

1. Introduction: We are seeking proposals from qualified providers of psychoeducational services to deliver comprehensive support tailored to students enrolled in special education programs in grades kindergarten through fifth grade. The selected provider will collaborate closely with our organization to enhance the academic, social-emotional, and behavioral outcomes of our students.

2. Background: Tsé Náshchii' Ólta (formerly Hunters Point Boarding School Inc.) is located on the Navajo reservation in Saint Michaels, Arizona. Tsé Náshchii' Ólta is a tribally controlled grant school under Public Law 100-297. It is in Apache County, approximately five miles from Window Rock, Arizona in the heart of Navajo Nation. In 1962, the Bureau of Indian Affairs constructed the current facilities. This included an academic building and a residential building. The current facilities were completed in 1962. The school began as a Bureau of Indian Education operated boarding school. In 2010, Tsé Náshchii' Ólta, converted to a grant school, under the statutes of Public Law 100-297. For over 74 years TNO has played a key role in serving the educational needs of several communities: Hough, Fort Defiance, Oak Springs, Red Lake, Sawmill, and Lupton. A four-member elected school board representing the communities governs the school. TNO transports its students from a geographical area, which spans 30 miles and many of the roads are unpaved roads. During the winter and rainy season transporting students to and from school becomes a greater challenge; impassable road conditions often prevent students from attending school. Therefore, providing a residential program is vital to ensuring children attend consistently. TNO operates on a school-wide Title I program and follows all federal, state, and tribal requirements. The school is a Kindergarten through fifth grade boarding school with an average enrollment of 150 students. We have a highly qualified teacher in every classroom. There is one teacher per grade level. In SY 2016-2017 the school was awarded the Dual Language Immersion Grant. In 2017-2018 TNO implemented the first year of the immersion program in kindergarten and first grade. The grant is written to add a grade each year. This year we have added third grade in addition to the existing grade.

3. Objectives: The primary objectives of this RFP are to:

- Identify a provider of psychoeducational services with expertise in assessing and addressing the diverse needs of children in special education settings.
- Improve the academic achievement, social-emotional functioning, and behavioral skills of special education students, thereby supporting their overall development and success.

- Ensure that psychoeducational services are delivered in a culturally sensitive manner, with a focus on meeting the unique needs of students in tribal communities.

4. Scope of Work: The selected provider will be responsible for:

- Conducting comprehensive psychoeducational assessments to identify students' academic strengths and weaknesses, as well as social-emotional and behavioral challenges.
- Providing evidence-based interventions to address academic difficulties, social skills deficits, emotional regulation issues, and challenging behaviors that are based on the student's individualized education plan.
- Review and analyze current evaluation reports.
- Provide screening and evaluation for prospective and current students.
- Provide functional behavior assessments and create behavior intervention plans based on IEP team's decision.
- Review student medical and educational records.
- Attend IEP/MET meetings to discuss assessment results and recommendations based on the findings.
- Provide referrals to other agencies if needed.
- Assist with Child Find activities two times per school year.
- Monitoring student progress and adjusting intervention plans as necessary, in consultation with the student's educational team.
- Collaborating with teachers, special education staff, parents/guardians, and other relevant stakeholders to ensure coordinated support for students with diverse needs.
- Maintaining accurate and up-to-date records of assessments, intervention plans, progress notes, and other relevant documentation, in compliance with applicable regulations and best practices, including 25 CFR 63, Part B of the Individuals with Disabilities Education Act (IDEA), and provisions for Tribally controlled schools and Indian Self Determination and Education Assistant.
- Other services that may be assigned by the Sped Coordinator or at the IEP team's request.

5. Deliverables:

- Comprehensive psychoeducational assessments for each student referred for services.

- Individualized intervention plans outlining specific goals, objectives, and strategies for each student.
- Timely communication and collaboration with our organization and other involved parties.
- Any additional deliverables as mutually agreed upon between the provider and our organization.

6. Proposal Submission Guidelines: Interested providers are requested to submit a proposal that includes the following:

- Company overview, including relevant experience and qualifications in providing psychoeducational services to children in special education settings.
- Description of psychoeducational services offered and approach to student-centered care.
- Proposed methodology for conducting assessments and delivering interventions, including considerations for individualized education plans (IEPs) and collaboration with school personnel.
- Staff qualifications, certifications, and experience working with special education students.
- References from previous clients or partners, particularly those in the education sector.
- Proposed timeline for service delivery, including availability for on-site sessions during school hours.
- Budget, including detailed cost breakdown and payment terms.

7. Evaluation Criteria: Proposals will be evaluated based on the following criteria:

- Demonstrated expertise and experience in providing psychoeducational services to children in special education settings.
- Ability to meet the specific needs and requirements of our organization and students, including adherence to relevant educational standards and regulations.
- Quality and comprehensiveness of proposed methodology and intervention strategies, with an emphasis on evidence-based practices.
- Qualifications and experience of staff members assigned to deliver services, including cultural competence and sensitivity to diverse student populations.
- Cost-effectiveness and value for money, considering the unique budgetary constraints of educational institutions.
- References and track record of successful outcomes in improving academic, social-emotional, and behavioral functioning in special education students.

8. Timeline:

- Proposal Submission Deadline: June 19, 2026.
- Proposal Evaluation Period: After June 19, 2026.
- Notification of Award: July School Board Meeting, July 14, 2026.
- Commencement of Services: SY 2026-2027 (School Starts: August 3, 2026).

9. Contact Information: For inquiries and submission of proposals, please contact: Summer Tracy, Business Manager, Tsé Náshchii' Ólta, (928) 871-4439.

10. Confidentiality: All information provided in response to this RFP will be treated as confidential and used solely for the purpose of evaluating proposals.

11. Disclaimer: This RFP does not constitute a contractual agreement or commitment on the part of our organization. We reserve the right to accept or reject any or all proposals received in response to this solicitation.

We eagerly await your proposals and anticipate forming a partnership with a qualified provider of psychoeducational services to support the diverse needs of our special education students.