPPMN-2027-SPED

**Issue Date:** Thursday, June 18, 2026

**Proposal Due Date:** Thursday, July 2, 2026

#### Submission Contact:

KIPP Minnesota Public Schools

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Subject Line: *KIPPMN-2027 Special Education Proposal*

## Notice of Organizational Name Transition

KIPP Minnesota Public Schools is currently operating under its legal entity name KIPP Minnesota Public Schools. The organization is in the process of completing a legal name change and rebranding to NorthStar Public Schools. During this transition period, all contractual agreements issued under this Request for Proposal (RFP) will remain legally binding under the name KIPP Minnesota Public Schools until the legal transition is completed.

### 1. Organizational Overview

KIPP Minnesota Public Schools is a public charter district serving students in Kindergarten through Grade 8 (K-8). The district is dedicated to offering safe, equitable, inclusive, and legally compliant education for all students, including those with disabilities who need specialized instruction, related services, accommodations, and personalized supports.

KIPP Minnesota is operating one campus and is looking for qualified special education service providers. Candidates should have experience with Minnesota charter schools, strong compliance knowledge, responsive communication skills, fiscal and due process expertise, and the ability to support both daily special education activities and long-term program improvements.

The chosen vendor will help the school meet federal and state special education requirements, improve instruction and services, support staff, and ensure proper documentation, reporting, and fiscal management.

## 2. Scope of Services

The chosen vendor will deliver special education leadership, consultation, staffing, documentation support, direct and indirect services, evaluation, related services, fiscal guidance, and compliance assistance as requested by the school. Vendors should specify the service areas they propose to cover and indicate whether they can offer a detailed service model.

### 2.1 Director of Special Education and Leadership Support

- The Special Education director on file must hold a Special Education Director License from the state of Minnesota.
- Serve as, or support, the school's designated Director of Special Education as authorized by the school.
- Oversee special education procedures, processes, systems, service delivery, documentation, and compliance practices.
- Support compliance with federal and state laws, rules, regulations, policies, and guidance related to students with disabilities.
- Develop, revise, and support implementation of the school's Total Special Education System (TSES), as applicable.
- Support child find, pre-referral intervention, evaluation, eligibility, IEP development, manifestation determination, discipline protections, and due process procedures.
- Provide consultation to the Executive Director, school leadership, teachers, paraprofessionals, related service providers, families, and other designated stakeholders.
- Participate in student-specific, program-level, fiscal, and district-level meetings as requested.
- Assist with complaints, dispute resolution, corrective action planning, and communication with outside agencies when authorized by the school.

### 2.2 Special Education Coordination, Program Development, and Evaluation

- Review special education programming, service delivery models, staffing patterns, procedures, forms, and internal workflows.
- Recommend improvements based on student needs, compliance requirements, instructional priorities, staffing capacity, and budget considerations.
- Support programming across disability categories and grade levels served by the school.

- Advise staff on instructional practices, accommodations, modifications, assistive technology, materials, equipment, and intervention supports.
- Conduct scheduled site visits and/or virtual meetings with school leadership, special education staff, business office representatives, and related service providers.
- Support program evaluation, staff coaching, recruitment and retention planning, and continuity of special education services.

### **2.3 Special Education Teachers and Instructional Services**

- Provide licensed special education teachers as requested by the school and as available under the vendor's staffing model.
- Deliver direct and indirect special education services aligned with student IEPs.
- Support IEP development, progress monitoring, service documentation, accommodations, modifications, and collaboration with general education teachers.
- Provide consultation and support for paraprofessionals and other staff implementing IEP services.
- Maintain required records and participate in IEP, evaluation, child study, and other student support meetings as requested.

### **2.4 School Psychology and Evaluation Services**

- Plan, conduct, and document evaluations and reevaluations to determine eligibility for special education services.
- Collaborate with school staff to design and implement interventions for academic, behavioral, social-emotional, and mental health needs.
- Participate in child study, problem-solving, evaluation, IEP, manifestation determination, and other student support meetings as requested.
- Provide consultation to staff and families regarding evaluation results, interventions, disability criteria, and service recommendations.
- Support legally compliant evaluation timelines, documentation, and eligibility determinations.

### **2.5 Related Services and Specialized Supports**

Vendors may propose direct, indirect, consultative, or evaluation services in one or more related service or specialized disability areas.

Services may include, but are not limited to:

- Speech-language therapy and evaluation services.
- Occupational therapy and physical therapy services.
- Developmental Adapted Physical Education (DAPE).

- Audiology, deaf/hard of hearing, vision impairment, orientation and mobility, and physical impairment services.
- Autism spectrum disorder consultation and support.
- Developmental cognitive disability, developmental delay, emotional/behavioral disability, and specific learning disability consultation and support.
- Social, emotional, behavioral, and mental health-related services aligned to student IEPs and school needs.
- Nursing services connected to student health plans, special education services, or general education needs, if proposed and requested.
- Transition, work-based learning, assistive technology, or other specialized services as needed.

## **2.6 Due Process, Documentation, and IEP System Support**

- Review IEPs, evaluation reports, prior written notices, progress reports, meeting notices, consent forms, and other special education documentation for quality and compliance.
- Support the school's IEP management or special education documentation platform.
- Support timelines and documentation for evaluations, reevaluations, annual IEP meetings, progress reporting, transition requirements, and other due process obligations.
- Provide guidance regarding data collection, present levels, goals and objectives, accommodations, modifications, service minutes, least restrictive environment, and progress reporting.
- Maintain documentation practices that support compliance, continuity of services, funding, audit readiness, and internal accountability.

## **2.7 Fiscal Oversight, Reporting, and Special Education Finance Support**

- Advise the school on the appropriate use of special education funds and allowable costs.
- Support budget planning, expenditure review, revenue monitoring, special education fiscal reviews, and documentation needed for audit or monitoring.
- Provide guidance related to SEDRA, SERVS, UFARS, STAR, MARSS, tuition billing or tuition acknowledgment processes, and other applicable Minnesota reporting systems.
- Support third-party billing procedures, service documentation, and coordination with billing vendors or school personnel, as applicable.
- Assist with special education procurement procedures, time and effort documentation, equipment tracking, conflict-of-interest documentation, record retention, and fiscal compliance practices.
- Collaborate with the school's business office or finance provider to identify errors, needed corrections, and process improvements.

## 2.8 Staff Training, Coaching, and Technical Assistance

- Provide training for administrators, teachers, paraprofessionals, related service providers, board members, and other school staff regarding special education procedures and compliance expectations.
- Train staff on due process, IEP development, evaluation procedures, service documentation, progress monitoring, behavior supports, accommodations, and inclusive practices.
- Support general education and special education collaboration, intervention practices, and implementation of student supports.
- Provide guidance for paraprofessionals regarding roles, confidentiality, service implementation, student independence, and documentation expectations.
- Provide coaching and mentoring for special education staff, including new staff members or staff requiring additional support.

## 3. Service Expectations

- Provide services aligned with student IEPs, evaluation plans, service plans, and school-approved procedures.
- Ensure compliance with IDEA, Minnesota Department of Education requirements, due process timelines, and applicable school policies.
- Participate in IEP meetings, evaluations, team collaboration, child study meetings, and staff consultations as requested.
- Maintain accurate, timely, and compliant documentation of services, evaluations, meetings, communications, and recommendations.
- Coordinate with school staff, families, administration, contracted providers, and external partners when authorized by the school.
- Provide both direct and indirect services as required by student needs and approved by the school.
- Communicate proactively with designated school leadership regarding staffing concerns, compliance risks, unresolved needs, and recommended next steps.

## 4. Required Qualifications and Licensure

The vendor must ensure that all providers assigned to the school:

- Hold appropriate Minnesota licensure through the Professional Educator Licensing and Standards Board (PELSB) or the relevant professional licensing board for the service being provided.

- Are in good standing with their licensing authority and meet applicable professional standards.
- Ensure paraprofessionals meet the criteria of “highly qualified” upon employment start.
- Have experience in school-based special education services, preferably with Minnesota charter schools or public schools.
- Demonstrate knowledge of IDEA, Minnesota special education rules, due process requirements, and school-based service delivery.
- Complete and pass all background checks and onboarding requirements required by the school before providing services.
- Maintain professional liability coverage and any other insurance required by the school or contract.

## 5. Invoicing and Documentation Requirements

The selected vendor must submit detailed invoices that align with Minnesota state and federal requirements for special education funding, audit support, and contract monitoring.

At a minimum, invoices must include:

- Date(s) of service.
- Start and end time for each service provided, when services are billed hourly or by session.
- Name and credentials of the service provider.
- Description of services provided, aligned to IEP service delivery, evaluation activity, consultation, training, supervision, fiscal support, or other approved work.
- Student initials or unique identifier, as appropriate and consistent with data privacy expectations.
- Service type, such as direct service, indirect service, evaluation, consultation, IEP meeting, training, fiscal support, documentation review, or administration.
- Hourly rate, unit rate, flat fee, or other approved rate and total cost for the billing period.
- Running total toward any established contract ceiling or not-to-exceed amount.

All billing must reflect actual time spent providing allowable and approved services. General education, administrative, or non-reimbursable activities may not be included unless explicitly approved by the school. The school reserves the right to request additional documentation to support compliance with special education funding requirements, audit requests, monitoring, or contract review. The vendor must use any school-approved timesheet, billing platform, or tracking system required by the school.

## 6. Confidentiality and Data Privacy

The vendor and its employees, consultants, subcontractors, and agents must maintain all records and information arising from the provision of services in accordance with applicable federal, state, and local laws, rules, regulations, policies, and procedures governing student education data and confidential school information. This may include, as applicable, the Minnesota Government Data Practices Act, FERPA, HIPAA, HITECH, and other privacy or confidentiality requirements.

- Use secure practices for document storage, communication, file sharing, and record retention.
- Limit access to student information to personnel with a legitimate educational or service-related need.
- Promptly notify designated school leadership of any suspected data privacy, confidentiality, or records concerns.
- Return or securely destroy school records upon request and in accordance with contract requirements.

## 7. Equity and Inclusion Statement

KIPP Minnesota Public Schools encourages proposals from minority-owned, women-owned, veteran-owned, and small businesses. The school is committed to equitable access to contracting opportunities and values diversity among its vendors. All qualified vendors will be considered.

## 8. Contract Term

- Anticipated Start Date: July 1, 2026.
- Anticipated End Date: June 30, 2027.
- Option to Renew: Up to two additional one-year terms, subject to satisfactory performance, school needs, funding availability, procurement requirements, and mutual agreement.
- The school may establish a not-to-exceed contract amount, annual ceiling, service-hour limit, or other cost control mechanism in the final contract.

## 9. Pricing Structure

Vendors must submit a clear and transparent pricing proposal.

Pricing must include, as applicable:

- Hourly rates by service type and provider type.

- Flat-rate or monthly pricing, if proposed.
- Estimated annual cost based on projected service levels.
- Rates for direct services, indirect services, evaluations, consultations, meetings, documentation review, training, fiscal support, due process support, and administrative leadership.
- Any travel, mileage, materials, assessment tools, technology, administrative fees, onboarding fees, or other additional costs.
- Any proposed fee adjustments based on enrollment, student need, caseload changes, staffing changes, or renewal years.
- Confirmation that services will not exceed agreed-upon ceilings without prior written approval from the school.

The school reserves the right to negotiate pricing, scope, service levels, contract ceilings, and terms with the selected vendor before final contract execution.

### References Required

Provide 2–3 references from school districts of similar size, including:

- District Name
- Contact Name
- Title
- Phone Number
- Email Address

## 10. Timeline

Event	Date
RFP Posted	Thursday, June 18, 2026
Proposal Due	Thursday, July 02, 2026
Vendor Selection	Thursday, July 17, 2026

## 11. Evaluation Criteria

Proposals will be evaluated using the following criteria. While cost will be considered, the school reserves the right to select a proposal that is not the lowest cost if it is determined to be in the best interest of the school and students.

Category	Criteria	Points
Cost and Overall Value	Competitive rates; clear and transparent pricing; reasonable projected annual cost; alignment with scope and service expectations.	/25
Ability to Provide Full Scope of Services	Ability to provide most or all listed services; capacity to support a comprehensive model; ability to coordinate multiple service areas.	/20
Experience and Qualifications	School-based special education experience; Minnesota charter or public school experience; qualified and licensed staff; experience with similar student populations.	/15
Staffing Model and Reliability	Ability to recruit and retain staff; backup and coverage plan; consistency of providers; service continuity.	/15
Compliance and Documentation	Understanding of IDEA and Minnesota requirements; strong documentation systems; alignment with invoicing and audit expectations.	/10
Service Delivery and Collaboration	Onsite/virtual flexibility; collaboration with staff and families; integration into school systems; communication practices.	/10
References and Past Performance	Positive school references; proven track record; reliability and professionalism.	/5
Total Score		/100