

**Kualapu'u Public Charter School
Kualapu'u, Molokai, Hawaii
260 Farrington Highway, #260
Kualapu'u, Hawai'i**

**KE AWA HO'OMALU:
TIER III SUPPORT FOR STUDENTS WITH BEHAVIORAL
CHALLENGES**

REQUEST FOR PROPOSAL

Project Name Ke Awa Ho`omaluu (Translation--The harbor to find comfort, resilience, and strength)

Kualapu'u School is soliciting proposals from highly qualified K-12 educational consultants to assist the school in designing and developing a plan to implement an on-campus Tier III trauma informed Social Emotional Learning Program for elementary students who have experienced severe trauma or have severe behavior difficulties that negatively impacts their ability to function within the school setting and threatens their academic success.

Scope of Work

Kualapuu School is seeking a consultant, in conjunction with a school planning team, to develop a multi-year MTSS implementation plan (1-5 years) that will guide the school's development and implementation of a new student support services program for elementary-aged children identified as needing (1) Tier III behavioral supports and/or having (2) adverse childhood conditions and traumatic experiences, that threaten their social, emotional, behavioral, and academic success in school.

Some of the questions Kualapu'u School seeks to address are as follows:

- What are the general elements of a school environment that must be considered to successfully address student social, emotional, and behavioral needs schoolwide?
- What is the current research of best practices that shows school-level Tier III programs can be successful for students with specific disabilities or behavioral challenges at the elementary school level?
- What are the specific elements of a school program needed to successfully address Tier III students on a public school campus. For example:
 - Staffing and Personnel requirements (including position descriptions and organizational chart)
 - Educational, Medical, and Psychological expertise requirements
 - Facilities needs
 - Transportation needs

- Cost factors and budget requirements to develop, implement, and fundraise a program to exist 1, 5, 10 years.
- What yearly skills, training, expertise, and supports are needed for staff?
 - How do staff maintain their professional knowledge?
 - How are staff supported so there is no “burn-out”?
- What are the current practices, resources, and successes of the school? What is in place at the school?
- What are the school strengths and areas of concern?
- What are the strategies to engage with existing community and other governmental partners to address Tier III student and family needs?
 - What partnerships or services are needed or are missing for the students/families/school?
 - What partnerships currently exist for the school?
 - How can we build, support, recruit, partner, and/or fund gaps in services?
 - Are there alternatives if needed services can not be found on island?
- How can staff elicit effective partnerships from community and other stakeholders to support an effective Tier III program at Kualapuu and on Molokai?
 - How can this proposal be used to build financial and supportive partnerships so this program can be sustainable for 5-10 years, and beyond?
 - What are the Potential Funding Sources for 1, 5, 10 years?

Background

Kualapu‘u School is a Prek to 6th grade public conversion charter school located on the island of Moloka‘i, Hawai‘i. Kualapu‘u has a student body of 341 students who are 95% Native Hawaiian, 84% from low income households, and 10% Special Education. The island of Moloka‘i is a rural community of 7,500 with high unemployment, poverty and other social challenges.

With this opportunity we seek to develop our school as a harbor (Ke Awa Hoomalu) where the children of our unique Kualapuu, Molokai community can receive comfort, resilience, and strength. More specifically, we want to design and implement initiatives to support emotionally and behaviorally challenged students who are typically identified as 504 and IDEA students who require the highest level of service on a public school campus. Often these students have a history of hurting themselves and hurting others through extreme physical aggression and emotional and verbal taunts, threats, and attacks. These students often lack the skills and emotional and cognitive abilities to process environmental and social behaviors that children are able to successfully navigate.

These students typically have support services that require and have been acquired through IDEA or Section 504 plans:

- Self-Contained Classrooms
- 1 to 1 Supports such as with an educational assistant
- Specialized instructional supports focusing on behavior and behavior management

Our school has implemented schoolwide practices to help all staff and students with trauma informed and trauma sensitive educational practices in 2018-2019, with support from a grant from the Hawaii DOE Innovation grant project. However, we realized that despite our efforts at the schoolwide level, there are 1-2% (3-6 students) of our students that required additional supports so they can be 1) Safe for their own well-being; 2) safe for the well-being of others; 3) safe for their educational learning; 4) safe for the educational learning of others; 5) emotionally available to learn.

Our experience, also evidenced state- and nation-wide, shows that more often than not, childhood trauma is one of the leading barriers to academic and school success. And as we slowly manage the current Covid-19 pandemic, we find ourselves in the midst of not only a medical pandemic affecting our physical health, but also a potentially new mental health pandemic in which our children have suffered through multiple school closures, lack of physical contact and social and interaction contact with other children and adults, lack of access to mental health supports, and disruption in school attendance and in some cases return to school even after school reopened. Even prior to the pandemic, our student population has had a high incidence of adverse childhood experiences through which research shows is best addressed through an integrative model supporting student emotional and physical wellbeing at school. Providing support through a trauma sensitive integrative model allows for the emotional and physical safety that is critical for risk taking, resilience and success in an academic school environment.

Proposal Requirements

Please provide a brief proposal outlining your approach and theoretical concepts. Include a cost projection with budget. Outline how school, staff and other resources will be utilized in the planning process.

The proposal should be presented in a conceptual, high-level format, with the understanding that the actual scope of work will be refined and finalized after consultant selection. Kualapu'u PCS staff, and local school board, Ho'okāko'o Corporation, will work with the selected consultant to design the final strategic planning process that aligns with the school's resources and constraints.

Process Timeframe

- **July 2022: Request for Proposals**
- **July 29, 2022 at 4:00 PM: Proposals due by email**
- **August 2022: Notice of Award no later than August 31,2022**
- **September 2022 - March 2023: Implementation Period**
- **March/April 2023: Final Presentation of Report: Plan, Findings, Recommendations to School Team, School Board, and school community members.**

Given the size and scope of this project, the school acknowledges that it is possible that additional time may be required beyond March 2023 may be necessary to achieve the full intent of this process. If proposers do not believe the full scope of work can be completed by the end date, then the proposal should be broken into two phases: the scope of work that can be completed by December 2022 as “Phase 1”, and the scope and timeline to be completed as “Phase 2.”

Along with the proposal, please include the following information:

- Name of firm
- Contact name and information
- Description of experience and qualifications (including familiarity with Federal/State of Hawaii IDEA, 504, Hawaii MTSS (Multi-Tiered Support System processes), and Hawaii State DHRD classifications
- Indication of availability during project period
- Statement of work: brief response on approach to the project scope
- Cost proposal, including hourly rate structure
- At least three references

Submission

Send the completed proposal by email no later than July 29th at 4:00 PM to:

Lydia Trinidad, Principal

Email: Lydia_Trinidad@kualapuu.k12.hi.us

Questions about the Request for Proposal may be directed to Lydia Trinidad