



# **Request for Proposals (RFP) – Comprehensive K-8 Emotional Support Program Services**

**Issued By:** Chester Community Charter School (CCCS), K-8 Public Charter School, Chester, Pennsylvania

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# I. Introduction and Purpose

Chester Community Charter School (CCCS) invites qualified organizations to submit proposals to **operate and manage a comprehensive Emotional Support Program** for our K-8 student population. This initiative is designed to serve approximately **72 students** across multiple classrooms, addressing behavioral challenges and disabilities with a robust and compliant educational program. The selected provider will be responsible for **staffing, managing, and delivering a high-quality emotional support educational program** that meets all applicable **Pennsylvania Department of Education** and **federal special education standards**, including compliance with **22 Pa. Code Chapter 711, IDEA, and Section 504**. The program will be located on-site in Chester, PA inside a CCCS selected facility and will follow the traditional 180-day school year calendar, with an **optional Extended School Year (ESY)** component in the summer for eligible students as determined by their Individualized Education Programs (IEPs) (in accordance with 34 CFR §300.106 and 22 Pa. Code §711.44) .

CCCS has a school-wide positive behavior initiative known as PBIS. The Emotional Support Program must integrate the PBIS framework and deliver its structured components to help students build social-emotional skills. The selected provider will deliver structured components of the PBIS framework to equip students with critical social-emotional skills. Collaboration with CCCS will be vital in fostering a safe, supportive learning environment, promoting optimism, accountability, resilience, academic progress, and behavioral growth.

## II. Scope of Work and Program Objectives

**Scope of Work:** The provider will operate an on-site, comprehensive Emotional Support Program for K-8 students, with a focus on multiple self-contained classrooms designed to support students with significant emotional and behavioral needs. Key responsibilities include:

- **Classroom Instruction & Support:** Deliver daily academic instruction aligned with Pennsylvania state standards for K-8 (math, reading, science, etc.) within a therapeutic environment and adapt curriculum and instructional strategies to meet each student's IEP goals and accommodate behavioral and emotional needs.
- **Behavioral Interventions:** Implement a behavior support system grounded in **Positive Behavioral Interventions and Supports (PBIS)** principles. Emphasize positive reinforcement and proactive strategies to manage behavior, adhering with 22 Pa. Code §711.46 which mandates that *“positive rather than negative measures shall form the basis of behavior support programs,”* with any restrictive interventions used only as a last resort.
- **ROAR Program Monthly Accountability & Progress Monitoring Framework:** Fully integrate CCCS's **ROAR (Restoring Optimism, Accountability, Resilience)** monthly accountability and progress monitoring framework.
- **Therapeutic Supports:** Provide social-emotional support services such as counseling, conflict resolution, and crisis intervention as needed. This may involve small group sessions on social skills, individual counseling by a licensed professional (if part of

provider's team), and implementing de-escalation techniques. The program should be trauma-informed and culturally responsive to student needs.

- **Individualized Planning:** Develop and/or contribute to **Individualized Education Programs (IEPs)** for all students in the program. Ensure each student's IEP behavioral goals, accommodations, and modifications are implemented with fidelity. Conduct Functional Behavioral Assessments (FBAs) and design **Positive Behavior Support Plans** based on those FBAs for students who require them, as required by PA regulations.
- **Progress Monitoring and Reporting:** Regularly collect data on student academic progress, behavior frequency/severity, and social-emotional growth. Provide progress reports on IEP goals as per reporting periods and contribute to the IEP review meetings as required. The provider will use data to adjust interventions and share it with CCCS administration and parents/guardians. Structured deliverables will be illustrated in the ROAR Program Monthly Accountability and Progress Monitoring Framework.
- **Extended School Year (ESY) Services:** Plan and deliver an **ESY program during summer** months (typically July) for students whose IEP team determines ESY is needed. The provider will follow Pennsylvania's ESY eligibility criteria (e.g. regression/recoupment analysis) and documentation process. ESY services should be tailored to maintain student skills per their IEPs and may be provided in a reduced schedule format (e.g. 3-4 days per week for 4-6 weeks). The proposal should address how ESY will be staffed and executed, and provide a cost structure for ESY (if separate from the regular school year program).

**Program Objectives:** CCCS envisions the Emotional Support Program achieving the following outcomes:

- **Safe and Supportive Environment:** Foster a classroom environment where students feel safe, respected, and supported, enabling them to engage in learning despite emotional/behavioral challenges. This includes minimizing behavioral crises through preventative measures and effective de-escalation.
- **Academic and Behavioral Growth:** Ensure that students make meaningful progress on both academic standards and behavioral/social-emotional goals. Academic instruction should not be secondary to behavior management – the goal is to balance behavior management with academic instruction to maximize student potential.
- **Skill Development:** Help students develop coping skills, self-regulation strategies, and social skills so they can better access learning. Over time, students should increase in ability to participate in less restrictive settings as appropriate (with the ultimate aim of transitioning students to general education or a lesser degree of support when possible).
- **Compliance and Quality:** Adhere to all IEP requirements, procedural safeguards, and education regulations. Maintain high-quality outcomes, measured by family satisfaction, attendance, behavioral improvements and successful ESY completion to gauge program success.
- **Collaboration:** Maintain strong collaboration with CCCS administration, general education teachers, and families. The provider's staff will be part of the school community and expected to coordinate on school-wide initiatives (like PBIS celebrations), attend faculty meetings or Professional Development sessions as needed,

and communicate regularly with parents/guardians regarding student progress and strategies for consistency between school and home.

By fulfilling the above scope and objectives, the Emotional Support Program will support CCCS's mission to provide all students with a safe, enriching education for all students while ensuring those with emotional and behavioral needs thrive both academically and socially.

### III. Staffing Requirements and Qualifications

**Staffing Model:** The proposal must include a detailed staffing plan to effectively serve approximately 72 students across multiple self-contained classrooms. Classrooms will typically accommodate 10-12 students each, grouped by age/grade level and needs. The provider is required to **directly employ** all program staff—including teachers, paraprofessionals, and specialists—and must not subcontract or utilize CCCS employees. Key required positions and qualifications are as follows:

- **Special Education Teachers:** Certified special education teachers (Pennsylvania Instructional I or II certification in Special Education appropriate for K-8). Each classroom must have a dedicated lead teacher responsible for instruction, IEP case management, and classroom leadership. Teachers should have experience or training in emotional support settings or teaching students with emotional/behavioral disabilities. A low student-to-teacher ratio is required (exact ratio to be proposed based on best practice; e.g. 8-12 students per teacher maximum, potentially with additional support staff as necessary).
- **Paraprofessionals/Teaching Assistants:** Each classroom should have **at least one full-time paraprofessional** to assist the teacher and provide individual or small group support. Paraprofessionals must meet state qualifications (e.g. Highly Qualified paraprofessional status if applicable, or otherwise at least 2 years of post-secondary education or passing scores on a paraprofessional assessment). They should have training in behavior management techniques and supporting instructional programs for students with disabilities. The staffing plan must include provisions for additional 1:1 aides or personal care assistants, as required by students' IEPs.
- **Behavior Specialist/Board-Certified Behavior Analyst (BCBA) or equivalent:** The program must have a behavior specialist on staff or on contract (directly through the provider) to oversee behavioral programming. This individual should have credentials and experience in behavior analysis or behavior specialist roles (e.g. a BCBA certification or a PA Behavior Specialist License is strongly preferred). Responsibilities include conducting FBAs, designing behavior intervention plans, training and coaching teachers and staff in PBIS strategies, and monitoring implementation of behavior plans. Depending on the size of the program, this could be a full-time on-site position or a part-time/consulting role, but the proposal should ensure sufficient availability to meet student needs and address crises.
- **Certified School Counselor:** While CCCS may have its own counseling services, the provider should indicate how counseling support will be integrated. The provider may include a licensed school counselor or social worker as part of the team to provide therapeutic counseling (group or individual), assist with Social-Emotional Learning

(SEL) curriculum (such as PBIS lessons), and liaise with families for wraparound support. This role could be full or part-time based on the program's needs (e.g. one counselor could potentially serve approximately 72 students as needed, in coordination with CCCS pupil services).

- **Social Worker:** Chester Community Charter School recognizes the critical need for a **dedicated Social Worker** to be embedded within the Emotional Support Program to holistically address the social, emotional, and environmental factors impacting student success. The selected partner must provide a qualified social worker who will play an integral role in the support team by conducting **student and family needs assessments**, providing **individual and small-group counseling**, and connecting families with **community-based resources** such as mental health services, housing assistance, or trauma support. The social worker will also support the development and implementation of behavior intervention plans, participate in IEP meetings, and collaborate with staff on **crisis response and case management**. This role is essential to ensuring that students in the Emotional Support Program receive wraparound services that promote stability, resilience, and readiness to learn.
- **Program Supervisor/Coordinator:** The provider should designate a program supervisor (could be one of the lead staff above taking on an extra role, or a separate administrator). This role serves as the primary liaison with CCCS administration, ensuring compliance, staff performance, and program quality. The supervisor should have at minimum a **Master's Degree in Special Education or related field**, administrative experience, and thorough knowledge of special education law and emotional support programming. This role is critical for **accountability** in delivering contract requirements.
- **Ancillary Staff:** If any related services are to be provided by the program (for example, if students require therapeutic staff support, occupational therapy, etc.), the proposal should clarify whether those are provided by CCCS or expected from the provider. Generally, related services (e.g., OT, PT, speech therapy) are generally provided by CCCS or Intermediate Units, **not by the emotional support program staff**, unless otherwise noted. However, the provider's team must collaborate with external service providers when necessary.
- **Substitute Coverage:** The provider must have the capacity to provide substitute teachers or aides as needed to cover staff absences, so that services remain consistent. The proposal must include a plan to ensure continuity in staffing during absences, such as maintaining a pool of trained substitute staff.

**Staff Credentials and Clearances:** All personnel employed by the provider must meet Pennsylvania's requirements for school employees. This includes valid professional licenses or certifications for their role (e.g. teaching certification, BCBA license, etc.) and completion of mandatory background checks. At a minimum, the provider must ensure **all staff have current Act 34 (PA State Police Criminal Record), Act 151 (Child Abuse History), and Act 114 (FBI Fingerprint) clearances** before working with students. Proof of these clearances (which by PA law must be renewed every 60 months) shall be provided to CCCS prior to staff start date and updated as required. Staff must also comply with any other clearance or training obligations under Pennsylvania law, such as the Act 126 Mandated Reporter Training (for child abuse recognition and reporting) and reporting requirements for arrests/convictions (Act 24).

The provider is responsible for all aspects of employee management, including recruiting and hiring qualified staff, paying salaries and benefits, and providing ongoing training and supervision. Staff shall be employees of the provider; **CCCS will not employ program staff directly** (to maintain clarity of roles). The provider's staff will, however, be expected to adhere to CCCS school policies and calendars (e.g. work hours, emergency procedures, dress code, etc.) as they are working within the school. The provider should detail its **professional development plan** for program staff, including any training on PBIS, crisis intervention (such as CPI or Safe Crisis Management certification), Mandated Reporter Training, and curriculum. High-quality staff support and training will be viewed favorably in the evaluation of proposals.

## **IV. Program Design: PBIS Integration & Behavior Management Framework**

### **PBIS Program Implementation Overview**

As part of Chester Community Charter School's (CCCS's) commitment to cultivating a positive and inclusive learning environment, the successful provider will be required to implement and uphold our school-wide **Positive Behavioral Interventions and Supports (PBIS)** framework within the emotional support classrooms. PBIS will serve as the foundational approach to behavior, social-emotional development, and school culture. The partner must embed PBIS into the daily operations of each classroom, ensuring consistency with CCCS-wide expectations while tailoring interventions to support students with behavioral and emotional challenges. This implementation will be considered a **major program deliverable** and will be monitored for fidelity and impact on student outcomes.

### **PBIS Implementation Expectations**

- 1. Curriculum and Activities:**

The provider must integrate **social-emotional learning (SEL) activities** into the instructional schedule using evidence-based programs (e.g., Second Step, Zones of Regulation) that align with PBIS principles. Daily morning meetings, behavior reflection time, and social skills groups should be part of the weekly routine, fostering student self-regulation, empathy, and conflict resolution skills.

- 2. Behavior Expectations:**

Classrooms must reflect CCCS's **school-wide behavior matrix**, which outlines expected behaviors across settings (e.g., respectful language, hands to self, follow directions). Staff must explicitly **teach, model, and reteach** these expectations regularly, using visuals, role play, and feedback. Behavior norms must be culturally responsive and developmentally appropriate.

- 3. Incentives and Recognition:**

A **structured classroom-level reinforcement system** must be in place to reward positive behavior, such as token economies, point charts, or class-wide celebrations. Students should have daily opportunities to earn recognition, and classrooms must contribute to school-wide PBIS initiatives (e.g., earning tickets for weekly drawings, attending PBIS assemblies, or receiving "Student of the Week" awards).

4. **Restorative Practices:**

The provider will implement **restorative strategies** in response to conflict or misbehavior, such as restorative circles, behavior reflection sheets, or re-entry meetings after incidents. These practices must promote **accountability and relationship repair** rather than punitive exclusion and will support students in learning from mistakes while maintaining dignity and connection to the school community.

5. **Staff Training in PBIS:**

All provider staff must be **trained in the principles and practices of PBIS** before the start of the school year and receive ongoing coaching and professional development. Training will cover behavior data collection, positive reinforcement strategies, de-escalation techniques, and trauma-informed responses. Staff should also participate in CCCS-led PBIS meetings and contribute to continuous improvement efforts.

**Behavior Management Framework:** The Emotional Support Program should model exemplary behavior management aligned with **PBIS (Positive Behavioral Interventions and Supports)** best practices and legal standards. PBIS is an evidence-based, tiered framework that has been shown to improve students' social, emotional, and academic outcomes. Key components of the behavior management framework include:

- **School-Wide PBIS Alignment (Tier 1):** Although students in the program have intensive needs, they are still part of the school community and benefit from general PBIS Tier 1 supports. The provider's staff will teach and reinforce the school's universal behavior expectations and participate in school-wide PBIS activities (pep rallies, reward events, etc.). Consistency between the Emotional Support classrooms and the rest of the school is crucial for student success.
- **Targeted Interventions (Tier 2):** Many students may require targeted supports such as check-in/check-out systems, social skills groups, or mentoring. The program should implement these for students who need more than the universal supports. For example, a daily check-in each morning with a trusted adult to review goals and a check-out in the afternoon to reflect on progress can be effective. Group interventions might include anger management groups or conflict resolution workshops weekly. The provider's behavior specialist and counselor can lead these efforts.
- **Intensive Individual Supports (Tier 3):** Each student will have an individualized behavior support plan as part of their IEP if behaviors are significant. These plans **must be based on Functional Behavioral Assessments (FBAs)** and use positive strategies. The plan might include personalized rewards, specific de-escalation tactics that work for that student, and teaching of replacement behaviors. The framework should ensure staff consistently implement these plans and collect data on their effectiveness. Adjustments should be made by the IEP team if progress is not sufficient.
- **Crisis Prevention and Intervention:** All staff should be trained in de-escalation techniques (such as verbal de-escalation, avoiding power struggles, using calming strategies). The program should have a clear crisis protocol – e.g., how to summon additional help if a student is in crisis, a safe space or sensory room for a student to cool down, etc. Physical restraints or seclusion **must only be used in strict accordance with PA law and as a last resort** when a student poses immediate danger. If restraint is ever used, it must be **documented and reported per Chapter 711 and CCCS policy, and**

**parents notified.** The provider should also have a process for debriefing after any serious incident and updating behavior plans to prevent future occurrences. Note that **prone (face-down) restraints are prohibited** by state regulations.

- **Data-Driven Decision Making:** The behavior management system should include regular data collection (point sheets, incident reports, reward points, etc.). The provider will review data at least monthly to identify patterns – for example, if a particular student’s aggressive incidents are increasing on the bus, or if most disruptions occur during unstructured times – and then problem-solve with the team to adjust supports. This continuous improvement cycle is a hallmark of PBIS.
- **Family Involvement:** Engage parents/guardians as partners in the behavior support process. This could include daily or weekly behavior reports sent home, training or resources for families to use similar strategies at home, and including parents in celebration of improvements (like inviting them to PBIS award ceremonies).

Overall, the provider’s approach should create a therapeutic environment where students are *encouraged and rewarded for positive behavior and effort*. By aligning with PBIS, the Emotional Support classrooms will promote a positive school climate. Research indicates that when PBIS is implemented with fidelity, **students with disabilities experience improved social-emotional outcomes and reduced disciplinary incidents**. CCCS expects the provider to leverage such best practices to achieve these outcomes.

## V. Compliance and Regulatory Requirements

As a public charter school, CCCS and its contractors must comply with all applicable laws and regulations governing special education and student services. The proposal must demonstrate comprehensive knowledge of these requirements, and the provider, if selected, will be **contractually obligated to maintain full compliance**. Key requirements include:

- **22 Pa. Code Chapter 711 (Charter School Special Education Services):** The provider must conduct the program in accordance with Chapter 711, which governs special education in PA charter schools. This includes compliance with **IDEA** (Individuals with Disabilities Education Act) and **Section 504** of the Rehabilitation Act as incorporated by reference. In practice, the provider will ensure all students receive a **Free Appropriate Public Education (FAPE)** as defined by their IEPs, and no student is discriminated against or denied accommodations under Section 504. Chapter 711 also explicitly allows charter schools to contract with outside providers for services, and this partnership will fulfill that provision.
- **Student Evaluations and IEPs:** The provider must support CCCS in meeting all IDEA timelines and procedures for evaluations and re-evaluations. This means if a new student enters the program, the provider’s staff can assist with conducting initial evaluations or re-evaluations (in collaboration with CCCS’s school psychologist or contracted evaluators) within required timeframes. IEP meetings must be held at least annually (more frequently if needed). The provider’s teacher will typically serve as the student’s special education teacher on the IEP team, contribute present levels of performance, propose goals, and monitor progress. All IEP documentation and progress reporting must meet standards and align with CCCS’s IEP system. The IEP documentation must be



provided to the CCCS special education administration for review. The provider should have knowledge of Pennsylvania's IEP forms and procedures (which align with federal requirements) and be prepared to use CCCS's chosen IEP system/software.

- **Least Restrictive Environment (LRE):** Although the program is a self-contained setting, each student's placement in emotional support must be justified by their needs, and opportunities to integrate with nondisabled peers should be pursued whenever appropriate (for example, joining general education classes for specials/electives, lunch, or school events if the student can handle it with support). The provider must ensure that the program is not a one-way street; IEP teams should at least annually consider if the student could spend more time in a less restrictive setting. Documentation of these LRE discussions is important for compliance. The provider's staff will facilitate inclusion opportunities in coordination with CCCS general educators when beneficial to the student.
- **Behavior Support and Restraint Regulations:** As mentioned in Section IV, **22 Pa. Code §711.46 (Positive Behavior Support)** is a critical regulation. The provider must comply with all its mandates, including: having an IEP team-developed **Positive Behavior Support Plan** for students who need them (based on FBAs); using positive techniques as the primary approach; and restricting the use of aversive techniques or restraints. Any instance of restraint must trigger a parent notification and an IEP meeting to review the student's plan, as required by state rules. The provider should be familiar with these rules to avoid any prohibited practices. Additionally, seclusion (confining a student alone in a room) is not permitted except in very specific emergency circumstances – the program should instead have supervised calming areas. By adhering to PBIS best practices and Chapter 711.46, the program will ensure **students' rights and dignity are protected** and that interventions are ethical and effective.
- **Extended School Year (ESY):** The provider must follow the criteria and processes for ESY as outlined by **34 CFR §300.106 and 22 Pa. Code §711.44**. This includes careful tracking of regression/recoupment data through the year and contributing to IEP team determinations of ESY eligibility for each student. For those who qualify, the provider will implement the ESY services as per each student's ESY IEP, which may involve a modified program in summer (academic maintenance, community-based instruction, etc., depending on goals). The provider must also ensure that all staffing and clearances remain in effect during ESY. Any progress or lack thereof during ESY must be reported and considered in the next school year's planning.
- **Section 504 Compliance:** While the program is primarily for students with IEPs (special education), the provider should be aware of and comply with Section 504 requirements. In the unlikely event a student with a 504 Plan (but not an IEP) is served (for example, a student with ADHD who does not qualify for special education but needs behavioral support), the provider must implement the accommodations in that 504 Plan. Generally, however, students in this program will have IEPs; nevertheless, nondiscrimination and equal access principles of Section 504 apply to all program activities.
- **Reporting and Record-Keeping:** The provider will maintain all necessary documentation of services provided (lesson plans, incident reports, communications, etc.), and share required data with CCCS for reporting to the state or authorizer. For instance, charter schools must report certain special education data (child count, discipline reports, etc.) – the provider must supply any program-specific data needed for

CCCS to meet those obligations. Confidentiality of student records must be maintained in accordance with **FERPA** (Family Educational Rights and Privacy Act) and IDEA's privacy provisions. Staff should be trained on confidentiality and only share information with authorized individuals. Additionally, the partner will need to be available for training on reporting and record-keeping platforms by CCCS staff.

- **Other Laws:** The program must also comply with any other relevant federal/state laws such as the **Every Student Succeeds Act (ESSA)** by ensuring teachers meet “highly qualified” requirements; civil rights laws (not discriminating on basis of race, color, national origin, sex, disability, etc.), and health/safety regulations. All instructional materials and methods should be consistent with state standards and initiatives (e.g., use of evidence-based curricula, culturally responsive practices, etc.). If any students are English Language Learners (ELL), the provider will coordinate with CCCS to ensure ESL services continue per requirements.

In summary, the provider must uphold the same standards as a public-school program. Proposals should detail strategies for compliance oversight, including internal audits, staff training on legal requirements, and methods to stay updated on regulatory changes. CCCS may conduct periodic audits to verify adherence to all requirements.

## VI. Proposal Submission Requirements

To be considered, proposals must be complete and address all elements of this RFP. **Proposers should organize their submission in the following format:** (use corresponding section headers in your proposal for clarity):

1. **Cover Letter:** A brief cover letter on company letterhead, signed by an authorized official, introducing the company and expressing commitment to the project. Include the name and contact information of a representative authorized to discuss and negotiate the proposal.
2. **Executive Summary:** Summarize your understanding of CCCS's needs and how your proposed program will meet those needs. Highlight key features of your proposal, unique strengths of your organization, and an overview of your approach to providing emotional support services.
3. **Company Background and Qualifications:** Provide an overview of your organization, including:
  - Legal status (for-profit, non-profit), year established, and location of headquarters.
  - Experience in providing special education or behavioral health services, especially any **comparable K-8 emotional support programs** operated in Pennsylvania or other states. Emphasize experience with charter schools if applicable.
  - Summary of past performance: e.g., student outcomes achieved in your programs, renewal of contracts, accolades or certifications. Include any relevant licenses or accreditations (such as approval as a Private Academic School, if applicable, or behavioral health licensure).

- Description of organizational capacity: management structure, number of employees, and resources available to support this program (for example, clinical oversight, curriculum specialists, etc.).
4. **Program Design and Methodology:** This is the core of your proposal. Describe in detail **how you will deliver the Emotional Support Program** at CCCS:
- **Classroom Model:** Proposed student-to-teacher ratio, number of classrooms, and how students will be grouped (by grade range, need, etc.). Describe a sample daily schedule for a classroom (academic periods, therapy times, breaks, etc.).
  - **Instructional Approach:** How will academics be delivered? Note any specific curriculum or tools you plan to use (or confirm use of CCCS-provided curriculum). Explain how you will differentiate instruction and engage students who may have gaps in learning due to emotional or behavioral struggles.
  - **Behavior Support Approach:** Detail your behavior management system (as outlined in Section IV above). How will you implement PBIS in the classrooms? Provide examples of incentive systems, behavior tracking forms, etc. If you have proprietary behavior programs or curriculum (e.g., a social skills curriculum or SEL program) that you will bring in, describe them.
  - **Therapeutic Components:** Describe any counseling or therapeutic models you will use (for instance, cognitive-behavioral strategies, restorative practices, trauma-informed practices). If you have mental health professionals, describe their role (e.g., will you offer therapy sessions, or is it more behavior coaching?).
  - **Family Engagement:** Explain how you will involve parents/guardians in the program (communication methods, parent training nights, frequent updates, etc.).
  - **Use of Data:** Describe the data systems or processes you will use to track academic and behavioral progress. If you use any particular software or platform for data collection or analysis, mention it. Also, how will you measure success for this program (key performance indicators)?
  - **Transition Planning:** Outline how you will support students transitioning in or out of the program (for example, intake process for new students, or reintegration plan for a student moving back to a less restrictive setting).
  - **Extended School Year Plan:** Provide a brief plan for conducting ESY services: proposed schedule, how you will staff it, and how you will individualize it to student needs.
5. **Staffing Plan:** Provide a detailed plan per Section III above:
- List the positions, number of FTEs for each, and required qualifications.
  - If known, identify any specific individuals for key roles (program supervisor, lead teacher, behavior specialist) and attach their resumes or credentials. If specific hires are not yet identified, describe the qualifications you will seek and your recruitment strategy to have staff in place by the program start date.
  - Describe your staff training and professional development plan initially (prior to program start) and ongoing through the year. Mention any required certifications (like first aid, CPI training) and confirm you will ensure all staff have them.
  - Provide confirmation that all staff will meet clearance requirements and that you will adhere to all legal responsibilities as the employer (taxes, benefits, workers' comp, etc.). You may include a statement such as: *"All personnel will be employees of [Company Name]; we assume responsibility for all payroll, benefits,*

*and employment requirements. We will ensure compliance with PA background checks (Acts 34, 151, 114) and training laws for all staff prior to beginning work”*

6. **Implementation Timeline:** Outline a proposed timeline from contract award to program launch. This should include key milestones such as:
  - Hiring and onboarding of staff (with approximate dates).
  - Staff training/orientation period (e.g., summer 2025).
  - Classroom setup (if providing any furnishings, materials, when you need access to facilities).
  - Student transition planning (possibly meeting with current teachers/IEP teams before school year starts).
  - Start of services (first day of school).
  - Ongoing timeline events, such as target dates for first IEP reviews, data review meetings, etc. (this shows proactiveness).
  - For multi-year proposals (if you intend to propose a multi-year partnership), provide a high-level timeline for subsequent years focusing on program evaluation and improvement.
7. **Cost Proposal:** Provide a **complete cost proposal** for the requested services:
  - Clearly state the proposed pricing structure. CCCS is open to various pricing models, such as an annual flat rate for the entire program, a per-student per-year rate, or a staffing-based cost. Ensure the model is clearly defined and inclusive of all expenses.
  - Break down the cost components to the extent possible. For example, you may present a budget outlining personnel costs (salaries, benefits), administrative/overhead costs, materials and curriculum, training, and any other expenses. This transparency will help CCCS evaluate reasonableness and compare proposals.
  - Indicate how ESY services are charged. If ESY is included in the base cost (covering up to a certain number of weeks of summer programming), say so. If it's separate, provide an ESY cost either as a lump sum or per diem/per student rate.
  - Note any one-time costs (for startup supplies, etc.) versus recurring costs.
  - If your organization expects any support from CCCS (such as use of CCCS-owned instructional materials, technology, or related service personnel provided by CCCS), make that clear so CCCS can factor in those contributions.
  - Provide details as to any requirements regarding the facilities, technology, and furniture/fixtures.
  - The cost proposal should be for an initial term of one school year (2025-2026) with an assumption of full enrollment (approximately 72 students). If you offer multi-year pricing or discounts, you may include an optional multi-year budget projection (e.g., costs for year 1, year 2 with X% increase, etc.).
  - All cost proposals should be **presented in USD** and should indicate that they are **firm and valid for a certain period but no less than 90 days from the due date for submission of proposals** (e.g., “Prices valid for 120 days from proposal due date”). No fuel surcharges or other variable charges should apply unless explicitly stated.

## 8. Legal and Contractual:

- **Acknowledgement of Terms:** Include any comments or confirmations regarding the terms of the RFP and draft contract (if CCCS provided a draft contract or specific terms in an appendix, address any exceptions). If no contract template is given, state your willingness to accept a standard school services contract and adhere to insurance/indemnification requirements as outlined in Section VII of this RFP.
- **Insurance:** Confirm that you carry (or will obtain) the required insurance coverages (general liability, professional liability, workers comp, etc. – see Section VII for amounts) and that, if awarded, you will provide a Certificate of Insurance naming CCCS as additional insured.
- **Litigation/Compliance History:** Disclose any material legal actions, litigation or arbitration your company is currently involved in or has been in the past 5 years, especially any related to school services or safety. Also disclose if you have ever had a contract terminated for cause or lost a license to operate. Honesty is expected; such history will not automatically disqualify you but failure to disclose it might.
- **References:** (This could be its own section or included here.) Provide at least **three (3) client references** from schools or districts where you have provided similar services. For each reference include: Client name, contact person name/title, phone/email, brief description of the services provided (grade levels, number of students, scope) and the duration of the contract. References involving Pennsylvania K-8 programs or charter schools are especially relevant. CCCS may contact these references to inquire about performance, so please ensure contacts are aware and available.

## 9. Appendices (Optional): You may attach supporting documents such as:

- Resumes of key proposed staff.
- Sample daily schedule, behavior report template, or other program materials to illustrate your approach.
- Evidence of licenses, certifications or awards.
- Any additional information that you believe strengthens your proposal's credibility and completeness.

**Proposal Submission:** Proposals must be submitted in either electronic format (PDF preferred) via email, or hard copy (with USB drive copy) to the contact listed on page 1 by the due date. If submitting hard copies, provide **3 printed copies** along with an electronic copy. Ensure the proposal is clearly labeled with “CCCS Emotional Support Program RFP”.

**Site Visit (Optional):** CCCS may accommodate site visits for interested proposers to view the facilities and discuss the program context. If offered, details will be provided in an addendum or contact the RFP coordinator for scheduling.

By submitting a proposal, the proposer agrees that their pricing is firm and that the proposal will remain a valid offer for at least **90 days** from the due date. The proposal must be signed by an official authorized to bind the company.

## VII. Legal and Insurance Requirements

The awarded provider will enter into a formal agreement with Chester Community Charter School (CCCS). The contract will include standard provisions required of school service providers in Pennsylvania. Proposers should be prepared to meet the following requirements:

- **Background Clearances:** As noted in Staffing requirements, all individuals working with students must have current background checks: Pennsylvania State Police Criminal History (Act 34), Pennsylvania Child Abuse Clearance (Act 151), and FBI Fingerprint Clearance (Act 114) . Additionally, employees must comply with Act 24/82 (reporting of arrests/convictions) and Act 126 (child abuse reporter training). The provider is responsible for obtaining, renewing, and covering the cost of these clearances for its staff. CCCS reserves the right to audit clearance records and deny access to staff members with disqualifying offenses, as outlined by school policy or law
- **Insurance Coverage:** The contractor must carry adequate insurance and provide proof of coverage before commencing work. Minimum required insurance limits are:
  - *Commercial General Liability:* \$1,000,000 per occurrence and \$2,000,000 aggregate. The policy should cover bodily injury, property damage, personal injury, and include contractual liability coverage. CCCS must be named as an **Additional Insured** on this policy.
  - *Professional Liability (Errors & Omissions):* \$1,000,000 per claim and \$3,000,000 aggregate. This covers negligence in professional services (e.g. educational or therapeutic services).
  - *Workers' Compensation:* Statutory limits as required by Pennsylvania law; Employer's Liability coverage with at least \$500,000 limit.
  - *Automobile Liability:* If the provider will use vehicles on CCCS premises or for student transport (even occasional field trips), auto liability of \$1,000,000 combined single limit should be in place. (If no transportation is involved, this may be waived, but if staff use company vans to take students on community outings, coverage is required.)
  - *Sexual Abuse/Molestation Coverage:* This may be included under general liability or as a separate endorsement. Given the sensitive nature of working with children, the provider must have coverage for abuse/molestation claims, typically \$1,000,000 limit.

The provider must furnish Certificates of Insurance for all of the above, from insurers rated A- or better, prior to contract execution. The insurance must remain in effect throughout the contract term (and any extensions). Any policy cancellations or reductions require 30 days prior notice to CCCS.

- **Indemnification:** The contract will require the provider to indemnify, defend, and hold harmless Chester Community Charter School (CCCS), its trustees, employees, and agents from any claims, liabilities, damages, or expenses (including reasonable attorneys' fees) arising from the provider's performance of the contract, except to the extent caused by CCCS's gross negligence or willful misconduct. Proposers should be willing to accept a standard indemnification clause to this effect.

- **Compliance with Laws:** The provider must agree to comply with all applicable federal, state, and local laws/regulations. This includes but is not limited to: FERPA (re student privacy), IDEA and Section 504 (as discussed), ADA (ensuring program accessibility), OSHA/safety regulations, and Pennsylvania Charter School Law provisions relevant to contracted services. The contract may require signing assurances or certifications of compliance (for example, a non-discrimination clause, affirmation of not being barred from public contracts, etc.).
- **Independent Contractor Status:** The relationship of the provider to CCCS is that of an independent contractor. Neither party's employees shall be considered employees or agents of the other. The provider shall not represent itself as an agent of CCCS. Staff provided by the contractor are not entitled to any benefits or compensation from CCCS (they remain the contractor's responsibility). The contract will reflect that CCCS retains no control over employment decisions like hiring/firing of contractor's staff (aside from the right to require removal of any personnel from the school for cause as per school request).
- **Payment Terms:** Specific payment terms will be negotiated in the final contract. CCCS typically expects to pay for services on a monthly basis after services are rendered (e.g., equal monthly installments for the annual contract value). The provider must submit invoices with sufficient detail (e.g. month of service, any breakdown of costs if required). CCCS reserves the right to withhold payment for services not performed in accordance with the contract or for students not served (for instance, if enrollment is significantly below projections, payment might be adjusted accordingly by mutual agreement). Proposers may include their preferred payment schedule or any early payment discounts.
- **Term and Termination:** The anticipated contract term is one school year (2025-2026) with options to renew for additional years (for example, CCCS may opt to renew annually for up to 3-5 years total, subject to performance and funding). The contract will include clauses allowing termination by CCCS for cause (e.g., if the provider fails to perform, there are serious compliance violations, etc., CCCS can terminate with written notice and an opportunity to cure if appropriate) and possibly for convenience (with advance notice, e.g., 60-90 days, CCCS could terminate without penalty except paying for services rendered to date). The provider may request the ability to terminate if CCCS materially breaches the agreement or fails to pay, etc.
- **Dispute Resolution:** Any disputes arising under the contract will ideally be resolved through negotiation. Failing that, the contract may stipulate the governing law (Pennsylvania) and venue for any legal action. CCCS, as a public school, cannot agree to binding arbitration without specific approval, so disputes likely will go through courts unless otherwise agreed.
- **Monitoring and Evaluation:** CCCS may include the right to monitor the program, including on-site visits, reviewing student records (with respect to privacy rules), and requiring regular reports from the provider. The provider must promptly address compliance issues and cooperate with state or authorizer oversight, including audits.
- **Miscellaneous:** The contract will contain standard clauses such as **Non-Discrimination**, **No Assignment without Consent** (the provider cannot assign the contract to another entity without CCCS approval), **Entire Agreement** (contract constitutes full agreement, RFP and proposal may be incorporated by reference), and **Modification in writing** only.

Proposers must review these requirements carefully and disclose any exceptions or requested modifications in their proposals. **Material deviations may impact evaluation outcomes.**

## VIII. Evaluation and Selection Criteria

Chester Community Charter School (CCCS) will evaluate all responsive proposals through a structured process to select the provider that offers the best value and meets the needs of our students. Proposals will be assessed based on the following criteria, listed in no specific order of weight:

- **Program Quality and Approach:** The thoughtfulness, creativity, and efficacy of the proposed program design. This includes how well the proposer addresses the scope of work, integration of the ROAR Program Monthly Accountability and Progress Monitoring Framework, and alignment with PBIS and best practices. We will assess whether the proposal demonstrates a clear understanding of educating students with emotional and behavioral needs and whether the strategies are evidence-based and likely to succeed in our setting.
- **Organizational Experience and Capacity:** The proposer's track record in similar programs. Experience in Pennsylvania K-8 schools or with similar demographics will be weighted strongly. We will consider the success of any referenced programs (did they meet performance goals, remain in compliance, etc.). Capacity includes the depth of the organization – e.g., does it have sufficient staff, backup resources, and administrative support to implement a program of this size effectively? Strong references and/or past performance data will boost this score.
- **Staffing and Qualifications:** The quality of the proposed staffing model and the qualifications/experience of key personnel. We will look for appropriate certification, experience in emotional support classrooms, and a staffing ratio that ensures safety and individual attention. If resumes of potential staff are provided, their expertise will be reviewed. The plan for recruitment and training will also be considered. Proposals that identify a highly-qualified team (even if contingent on award) will be more competitive.
- **Compliance and Understanding of Regulations:** Proposals should inspire confidence that the provider knows the legal requirements and has systems to ensure compliance. We will evaluate how well the proposal addresses special education procedures, IEP management, progress monitoring, and handling of discipline/restraints lawfully. A clear description of compliance oversight (and absence of any history of violations) will be favorable.
- **Cost and Value:** CCCS will evaluate the cost proposal for affordability, clarity, and alignment with the proposed services. We are not obligated to choose the lowest cost; rather, we seek the best value. The cost will be compared relative to other proposals – unusually high or low bids will be scrutinized for feasibility. We will consider whether the cost is reasonable for the staffing and services offered. *Cost effectiveness* (e.g., more services or better outcomes per dollar) will score well. If a proposal offers multi-year pricing stability or other financial advantages, those will be noted.
- **Proposal Completeness and Quality:** A well-organized, clear, and complete proposal that follows the RFP instructions will reflect positively on the proposer's professionalism and attention to detail. All required sections and information should be included. If any



requested information is missing or significantly insufficient, it may negatively impact scoring. The overall writing quality and coherence of the plan will also factor in.

- **Innovation and Value-Add:** Although not explicitly required, any innovative approaches or additional services that go beyond the minimum requirements may be considered. For example, if a proposer includes parent workshops, or integrates technology for SEL skill-building, or partnerships with mental health agencies for wraparound support – such value-added elements could distinguish the proposal, provided core requirements are also solid.
- **References and Reputation:** Feedback from the proposer’s references or other schools (or knowledge CCCS may have from the education community) will be considered. Positive endorsements about reliability, effectiveness, and collaboration will strengthen a proposal. Conversely, any red flags (e.g., consistent issues with communication or not meeting IEP requirements in past contracts) will be considered.
- **Interview/Demonstration (if applicable):** CCCS may choose to invite top-ranked proposers to an interview or to make a presentation for final selection. If so, the presentation’s content and the team’s ability to address questions will influence final evaluation. Proposers should be prepared to discuss their proposal and possibly provide a scenario-based demonstration (such as how they would handle a specific behavioral incident, etc.). Details for any presentations will be provided to finalists.

Each proposal will be reviewed by an evaluation committee. The committee may assign weighted scores to the above categories. For instance, Program Design and Staffing may carry higher weight as they directly impact student outcomes, followed by Experience and Cost. (While the exact weight distribution is internal to CCCS, proposers should strive to be strong in all areas.)

CCCS will then likely negotiate with the top-ranked proposer to finalize the scope and contract terms. If those negotiations fail, CCCS reserves the right to negotiate with the next highest-ranked proposer, and so on.

Ultimately, the contract will be awarded to the **responsive and responsible proposer** that CCCS believes is **most capable of delivering a successful Emotional Support Program** in alignment with our mission and requirements, and offering the best combination of quality and cost. All proposers will be notified in writing (email sufficient) of the outcome. CCCS appreciates the time and effort invested in preparing proposals and looks forward to establishing a partnership that benefits our students.

*CCCS reserves the right to reject any and all proposals, waive informalities or technical defects, and accept the proposal deemed in the school’s best interest, as permitted by applicable law.*