Schalmont Central School District

4 Sabre Drive

Schenectady, NY 12306

January 1, 2027

Request for Proposals

Pre-Kindergarten Program

Deadline:

February 19, 2027

Request for Proposals

Pre-Kindergarten Program
Schalmont Central School District
January, 2027

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Scope of Services

The Schalmont Central School District is soliciting organizations that currently provide services to 4-year-old children within and closely surrounding the Schalmont school district's area and are interested in providing a full-day Pre-Kindergarten program for up to 3-4 classroom(s). Each classroom would have a minimum of 16 students and no more than 18 students. The Schalmont Central School District will consider awarding contracts for services to multiple providers.

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

Program Summary

Selected organizations will provide the following services to the Schalmont Central School District.

- A Pre-Kindergarten instructional program for eligible 4-year-old district children at no cost to families through a state-funded grant collaboration with the Schalmont Central School District;
- Qualified Pre-Kindergarten teacher(s) with a bachelor's degree in Early Childhood Education or a related field **and** a valid New York State Teacher Certificate in Early Childhood Education [Birth-Grade 2] or Students with Disabilities [Birth - Grade 2]; or a bachelor's degree in Early Childhood Education. A Masters Degree is preferred.
- A full-time teaching assistant for each classroom based on ratios of 16-18 children to one teacher and one teaching assistant (preference given to certified teaching assistants); or two full-time teaching assistants for each classroom based on ratios of 19-22 children to one teacher and two teaching assistants (preference given to certified teaching assistants);
- Substitutes, as needed, for both teacher(s) and teaching assistant(s) when personnel is absent;
- A site director or assistant director to manage staff and program needs is necessary (**required** to be full-time on site unless **all** teachers hold a valid New York State Teacher Certificate in Early Childhood Education [Birth- Grade 2] or Students with Disabilities [Birth - Grade 2]);
- A program aligned to the New York State Early Learning Guidelines;
- Compliance with Pre-Kindergarten Regulations as set forth by the New York State Education Department (http://www.nysed.gov/early-learning/laws-and-regulations)
- An instructional day that operates for a minimum of five hours/per day for a full day from approximately 8:30 am to 2:00 pm; and
- An annual calendar that follows the Schalmont Central School District school year calendar and schedule, and provides at least 181 days of instruction for onsite programs.
- A plan to provide students with meals (snacks and lunch) during the school day.

Additional Notations:

- The selected organization should assume that the Pre-Kindergarten program will include:
    - A mix of high-needs and low-needs students;
    - Students with varying socioeconomic status;
    - Students with special needs, placed into the program by CPSE committees; and/or
    - English as new language students.
- Transportation is not required.
- Furniture for classrooms and supplies and materials will be provided by the program provider and should replicate similar structures that are developmentally appropriate, with a focus on center-based learning. See Tip Sheets for Centers here: (**https://www.nysed.gov/sites/default/files/programs/early-learning/tip-sheets-for-practice-and-play.pdf**)

Submission Details

All questions and materials outlined under "Program Specifics" on pages 4-6 of this RFP should be submitted as a proposal and mailed or hand-delivered in a sealed envelope clearly labeled "Pre-Kindergarten Program RFP 2027-2028 School Year" to:

Schalmont Central School District

Attn: Thomas Reardon, Ed.D.
4 Sabre Drive
Schenectady, NY 12306

Proposals must be received no later than Tuesday, February 19, 2027 to be considered. Any proposals received after the noted date and time will be rejected, including those caused by unanticipated mailing or delivery delays.

The District Administration will evaluate proposals. During the evaluation process, the Schalmont Central School District reserves the right, where it may serve the District's best interest, to request additional information or clarifications from those submitting proposals. After review of submitted written proposals, finalists will be selected and invited for an interview session.

Program Specifics

(Please answer all questions and submit them as an attachment to this RFP. Additional attachments, as noted throughout, may also be included as applicable.)

Program Development and Description

Students and Programs

1. Describe your existing program model for 4-year-old children and how that begins to align with the Schalmont Kindergarten program. The description should include your program goals and philosophy.

2. Describe your classroom structure. What strategies and tools are offered in your classrooms to support children? For example, do you have a "cozy corner"? Does the classroom support centered-based instruction? Do you use timers and visuals to support transitions? Be specific in your description and feel free to include classroom pictures.

3. Do you presently collaborate with any other agencies to provide programming for 4-year-old children? If yes, please describe.

4. What curriculum do you currently use or anticipate using for 4-year-old children? Do you use thematic units of instruction currently? Please describe how this curriculum aligns with the New York State Early Learning Standards. *As applicable, attach a copy of your curriculum maps, curriculum outline and/or crosswalks to the NYS Early Learning Standards to this proposal.*

5. How do you presently promote early literacy in your program for 4-year-old children?

6. How does your program support preschoolers with disabilities? How does your preschool follow through when children have been evaluated by the CPSE and evaluators and/or providers make classroom recommendations? What do you do if you have a concern with a student developmentally?

7. How do you support children who receive itinerant services through CPSE, such as Special Education, Speech/Language Therapy, Occupational Therapy, etc.? Where are those services delivered at your site? How do you manage to schedule these services?

8. How does your program support students with Limited English Proficiency (LEP) or who speak English as a second language?

9. How does your program support students from economically disadvantaged families and what accommodations do you make so that these students and their families feel that they are equally part of the school community?

10. Describe how you assess the progress of 4-year-old children in your program. What tools/programs do you use? *As applicable, attach a copy of your assessment tool or plan to this*

proposal.

11. Do you provide any services in addition to Pre-Kindergarten for 4-year-old children? If so, please describe.

12. Per New York State Education OEL regulations, enrolled students cannot be excluded if they are not potty-trained. Families cannot be refused a spot because their child is not potty-trained. How would you support families in assisting with the potty-training process?

13. Describe how meals and snacks would be provided for students at a no-cost option.

14. Aside from funding, what would you need from the Schalmont Central School District to support a Pre-Kindergarten program?

Parents/Guardians and Families

1. Please list activities and events that you plan yearly for parents and guardians of 4-year-old children. What are your objectives and outcomes for these meetings?

2. Are parents and/or guardians included in the planning of your programs in any way? Describe how parents and guardians are currently involved in the decision-making process within your organization, as applicable.

3. How do teachers and administrators communicate with families and other stakeholders? *Outline or attach any existing communications plan.*

4. Do you conduct home visits? If yes, please describe the process and methodology used.

Staff and Professional Learning

1. Describe what staff members are or would be available in each Pre-Kindergarten classroom and the role of each staff member.

2. How and by whom are staff members supervised and evaluated?

3. Describe the policies and procedures staff are expected to adhere to. *If available, please attach the staff handbook.*

4. Describe your staff development plan. This should include an outline of staff development opportunities that you currently offer, how often staff is able to attend staff development activities, and how participation in professional development is determined.

5. Describe your current hiring procedures and support for staff once hired.

6. How do you handle a staff absence?

7. Do you use volunteers in your organization? If yes, describe how they are selected and supervised.

Program Budget

1. Provide a budget narrative that outlines the total cost of the program, as well as per student costs. Include the per classroom cost required to provide adequate staffing, including:
    a. A qualified Pre-Kindergarten teacher(s) with background in early childhood education;
    b. Full-time teacher assistant(s) for each classroom based on ratios of 16-18 children to one teacher and one teaching assistant; or 19-20 children to one teacher and two teaching assistants;
    c. A qualified site director or assistant director to manage staff and program needs.

    The budget narrative should include how the program would support students with varying needs, including English Language Learners, students with disabilities, and economically disadvantaged students.

2. Attach a detailed budget spreadsheet clearly outlining the cost proposal for each classroom. The budget should show staff salaries and benefits, as well as costs for materials, meal costs and furniture to be provided by the grant.

Scoring

RFP scoring will be based on the following criteria:

Program Development and Description

Students and Programs (45 points total)		
36-45 Points	**21-35 Points**	**0-20 Points**
Program offers high-quality instruction to 4-year-old children at no cost to district families (based on grant-funded collaboration with the District). Curriculum is aligned with New York State Early Learning Guidelines. Program is in compliance with New York State Education Department Pre-Kindergarten regulations. Instructional day operates for a minimum of six hours/per day for a minimum of 181 days a year. Annual calendar is aligned with district calendar. Program is designed to meet the needs of all types of learners, including students with disabilities English Language Learners and economical disadvantaged students. Provider has a clear plan for providing meals for students.	Program offers instruction to 4-year-old children at no cost to district families (based on grant-funded collaboration with the District). Curriculum is mostly aligned with New York State Early Learning Guidelines. Program is mostly in compliance with New York State Education Department Pre-Kindergarten regulations. Instructional day operates for a minimum of six hours/per day for a minimum of 180 days a year. Annual calendar is aligned with district calendar. Program is mostly designed to meet the needs of all types of learners, including students with disabilities English Language Learners and economical disadvantaged students. Provider has a plan for providing meals for students, some information is incomplete or missing.	Program offers instruction to 4-year-old children at no cost to district families (based on grant-funded collaboration with the District). Curriculum shows little alignment with New York State Early Learning Guidelines. Program shows little compliance with New York State Education Department Pre-Kindergarten regulations. Instructional day operates for less than six hours/per day for less than 180 days a year. Annual calendar is not aligned with district calendar. Program does little to meet the needs of all types of learners, students with disabilities English Language Learners and economical disadvantaged students. Provider doesn't have a plan for providing meals for students or plan is limited.

Parents/Guardians and Families (10 points total)		
9-10 Points	**5-8 Points**	**0-4 Points**
Activities and events are planned throughout the year to engage the families of students. There is a clear plan to communicate with and engage families throughout the school year; two-way communication is valued.	Activities and events that include the families of students are held periodically. There is a clear plan to communicate with families with tactics that are predominately one-way.	Few activities and events that include families of students are held. A clear communications plan doesn't exist or is limited.

Staff and Professional Learning (15 points total)		
11-15 Points	**6-10 Points**	**0-5 Points**
Each classroom has a Pre-Kindergarten teacher with a background in early childhood education. Maximum points given for teachers with a bachelor's degree and valid New York State Teacher Certification in Early Childhood Education (birth-grade 2) or Students with Disabilities (birth-grade2), or a bachelor's degree in Early Childhood Education. Masters Degree is Preferred. Each classroom has a full-time teacher and one teaching assistant for 16-18 students or a full-time teacher and two teaching assistants for 19-20 students (maximum points awarded for programs that have certified teaching assistants). Staffing is based on ratios of 16-18 students or a full-time teacher and two teaching assistants for 19-20 students. Substitutes are adequately provided for both teachers and teaching assistants. A site director or assistant director manages all staff and program needs. The director is on-site during all hours of operation. Clear, high-quality procedures exist for evaluating staff. High-quality policies and procedures are outlined for staff. There is a high-quality staff development plan. There are clear, high-quality hiring procedures. As applicable, there is a clear, high-quality plan for managing volunteers	Each classroom has a Pre-Kindergarten teacher with a background in early childhood education. Each classroom has a full-time teacher and one teaching assistant. Staffing is based on ratios of 16-18 students or a full-time teacher and two teaching assistants for 19-20 students. Substitutes are provided for both teachers and teaching assistants. A site director or assistant director manages all staff and program needs. A plan for evaluating staff exists and is clearly articulated. Policies and procedures for staff to follow exist and are clearly articulated. A staff development plan exists and is clearly articulated. Hiring procedures exist and are clearly articulated. As applicable, a plan for managing volunteers exists and is clearly articulated.	Each classroom has a Pre-Kindergarten teacher with a background in early childhood education. Each classroom has a full-time teacher and one teaching assistant. Staffing is based on ratios of 16-18 students or a full-time teacher and two teaching assistants for 19-20 students. The plan for providing substitutes is unclear or incomplete. The role of a site director or assistant director to manage all staff and program needs is unclear. The plan for evaluating staff is unclear or incomplete. Policies and procedures for staff to follow are incomplete or do not exist. A staff development plan does not exist or is incomplete. Hiring procedures are not clearly outlined. As applicable, a plan for managing volunteers does not exist or is incomplete.

Budget

Budget narrative (10 points total)		
9-10 Points	**5-8 Points**	**0-4 Points**
Budget narrative clearly and effectively outlines the total cost of the program, including per student and per classroom costs. Staffing costs clearly and effectively include a qualified Pre-Kindergarten teacher and a full-time teacher assistant for each classroom. Staffing costs include a site director or assistant director. Budget narrative clearly and effectively outlines how the program would support students with varying needs, including ELLs and students with disabilities	Budget narrative outlines total cost of the program, including per student and per classroom costs. Some aspects are left unclear or undefined. Staffing costs include a qualified Pre-Kindergarten teacher for each classroom and a full-time teacher assistant for each classroom Staffing costs include a site director or assistant director. Budget outlines how the program would support students with varying needs, including ELLs and students with disabilities. Some aspects are left unclear or undefined.	Description of total cost of the program, including per student and per classroom costs, is limited or incomplete. Staffing costs for a qualified Pre-Kindergarten teacher and a full-time teacher assistant for each classroom are limited or incomplete. Staffing costs for a site director or assistant director are limited or incomplete. Budget support for students with varying needs, including ELLs and students with disabilities is limited or incomplete.

Detailed budget spreadsheet (20 points total)		
15-20 Points	**8-14 Points**	**0-7 Points**
Detailed spreadsheet clearly and effectively outlines the cost proposal for each classroom, as well as the total program cost (as applicable). Detailed spreadsheet clearly and effectively shows per pupil costs. Detailed spreadsheet matches budget narrative. Detailed spreadsheet adequately shows all staff salaries and benefits.	Detailed spreadsheet outlines the cost proposal for each classroom, as well as the total program cost (as applicable). Some aspects are left unclear or undefined. Detailed spreadsheet shows per pupil costs. Some aspects are left unclear or undefined. Detailed spreadsheet matches budget narrative. Some aspects are left unclear or undefined. Detailed spreadsheet adequately shows all staff salaries and benefits. Some aspects are left unclear or undefined.	Cost proposal outlined in the spreadsheet doesn't adequately represent total program costs and/or some information is limited or missing. Per pupil costs outlined in the spreadsheet are limited or information is missing. Spreadsheet does not match budget narrative and/or some information is missing. Detailed spreadsheet does not adequately show all staff salaries and benefits.

Proof of Insurance

The community-based partner agrees to procure and maintain, at no additional expense to the District, insurance coverage as outlined below. The Certificate of Insurance to be included in the submission must state "the Schalmont Central School District its officers, employees, and assigns are additional insured. Coverage is on a primary and noncontributory basis". The liability insurance(s) shall further provide that it may not be changed or canceled without thirty (30) days prior written notice to the District.

A. Worker's Compensation – Requires proof of coverage
    a. State: New York
    b. Applicable Federal
    c. Employer's Liability: $1,000,000
B. Comprehensive General Liability (including Premises-Operation, Contractor's Projection, Products and Complete Operation, Broad Form Property Damage) – Requires COI with endorsement:
    a. Bodily Injury:
        i. $1,000,000 – Each Occurrence
        ii. $2,000,000 – Annual Aggregate, Products and Completed Operations
    b. Property Damage:
        i. $1,000,000 – Each Occurrence $2,000,000 – Annual Aggregate
    c. Personal Injury: $2,000,000 – Annual Aggregate
C. Comprehensive Automobile Liability - Requires COI with endorsement:
    a. Bodily Injury:
        i. $1,000,000 – Each Person
        ii. $1,000,000 – Each Accident
    b. Property Damage: $1,000,000 – Each Occurrence
D. Professional Liability - Requires COI with endorsement:
    a. $2,000,000 Each Claim
    b. $4,000,000 Annual Aggregate

RFP Terms and Conditions

1. The issuance of this RFP request constitutes only an invitation to submit a response to the District. If the Schalmont Central School District chooses to award the RFP to a selected vendor, the vendor must complete a contract with the District in a timely manner. The form and content of the contract will be determined by the District.

2. Article 18 of the General Municipal Law prohibits municipal officers and employees from having interests in contracts with the municipality for which they serve. This law applies to officers, employees of a municipality, or members of a municipal board. Additionally, Vendor that interested in submitting a proposal to an RFP must fully disclose, in writing to the Contractor on or before the closing date of the RFP, the circumstances of any possible conflict of interest or what could be perceived as a possible conflict of interest if the Vendor were to become a contracting party pursuant to the RFP. The Contractor shall review any submissions by Vendor(s) under this provision and may reject any Proposals where, in the opinion of the Contractor, the Vendor could be in a conflict of interest or could be perceived to be in a possible conflict of interest position if the Vendor were to become a contracting party pursuant to the RFP.

3. 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.

4. All proposals and accompanying documentation become the property of the Schalmont Central School District. The District shall not divulge any information presented to anyone outside the District, unless required by law, without the written approval of the individual or firm. The District reserves the right to use the information and any ideas presented in any submission in response to this RFP request, whether or not the submission is accepted. Submitted proposals may be reviewed and evaluated by any person or outside consultant retained by the District, other than one associated with a competing applicant, as designated by the District. If a vendor believes that any information in its proposal constitutes a trade secret and wishes such information not be disclosed if requested by a member of the public pursuant to the State Freedom of Information Law, Article 6 of the Public Officers Law, the vendor shall submit with its proposal a letter specifically identifying the page number, line or other appropriate designation, that information which it deems to constitute a trade secret and explain in detail why such information is a trade secret. Failure by a vendor to submit such a letter with its proposal identifying trade secrets shall constitute a waiver by the applicant of any rights it may have under Section 89 (Subdivision 5) of the Public Officers Law relating to protection of trade secrets.

5. 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.

6. 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.

7. It is understood that any submission received and evaluated by the Schalmont 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.

8. 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.

9. 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.

10. RFP's submitted to the District must be valid for a period of at least 120 days from the deadline for receipt of proposal responses as defined in the time frame section of this document.

11. The selected vendor'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, canceled, 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.

12. Each proposal must include the appropriate corporate officer's approval signature.

13. It is a requirement that responders indicate specifically in the response any sub-contract, alliance, partner, franchisee, or other "non-employee" relationship with any resource(s) they will utilize if they are chosen as the selected proposal. Note: The District reserves the right to approve and designate sub-contractors to be used in any of the services being proposed.

14. The Schalmont Central School District reserves the right to introduce additional factors not contained in this RFP request in order to obtain the most suitable solution. After submitting a proposal, each respondent must be prepared to have the operational aspects of their proposal reviewed in detail by District representatives.

15. Proposals shall be opened publicly at the District's Central Office location, or other duly designated location, on the "received by" date and time indicated on the cover page. The name of each responder shall be read publicly and recorded. Unless disclosure of final proposal pricing would constitute an impairment of negotiations, the proposed bid, cost, or sum of each proposer will be read publicly as well. The content of proposals shall not be subject to public inspection until after contract award. Subsequent to contract award, proposals may be reviewed unless they, in total or in part, contain information which is exempt from disclosure pursuant to the Freedom of Information Law (e.g. a trade secret).

16. At any time prior to the specified proposal due time and date, a responder (or designated representative) may withdraw their proposal.

17. The District reserves the right to award contracts for individual projects or for any combination of projects deemed to be most advantageous to the District. Notwithstanding any other provision of the RFP, the District expressly reserves the right to:
    a. Waive any immaterial defect or informality; or
    b. Reject any or all proposals, or portions thereof; or
    c. Reissue an invitation for proposal.

18. The District Board of Education reserves the right to award a contract in the best interest of the District. The Board of Education's decision will be final.