

Salmon River Central School District

REQUEST FOR PROPOSAL

State Universal Pre-Kindergarten Program, Commencing with the 2026-27 School Year Proposals Due: Wednesday, April 15, 2026 by 3:00 P.M.

Return Proposal to:

Salmon River Central School District
ATTN: Angela Robert, Interim Assistant Superintendent
637 County Route 1, Fort Covington, NY 12937
Phone: (518) 358-6669
Email: arobert@srk12.org

Scope of Services

The Salmon River Central School District is seeking collaborative agencies that currently provide services to 4-year-old children within the Salmon River Central School District's area and are interested in providing a full-day Pre-Kindergarten program for eligible 4 year olds. An eligible agency shall be a provider of child care and early education, a daycare provider, an early childhood program or center or community-based organization which meet the standards and requirements of this Subpart [8NYCRR 151-1.2(b)]. The collaborating Agency must serve children who reside within the school district who are four years of age on or before Dec. 1 of the year in which he or she is enrolled or who will otherwise be first eligible to enter public school kindergarten commencing with the following school year. However, upon enrollment, the school district's attendance policy must be applied.

The program must meet applicable New York State Education Department (NYSED) Pre-Kindergarten regulations. This is a renewable annual contract, with an RFP process conducted as required by New York State (NYS) purchasing laws and regulations. The annual renewable contract is contingent upon adequate performance and availability of State funds.

Program Summary

All prospective Collaborating Agencies must demonstrate the following in writing in order to be considered for funding to operate a Universal Pre-Kindergarten Program:

- Operate a Pre-Kindergarten instructional program for a minimum of 5 hours /per day for a full day to eligible 4-year-old district children.
- Operate five days a week Monday-Friday for a minimum of 180 days from Sept. 1- June 30.
- Employ Pre-Kindergarten teachers with a bachelor's degree in early childhood education or a related field, or a teaching license or certificate valid for service in the childhood grades, and a written plan to obtain a certification valid for service in the early childhood grades within five years. Copies of all relevant certificates must be provided in the application. If teachers are not certified, the director of the agency should be certified. If the director is not certified, they must submit a 5-year plan to achieve appropriate certification to the district.
- Describe your current program model for 4 year olds. Include in your description your program goals and philosophy.
- Provide/document any current collaborate with any other agencies to provide programming for 4 year olds.
- A program aligned to the New York State Early Learning Guide; Describe how the instructional program will meet the goals and objectives of NYS Learning Standards for Pre-Kindergarten; Provide a copy of current curriculum and sample of daily schedule that is aligned to NYS Early Learning Standards.

- Each school district operating a prekindergarten program shall provide early literacy and emergent reading instruction based on effective, evidence-based practices. Essential components of this program shall include: (i) background knowledge; (ii) phonological awareness; (iii) expressive and receptive language; (iv) vocabulary development; and (v) phonemic awareness.
- Activities shall be learner-centered and shall be designed and provided in a way that promotes the child's total growth and development, and ensures that:
 - (i) children are encouraged to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities; (ii) instructional materials and equipment shall be arranged in learning centers that promote a balance of individual and small group activities; and (iii) teachers shall use intentional planning to focus instruction to meet differentiated learning styles of students.
- Assessments, monitoring and reporting. CBOs must have a process for assessing the developmental baseline and progress of all children participating in the program. Such a process must at a minimum provide for on-going assessment of the development of language, cognitive and social skills, and ensure that: (i) the instrument(s) used for assessment must be valid and reliable; and (ii) assessment information must be used to inform classroom instruction and professional development. School districts will use the results of such assessments to annually monitor and track prekindergarten program effectiveness. Data for each of the three areas will be assessed upon intake and again by end of year to measure growth of the 3 identified areas of development. A program shall be considered effective if the enrolled children demonstrate significant gains, as determined by the Commissioner, in language, cognitive and social skills. Overall results that do not identify individual students are reported yearly in final reports submitted to NYSED.
- The program cannot include religious instruction. If your program operates as part of a sponsoring religious organization, please describe how you will comply with the NYSED requirements for non-secular instruction.
- Plan to support eligible preschoolers with Disabilities and preschoolers with Limited English Proficiency
- Plan or description of screening assessments and progress assessment tool(s).
- Plan for communicating student progress to parents and engaging parents as partners in their child's learning.
- Compliance with Universal Pre-Kindergarten Regulations as set forth by the New York State Education Department (<http://www.nysed.gov/early-learning/laws-and-regulations>) ;
- A plan to provide appropriate meals and snacks (The cost of meals and snacks are allowable costs to the grant. Eligible agencies may access USDA reimbursement for eligible children through the Free and Reduced Lunch Program or the Child and Adult Care Food Program, respectively.)
- Documentation of Insurance Coverage and all applicable health and safety codes and licensure or registration requirements are met. Copies of all relevant certificates must be provided in the application.
- Meet New York State Uniform Fire Prevention and Building Code ((NYCRR Parts 600 through 1250) and Part 418 of the Regulations of the Department of Social Services (18 NYCRR Part 418). Copies of all relevant certificates must be provided in the application.

- Fire Drills and Emergency Procedures
- Be safe and suitable for the comfort and care of the children, comply with all applicable requirements of the Americans with Disabilities Act, and be maintained in a state of good repair and sanitation.
- Staff Development Plan
- Expected Staff to Student ratio
- Budget outlining proposed expenditures for the Universal Pre-K Program as well as anticipated fiscal share and other resources that will be contributed to the Universal Pre-K Program. Also include total cost of program, number of eligible 4 year olds to be served, and cost per student;
- Each proposal must include the date and appropriate corporate officer's approval signature

Method of Determining Award Amounts:

Funds will be awarded based upon the rating received by proposals that meet all eligibility requirements. Each applicant's proposed budget will be reviewed, and adjustments may be made to awarded agencies according to the Salmon River Central School District's New York State Universal Pre-Kindergarten 2026-2027 allocation. **New York State Department of Education allocation amounts per student may be less than Collaborating Agencies' requests. Collaborating Agency agrees to be reimbursed according to the New York State Department of Education allocation amount. There is no guarantee that a prospective Collaborating Agency will be funded the full amount requested in their application.** A

Collaborating Agency may decline a proposed award if the Agency feels the funds available are not sufficient to meet the program's requirements.

Rating Guidelines:

Very Good - Specific and comprehensive. Complete, detailed, and articulated information as to how the criteria are met. Well-conceived and thoroughly developed ideas.

Good - General but sufficient detail. Adequate information about how the criteria are met, but some areas are not fully explained, and questions remain—some minor inconsistencies and weaknesses.

Fair - Sketchy and non-specific. Criteria appear to be minimally met, but limited information is provided about the approach and strategies. Lacks focus and detail.

Poor - Does not meet the criteria, fails to provide information, provides inaccurate information, or provides information that requires substantial clarification on how the criteria are met.

N/A - Does not address the criteria or re-states the criteria.

Proposal Evaluation:

Upon review of the proposals submitted, the Proposals chosen to collaborate with the district shall be selected based on the following criteria:

- (1) the eligible agency's capacity to effectively, efficiently and immediately provide needed services;
- (2) the ease of utilization and accessibility of the program to parents and/or guardians;
- (3) capacity to provide ongoing staff development;

- (4) staffing patterns and qualifications;
- (5) documentation that all applicable health and safety codes and licensure or registration requirements are met;
- (6) anticipated fiscal share and other resources will be contributed to the universal prekindergarten program;
- (7) current program design and experience in providing developmentally-appropriate programs;
- (8) fiscal solvency;
- (9) stability of staff, rate of turnover and ability to fill vacancies in a timely manner;
- (10) articulated mission/philosophy statements;
- (11) record management and documentation procedures followed by the agency;
- (12) administrative structure;
- (13) capacity and experience in serving children with disabilities;
- (14) capacity and experience in serving children and their parents and/or guardians when they are limited English proficient;
- (15) children's progress as demonstrated by assessments; and
- (16) demonstrated effectiveness of the eligible agency's program.

RFP Terms and Conditions

- All eligible UPK applicants (parents of 4-year olds attending the Agency) must register their child with the Salmon River Central School District. If awarded the grant, the Collaborating Agency must submit monthly attendance reports and provide the District with a student count on the first Tuesday of October, which is referred to as BEDS day. Per NYS guidelines, agencies are reimbursed for services based on student enrollment. If students are not in attendance for at least one day per month billed, the Agency will not be reimbursed for that child for that month. If students withdraw from an Agency program, the Collaborating Agency must notify the district.
- The issuance of this RFP request constitutes only an invitation to submit a response to the District. If the Salmon River Central School District chooses to award the RFP to a selected agency, the vendor must complete a contract with the District. The form and content of the contract will be determined by the District.
- This Proposal request does not commit the District either to award a contract or to pay any costs incurred in the preparation of a submission. Responders shall bear all costs associated with submission preparation, submission and attendance at presentation interviews, or any other activity associated with this Proposal request or otherwise.

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- The District neither makes nor assumes any contractual obligation by issuing this RFP request, receiving and evaluating responses, or making preliminary responder selections. Providing a response as provided herein shall neither obligate nor entitle a responder to enter into a contract with the District.
- The District reserves the right to determine in its sole and absolute discretion whether any aspect of the vendor's submission satisfactorily meets the criteria established in this RFP request, the right to seek clarification from any Responder(s), and the right to cancel and or amend, in part or entirely, the RFP request, at any time prior to a written contract.
- It is understood that any submission received and evaluated by the Salmon Central School District will be used as the basis for the cost and terms of a contract between the District and the particular responder. In submitting a response, it is understood by the responder that the District reserves the right to accept any submission, to reject any and all submissions and to waive any irregularities or informalities that the District deems is in its best interest.
- The District is not obligated to respond to any submission nor is it legally bound in any manner whatsoever by the submission of a response.
- The District reserves the right to reject any and all Proposals, in whole or in part, submitted in response to its RFP.
- Each response shall be reviewed for completeness and for the technical and administrative requirements of the RFP request. The District has the option of requesting the responder to submit missing information or provide clarification of those issues deemed incomplete, or disqualifying the proposal. A proposal may be disqualified for lack of response to such a request.
- The selected agency's proposal will become part of any resulting legal contract, should contracts be awarded. The term of the resultant contract shall commence upon award and shall remain in effect until completion, inspection, and final acceptance of specified project(s) unless terminated, cancelled, or extended as otherwise provided herein. The contract shall be for a period of 1 (one) year, upon mutual agreement with the contractor, the district shall have the option to extend the contract.

Review of proposals and selected vendors - June 16, 2026.

The results of the competitive process will be made public at a regular board of education meeting.