

Program Checklist for 2024-25 Addison County PreK Contract Paperwork

Please return the below documents by **July 1, 2024** (earlier is fine!) to:

Addison Central SD

c/o Darcie Arensmeyer

49 Charles Ave.

Middlebury, VT 05753

| Number of Copies | Paperwork |
|---|--|
| 1 | Completed and Signed Agreement (pages 2-3) |
| 1 per site | Site Information (Attachment A) |
| 1 | 2024-25 Program Calendar with 35 weeks of PreK clearly identified if different from school calendar |
| 1 | Sample tuition statement or annual contract provided to families showing how PreK tuition funds are applied (use Attachment D or create your own) |
| 1 with all districts named or 3 separate ones | Current copy of your liability insurance naming <u>each</u> District as “additional insured” or “certificate holder” and listing minimum liability coverage and sexual misconduct/abuse endorsement Addison Central School District Addison Northwest School District Mount Abraham Unified School District |
| 3 | W-9 for <u>each</u> District Addison Central School District Addison Northwest School District Mount Abraham Unified School District |
| 1 | Vendor letter for ANWSD (needed only if this is the first time ANWSD will be issuing your program a check) |
| 1 (digital copy preferred) | Family handbook for your program. |

Mail to Individual Districts by July 1, 2024 (earlier is fine!):

| Number of Copies | Paperwork |
|------------------|---|
| 1 per child | PreK Applications & Residency Documentation for Enrolled Students |

ACSD, Attn: Darcie Arensmeyer, 49 Charles Ave, Middlebury, VT 05753

ANWSD, Attn: Rachel Cornellier, 11 Main St, Suite B100, Vergennes, VT 05491

MAUSD, Attn: Nicole Heffernan, 72 Munsill Ave, Suite 601, Bristol, VT 05443

Supplementary information is included in this contract packet for ease of use, including this checklist, a list of PreK and district duties, a handbook, and a chart of anticipated weekly tuition payments. These items are for your benefit and do not need to be returned to the district. Reach out with questions to mbaker@acsdvt.org

**Addison Central School District, Addison Northwest School District, and
Mount Abraham Unified School District
Publicly-Funded Prekindergarten Agreement
2024-25**

Act 166 contemplates that Vermont public schools shall pay for Pre-kindergarten educational services at prequalified preschools for age-eligible residents. Those services are to be provided pursuant to standards set forth in the statute and specified herein. This Agreement shall serve as the basis of the relationship between the Addison Central School District, Addison Northwest School District, and Mount Abraham Unified School District (hereafter District) and _____ (PreK Program Name) for the purpose of providing pre-kindergarten to age-eligible children who are residents of the District.

ACSD: Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, Weybridge
ANWSD: Addison, Ferrisburgh, Panton, Waltham, Vergennes
MAUSD: Bristol, Monkton, New Haven, Starksboro

1. Term:

The term of this Agreement is within the 2024-25 school year. There is no right of renewal. The Agreement shall be effective from the date signed by both parties until June 30, 2025 unless terminated in agreement with the specifications below.

2. Main PreK Program Contact Information:

PreK Program Name: _____

Mailing Address: _____

Email: _____

Telephone: _____

Fax: _____

Director/Owner/Designee: _____

Expulsion/Suspension Contact Person (if different): _____

3. Duties of the PreK Program:

The PreK Program agrees that it will maintain the standards/qualifications as identified in Act 166. While it is impossible to identify each and every responsibility, Exhibit A to this Agreement specifies many. PreK Program agrees to comply with the duties identified in Exhibit A.

The Pre-K Program shall indemnify and hold harmless the District, its employees, agents, directors, officers, member districts, and their successors and assigns from any and all claims, suits, damages, judgments and expenses arising from or related to, in whole or in part, the provision of Act 166 Pre-Kindergarten services or arising from or related to, in whole or in part, those duties and services identified in this Agreement.

4. Duties of the District:

The District agrees to provide state mandated prekindergarten compensation (\$3,884 per enrolled resident child for 10 hours/week over 35 weeks for 350 hours) to the PreK Program. The District will prorate tuition payments based on the weeks of the school calendar year for resident children who are enrolled less than 10

hours each week over 35 weeks (350 hours/year). Payments may be withheld and are subject to reconciliation from the PreK Program if the PreK Program does not maintain prequalification standards/qualifications as identified in Act 166.

The District will send agreed-upon funds to the PreK Program three times per school year each year unless otherwise agreed to by both parties according to the following schedule:

- a. Payment 1: September 25, 2024 at \$1332/enrolled child for weeks 1-12
- b. Payment 2: December 20, 2024 at \$1332/enrolled child for weeks 13-24
- c. Payment 3: April 18, 2025 at \$1220/enrolled child for weeks 25-35

The District shall additionally comply with those duties specified in Exhibit A, attached hereto.

5. Termination and Modification:

Either party for cause, stated in writing, may terminate this agreement at any time. Without limiting the foregoing, a material or substantial breach of terms of this contract shall constitute cause for termination.

Modifications or termination to this agreement may be deemed necessary by either party in order to remain compliant with Governor’s Executive Order, state or federal laws, rules, policies, regulations or state or federal guidance impacting delivery of PreK education services. At such times, either party may request modification of the agreement and terms will be renegotiated or contract may be terminated. It will be the joint responsibility of the District and PreK Program to notify in writing families of children affected by the termination of this agreement.

In the event of disagreement as to the terms of this contract, negotiation shall occur first between the PreK program’s director or designee and the Universal PreK Coordinator. If the dispute cannot be resolved through this step, the program’s director or designee shall communicate in writing with the below-named signatory authority for each district. The final stage of dispute resolution shall occur at the superintendent level.

6. Governing Law, Merger and Assignment:

This Agreement shall be governed by the laws of the State of Vermont and constitutes the entire agreement of the parties hereto with respect to the subject matter hereof, and shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. No written or verbal representations shall be considered in construing the terms of this Agreement.

The duties and responsibilities under this Agreement may not be assigned or delegated by either party without written consent of the other.

Addison Central School District
 Authorized Agent Name: Nicole Carter
 Assistant Superintendent
 Signature: _____
 Date: _____

Mount Abraham Unified School District
 Authorized Agent Name: Catrina DiNapoli
 Assistant Superintendent
 Signature: _____
 Date: _____

Addison Northwest School District
 Authorized Agent Name: Laura Nugent
 Director of Student Support and Early Ed
 Signature: _____
 Date: _____

PreK Name: _____
 Director/Designee Name: _____
 Title: _____
 Signature: _____
 Date: _____

Exhibit A

Act 166 sets forth explicitly and by reference standards for Prekindergarten education. For the 2024-25 contract year, the PreK Program and District are expected to comply with the following standards, procedures and rules for payment of public funds.

Duties of the PreK Program:

The PreK Program agrees that it will maintain the 11 Universal PreK standards/qualifications as identified in Act 166 and further refined by District requirements. The PreK program must additionally comply with any other reasonable request from the District.

Requirement 1: Child Care Licensing Regulations

The public or private program is currently licensed or registered as applicable by the Department for Children and Families and is in good regulatory standing.

The PreK program must:

- Report any licensing violation that requires notification to families to District as well;
- The PreK Program certifies that all individuals regularly present at the PreK program, including regular volunteers, have received state and national fingerprint-supported criminal record checks. The PreK Program certifies that the following statements regarding criminal record checks are accurate and true. PreK Program further certifies that the District will be contacted within 5 days to update or amend the assurances and information below:
 - All PreK Program employees, volunteers, and other individuals regularly present at the PreK program have completed state and national fingerprint-supported criminal background checks through the Child Development Division in accordance with Child Care Licensing Regulations (see section 7.2 *Background Checks and Appropriate Clearances*).
 - The Districts have a full and complete list of all individuals who are regularly present at the PreK site (Attachment A).
 - If new staff/volunteers are hired, a fingerprint-supported background check will be conducted prior to working with children in accordance with Child Care Licensing Regulations.
 - No individual who is prohibited as a result of background checks by CDD Child Care Licensing Regulations (7.2.6) or who has not been fingerprinted by the CDD shall be employed at or be allowed unsupervised access to children at the PreK Program.
- Purchase and maintain a comprehensive general liability policy of insurance to provide coverage for the Pre-Kindergarten program, including sexual misconduct/molestation coverage, with each District identified as an additional insured under the policy. A certificate of insurance must be provided with this Agreement. As specified in CDD Licensing Regulations (2.3.8.5 *Insurance Coverage*), the liability limits of such insurance shall be of a reasonable amount for the PreK program's own protection and for the protection of children attending the PreK program.
 - The minimum coverage amounts are:
 - General Liability coverage in the amount of \$1,000,000 each occurrence; \$2,000,000 general aggregate;
 - Sexual misconduct/molestation coverage endorsements at a minimum of \$1,000,000 occurrence/aggregate.
- Purchase and maintain statutory worker's compensation insurance for all employees unless none is needed as a result of self-employment;

Requirement 2: STep Ahead Recognition System (STARS)

The public or private program receives and maintains at least one of the following quality program recognition standards:

- NAEYC accreditation
- Minimum of 4 STARS in the Vermont STARS system
- Minimum of 3 STARS and a plan approved by the Commissioner of Children and Families and the Secretary of Education to achieve four or more stars in no more than three years and meet all intermediate milestones

The PreK Program must maintain high quality standards and:

- Participate in training which may be required of prequalified PreK programs in general, or specifically by a District;
- Regularly attend the Addison County PreK Partnership meetings or make arrangements to attend comparable meetings in another region;

Requirement 3: Vermont Early Learning Standards (VELS)

The public or private program implements a developmentally appropriate curriculum that is aligned with and reflective of all domains within the Vermont Early Learning Standards (VELS).

Requirement 4: Vermont Licensed Early Childhood Educator or Early Childhood Special Educator

The public or private program staff must meet the required professional qualifications as described below:

- If PreK Program is a CDD licensed center: Ensure that the licensed educator is physically present on-site at the PreK program during the hours in which that program is providing the 10 hours of publicly funded prekindergarten for every student. “Physically present on-site” means in the same facility or in the same classroom as the prekindergarten student. Every student receiving 10 hours of publicly funded prekindergarten education must have a licensed educator physically present on-site during that student’s 10 hours of prekindergarten education. Best practice for high quality prekindergarten instruction, though not required, would be the licensed educator leading instruction, facilitating lessons, and engaging with students in the student’s classroom(s) for their prekindergarten education hours.
- If PreK Program is a CDD licensed or registered home program: Ensure that an educator who holds a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education is employed or contracted to provide regular, hands-on active training and supervision for at least three hours per week, during each of the 35 weeks per year in which prekindergarten education is paid for by tuition from districts. This supervision must take place within the 35 weeks that prekindergarten students are receiving publicly funded prekindergarten education. Additionally, it is required that the operator maintains appropriate written documentation of the supervision on location.

Requirement 5: Inclusion and Early Childhood Special Education

The public or private program must accept and educate students without discrimination based on gender, race, nationality, disability, economic status, religion, or parental marital status. Children must be accepted and educated without discrimination based on toilet learning.

The public or private program must adhere to all applicable federal and state laws, rules, and regulations including, but not limited to, Part B of Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Rule 4500 Restraint and Seclusion, Vermont Act 35, American Disabilities Act (ADA) and Title VII of the Civil Rights Act of 1964, and State of Vermont Special Education Rules. Programs must allow school district and related service providers to work with students within the classroom setting, when reasonable or appropriate.

Programs should include the following policies in their program’s handbook.

- Inclusion Statement and Non-Discriminatory Policy (Act 35)
- Equity Statement
- Toileting Policy
- Suspension and Expulsion

Prequalified public and private Universal PreKindergarten Education programs must adhere to Act 35 of 2021 and Act 166 of 2022. These laws disallow suspension and/or expulsion of any child under the age of eight in prequalified public and private PreK programs.

- Expulsion and Suspension Requirements:
 - The PreK program has designated a Point of Contact to report information to the District Point of Contact whenever a child is:
 - i. Requested to permanently leave (expulsion) a PreK program, or
 - ii. Removed from a PreK program (suspension) due to behavioral or disciplinary reasons, for 2 or more hours per week, whether within the program in a specified, supervised location (i.e. the office) or off of the premises.

- The PreK Program Point of Contact will complete and submit within 5 school calendar days the approved [*PreK Suspension and Expulsion Incident Report*](#) to the Vermont Agency of Education.
- In addition, the program will separately [report to the District](#) of child's school of enrollment within 5 school calendar days from the date of incident.
- Further, if the child is on an IEP and receiving special education services, the PreK program must also contact the District early childhood special education staff and/or director of student support services.
- Suspensions of a PreK child, whether in-program or off the premises, shall not affect tuition payments for that child under Act 166. Expulsion of a PreK child shall cease tuition payments for that child effective from the date of expulsion.
- The PreK Program is further responsible for fully complying with Act 35 which includes section (d) of 16 V.S.A. § 1162 banning suspension and expulsion of students under eight years old, except in cases of imminent harm or danger to others. The full text of the section states: § 1162 SUSPENSION OR EXPULSION OF STUDENTS (d) *“Notwithstanding anything to the contrary in this chapter, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.”*
- The PreK Program is further responsible for fully complying with Child Development Department's (CDD) expulsion criteria as defined in Childcare Licensing Regulations 6.2.8.4 (1)(2)(3): *“The licensee shall support continuity of care and education. In the event that a child's continued enrollment is at risk the following shall apply: 1) consult with child's parents, 2) provide parents written notice at least five days prior to expulsion, 3) when child is expelled, a full copy of child's file must be provided to family and documentation retained by program.”*;

Requirement 6: Access to 10 Hours of Free Prekindergarten Education

Each prekindergarten child whose parent or guardian enrolls the child at the child's district of residence is entitled to no less than *ten hours per week for 35 weeks annually* of publicly-funded prekindergarten education at an available prequalified prekindergarten education program operated by a public school or private program.

- Provide prekindergarten education for a minimum of 10 hours each week for thirty-five weeks (350 hours annually) for each enrolled child within the academic year.
- Apply all of the prekindergarten funding provided by the District for 10 hours each week for 35 weeks (350 hours annually) of prekindergarten services as full tuition for those hours for each enrolled child;
- Provide parents of eligible children information regarding this agreement and its purpose as well as enrollment, residency, and release forms in order to permit information sharing about the child between the program and schools (including TSG data, attendance, demographic data, and kindergarten transition information);
- Notify the District when a child has been absent from PreK for an average of one PreK day/week over the course of two months, communicate in writing to the family that they risk the loss of PreK funding, and where necessary develop a plan with the family and District for attendance and tuition payment;
- Notify the District when a child has been absent from PreK for more than 2 consecutive weeks or for 3 weeks over the course of the school year and inform the family that they may not be eligible for PreK tuition funding for subsequent weeks of absence;
- Notify enrolled families in writing which weeks, days, and/or hours of PreK attendance are funded by the District (i.e. on a tuition statement and/or program calendar) and inform them of any changes to tuition or enrollment status within 5 days of the change. Programs may designate alternate weeks of PreK than those designated by the District, providing that the total amount of PreK is at least 10 hours/week for 35 weeks, and understanding that payment will be made based on a school year calendar. Programs must provide a sample copy of their PreK calendar and tuition statements/annual contracts with families to the District if the weeks of PreK are different from the weeks of payment (see Addendum);
- Verify child's legal name and age eligibility for PreK as listed on the parent applications using birth certificate, immunization records, insurance card, or other reasonable documentation of child name and age (children must be aged three, four or five years old on or before September 1st). Programs may not prevent or discourage a child from enrolling in or attending PreK because he or she lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate;
- Maintain and share with the District all academic and attendance records which the District deems appropriate for administration of Act 166 programs;

- Using the Addison County Exit Form/process, notify District immediately if a child terminates or changes enrollment status (i.e. moves residences, leaves the PreK Program);
- Meet all required deadlines specified for providing records, including those for academic standards and instructional standards, kindergarten transition, student attendance and billing (see the Addison County Regional Publicly-Funded PreK Handbook for details of attendance and invoicing dates and TS Gold checkpoints);
- Maintain student confidentiality and take reasonable administrative, technical and physical precautions to guard personally identifiable information when using universal screening and assessment systems including limiting access to educational records to those individuals who have a legitimate educational interest;

Requirement 7: Teaching Strategies GOLD (TSG) Checkpoints and Reporting

The public or private program must conduct child development assessments of each child enrolled using the assessment tool approved by the Vermont Agency of Education (AOE) at least two times each school year and report the results of those assessments to the Vermont AOE and District by June 30th.

- Use Teaching Strategies GOLD to collect documentation and evaluate children’s progress at least twice per year, meet checkpoint deadlines and report the results of those assessments to the District and the Agency of Education by no later than June 30th of each year;

Requirement 8: Family Conferences and Reporting

The public or private program must provide parents or guardians with a report of their child’s developmental progress at least twice per year, and offer families at least two opportunities per year to meet with the teacher.

Requirement 9: Family Engagement

The public or private program must provide opportunities for effective parental involvement and participation.

Requirement 10: Permit On-Site Visits

The public or private program must permit on-site visits, announced and unannounced, by representatives from the Agency of Education and the Agency of Human Services, and from District staff.

Requirement 11: Accountability and Continuous Improvement System (ACIS)

The public or private program must participate in the state approved prekindergarten education monitoring system and maintain and renew prequalification status with the appropriate State agencies.

- Report any changes that could affect the program’s status as a prequalified prekindergarten education program to the Agency of Education and District within 5 days of that change. These changes include:
 - Unscheduled program closures except for weather-related closures
 - Loss or change of licensed teacher
 - Suspension or expulsion of a child including outside of UPreK hours
 - Change in STARS status
 - Change in directors
 - Proven or alleged licensing violations
- Complete reports for enrollment, attendance, child assessment, costs of prekindergarten education, finances and other areas as required by state law or requested by Agency of Education or Districts;
- Provide assurances to Districts of prequalification information such as program licensure, teacher licensure, staff background checks, STARS rating, or other documentation in the event of concerns and by request;

Duties of the District:

- Inform parents of the availability of early education services;
- Provide a representative to participate in Addison County PreK Partnership meetings. Each school district will host one Addison County PreK Partnership meeting per year;
- Send the full amount of the agreed-upon tuition funding to the prequalified PreK Program the family designates to receive the tuition funds even if the child is enrolled in more than one prequalified PreK Program;
- Identify a District liaison who will maintain communication with the PreK Program throughout the terms of this contract to ensure that both parties abide by its terms;
- Inform staff of the PreK Program about relevant professional development opportunities sponsored by the District and invite their attendance at such. Additional fees may be incurred by the PreK Program for participation in such events;

- Consider requests for additional services (beyond what the PreK Program must maintain for pre-qualified status) to support the development and learning of enrolled children and negotiate any additional fees for such services (i.e. professional development, space, etc.);
- Assess referred children for special needs as warranted and provide special education services in accordance with the child's Individualized Education Plan and within District boundaries.
- Notify the PreK Program prior to reducing or removing tuition funding due to repeated or extended periods of child absence;
- Expulsion and Suspension Requirements:
 - The District and school of enrollment designates the below point of contact for submitting PreK suspension and expulsion forms. The SU/SD will complete notification within the Combined Incident Reporting Software (CIRS) system and include incidents involving PreK students in its reports as required by state and federal regulations.
 ACSD: Nicole Carter, ncarter@acsdvt.org, 49 Charles Ave, Middlebury, VT 05753
 ANWSD: Laura Nugent, lnugent@anwsd.org, 11 Main St, Suite B100, Vergennes, VT 05491
 MAUSD: Catrina DiNapoli, catrina.dinapoli@mausd.org, 72 Munsill Ave, Suite 601, Bristol, VT 05443
 - Further, if a PreK child on an IEP and receiving special education services is suspended or expelled for more than 10 days (consecutive or cumulative) the LEA will convene a manifestation determination hearing to determine if the removal is considered change of placement for the child. A meeting of the child's IEP team is required to determine appropriate services and placement.
- Comply with Child Care Licensing Regulations related to partner staff at the PreK Program when District staff are present:
 - By providing to the PreK Program the following information about partner staff: name, date of birth, home address, and telephone number and a signed statement verifying understanding of legal requirement to report suspected child abuse or neglect (3.4.5.3);
 - By not disclosing or permitting the use of any information regarding an individual child or family to any individual unless parent permission is specifically granted (3.8);
 - By complying with PreK Program guidelines for signing out children or not being unsupervised with children (6.2.1.7);
 - By not attending the PreK Program when they are incapacitated by illness, extreme fatigue or any condition that limits their ability to safely work with children until their condition is improved and by following the exclusion policies as set forth in the regulations related to contagious illness (7.1.1);
- Utilize TS Gold assessment data as needed, including for systems planning, kindergarten transition, and curricular and professional development decisions. Access to the data will be available as needed on both an aggregate and individual child basis to employees of the Districts.
- Monitor universal screening systems and follow up with families and/or preschool programs for children whose families report a developmental concern.
- Ensure that census reports for students, including prekindergarten students, are accurately reported and maintained with the Agency of Education.

Addison County Regional Publicly-Funded PreK Handbook 2024-25

This information is intended to supplement the PreK contract by giving details about how processes and procedures work in the Addison County districts. Please read carefully for deadlines and details.

ENROLLMENT & CONTRACT PROCESS

PreK paperwork may be mailed, faxed, or delivered in-person to the District's Central Office. Return as early as desired, but complete by the date below to ensure timely payment. Please do not email confidential student information as this violates FERPA.

Please make PreK Applications available to families as part of your regular enrollment paperwork as early as possible, and share with families the purpose of the paperwork, including your intent to share information about the enrolling child with the District. Families should also receive a tuition statement or annual contract showing how District PreK funding is applied to their child's tuition (unless program is available at no cost to all families) and a copy of the program calendar clearly demonstrating which weeks are considered to be PreK.

Programs may modify the due date of the application to ensure that all forms are returned to them promptly. A child is considered enrolled when the District has received a complete application packet, has an approved contract with the PreK Program, AND has started attending the PreK Program.

July 1, 2024: Contracts and PreK Applications DUE to Districts

Forms may be completed earlier. Complete the following forms and return them to the District:

- Publicly-Funded PreK Contract
- Copy of your program's liability insurance coverage naming all three school districts as "additional insured" or "certificate holders" (you must return this for all three districts even if you only have children in one district)
- PreK Site Information (Attachment A)
- 2024-25 Program calendar with 35 weeks of PreK clearly identified
- Sample tuition statement or annual contract provided to families showing how PreK tuition is applied
- W-9
- Vendor letter for programs contracting with Addison Northwest SD for the first time
- Parent Application(s) for District resident children with supporting residency documents

PreK Programs should review PreK Applications for errors, child's age-eligibility and legal name, and to ensure all required documentation is there before submitting them, as this will save substantial time. Publicly funded preschool enrollment forms include:

- For all children: Publicly-funded PreK Application
- For newly enrolling children plus families who have moved in the last year: Proof of residence, including copies of the relevant documents proving residency (see application form)

Please notify families that may be enrolled in more than one program simultaneously that they must determine which program will receive the tuition funds. Please also share that if the child attends a district-operated PreK program for ten or more 10 hours/week, the funds will be allocated to that program, as opposed to a community-based PreK.

Addison County Districts accept new PreK programs and newly enrolled children on a rolling basis; however, to ensure timely payment, Contracts and PreK Applications should be signed and submitted by July 1st. PreK Programs should plan ahead to receive or renew prequalification status as needed.

District staff will enter child information into PowerSchool and enroll in PreK programs over the course of the summer. Families will receive a letter in late summer notifying them of PreK enrollment. Approval letters will also include Household Income Forms to be returned directly to the district. Approved enrollment information will be finalized by the first day of school and PreK programs can crosscheck their invoice/attendance templates with their enrollment records.

District staff will also notify families and PreK Programs of incomplete or rejected PreK Application paperwork and steps to be taken to complete enrollment. Follow-up by the PreK Program may be needed to ensure timely completion of applications. Children are not considered enrolled until their paperwork is completed.

INVOICE & PAYMENT DATES & INSTRUCTIONS

Checks will be made out to the organization listed as the “main” program in the contract and on the W-9 and mailed by districts to that address. If alternate arrangements are needed, please contact the districts prior to the first invoice.

Programs may use the provided invoice template or create their own invoices. Prior to submitting invoices, the PreK program should check the invoice to ensure that all students are listed as enrolled and none have exited. Enrolled PreK students have a completed PreK Application and residency documentation approved by the District and are attending a PreK Program with a current contract with the District. All students must be enrolled with the district to be included on the invoice payments.

Children who have not completed the PreK Application by the first invoice date will receive the first payment amount included in the second invoice payment for the weeks that were not paid. Children who join the program later in the year will be enrolled as of the date the complete application is received by the district, and tuition will be prorated from that date using the school calendar payment schedule (Attachment C). Children who exit the program will have tuition prorated as of their last day in the PreK program using the school calendar payment schedule.

First Invoice Due to SDs: August 28, 2024

The first invoice pays for weeks 1-12 @ \$1332/enrolled child. Districts will cut the check for this invoice by September 25, 2024

Second Invoice Due to SDs: November 18, 2024

The second invoice pays for weeks 13-24 at \$1332/enrolled child. Districts will cut the check for this invoice by December 20, 2024. Attendance is also due on this date.

Third Invoice Due to SDs: March 14, 2025

The third invoice pays for weeks 25-35 at \$1220/child. Districts will cut the check for this invoice by April 18, 2025. Attendance is also due on this date.

Reconciliation payments for students who leave prior to the beginning of the year will be calculated into subsequent invoices. If all invoices for the year have been paid, a reconciliation check from the PreK will be due to the district no later than the last day of school.

Programs which lose their prequalification status will be subject to withdrawal of payments and reconciliation of funds as needed for the period of time in which they do not meet the Act 166 standard.

EXIT/CHANGE

Certain changes impact district tuition funding and are important to accurate census reporting. Your program must notify the District immediately using the exit/change form whenever a child:

- Moves residences (even if in-district and even if continuing in your program)
- Leaves your PreK program (discontinues schooling or moves to another PreK program)
- Changes their legal name (e.g. through adoption)
- Has a change in custody (i.e. divorce, enters DCF custody, reunifies with parents, is adopted)
- Becomes homeless (lack a fixed, regular, adequate nighttime address)
- Is suspended or expelled/asked to leave the program

If the child has moved to a new district, a new PreK application with proof of residency will need to be completed for that district with the new address and proof of residence. In order to ensure no gap in payment, it is best if the application is completed in advance of the move. Families should not be liable for tuition payments in the event of such a gap. Remember to update the changed information in TS Gold also. If a child is changing programs, you can transfer their portfolio (see the TS Gold section of this handbook).

SPECIFIC RESIDENCY SITUATIONS

Children who are homeless are defined by the McKinney-Vento Act as those who “lack a fixed, regular, adequate nighttime residence”. The definition specifically includes children living in emergency shelters, motels, hotels, trailer parks, cars, parks, public spaces, or abandoned buildings, and those who are “doubled up” with family or friends due to loss of housing, economic hardship, or a similar reason. Children who are homeless should be referred to the Universal PreK Coordinator Meg Baker and the McKinney-Vento district coordinator. Residency documentation may be waived and other district services may be available for these families. The program should notify the district about children who are already enrolled and become homeless mid-year.

Children who are in DCF custody might use either their birthparent’s or foster parent’s address for enrollment purposes. Generally, they will use the address at which they are expected to remain for the duration of the school year and/or the address at which they will enroll in kindergarten. If there are older siblings, all children will ideally be enrolled in the same district. Application paperwork should be accompanied by a placement letter from DCF. The district will also need to know the residence of the birthparents in order to know whether the child is “state-placed” (this information may be obtained by the district directly from DCF). The program should notify the district about children who are already enrolled and come into DCF custody mid-year.

ATTENDANCE DATES & INSTRUCTIONS

Attendance will be entered into a spreadsheet shared with you as part of the invoice templates. All enrolled children will be pre-enrolled by the district on the Enrollment tab of your invoice/attendance forms. You should regularly check children’s names and towns of residence for accuracy.

At the beginning of the school year, please complete the Enrollment Data section with information about # days/week enrolled, # hours/week enrolled, and start date. Children will not disappear from the spreadsheet when they are unenrolled but you should update the exit date next to their names. Similarly, when a child enrolls later in the year, you should note their start date on the Enrollment Tab.

Attendance may be completed on a daily, weekly, or monthly time frame, but must be up-to-date on the listed due dates (additional dates may be required depending on changes at the state level). Late attendance entry could impact the timeliness of invoice payments.

October 2, 2024: Attendance completed

December 20, 2024: Attendance completed (invoice also due on this date)

March 14, 2025: Attendance completed (invoice also due on this date)

June 6, 2025: Attendance completed (subject to change, depending on last day of school)

Please use these codes to record attendance:

P=Present

A=Absent

C=Program closed (snow days, vacations, holidays, etc.)

Leave blank any days the child is not expected.

The Universal PreK Coordinator regularly runs attendance reports. Consistent preschool attendance has been connected to learning outcomes. Chronic absenteeism is particularly problematic within the context of Vermont's early childhood system as we have limited capacity to serve all children. Please note that you must notify the Universal PreK Coordinator when a child has been absent from PreK for more than 2 consecutive weeks or an average of one PreK day/week over the course of two months. You should also communicate in writing to the family that they risk the loss of PreK funding, and where necessary develop a plan with the family and District for attendance and tuition payment proration.

CALENDAR INFORMATION

The school calendars run over a longer period than 35 weeks, except that children attend 35 weeks if you remove teacher workdays and vacation time. By statute, a school year for K-12 students must be 175 days. The reason that a weekly rate was used for PreK was to accommodate the weekly nature of many PreK children's schedules, especially if they attend part-time. A full-time, 10 hr/week PreK child does not need to attend 175 days, but should attend tuition-free for the 35 weeks that number represents.

We delineate our tuition weeks very clearly in our contract and in accordance with our school calendar, but the way your program applies that tuition may differ from our calendar. Thus, if the district is paying for 35 weeks, the program can decide which 35 weeks of attendance those apply to, so long as it is within the school calendar year. Some programs choose to boost tuition on vacation weeks (or take the vacation weeks), while others choose to run 35 consecutive weeks and end their tuition year in May. You may also apply the tuition to a longer period than the 35 weeks (e.g. 37 weeks), so long as that time is within the school calendar year. In this case, the weekly tuition must still cover 10 hours/week for each student.

Your academic year calendar and tuition contracts with families must reflect which weeks are paid for by PreK. You should also have a system in place to address snow days or in-service days if they impact attendance for a child in that week. You must also be aware that if the payment weeks do not easily align with your calendar that if a child enters or leaves mid-year, the prorated amount may not match your tuition. Families should not be liable for this cost.

The 2024-25 weekly prorated tuition amount is approximately \$110.97/week (see Attachment C). To read this attachment for an enrolling child, find the week that the child enrolled with the district, then look at the "Running Total" amount. This is the amount that the district should pay over the course of the year. To prorate for an exiting child, find the first day that the child was no longer enrolled in the program and consult the "Amt Remaining" column. This is the amount of annual tuition that the district should have paid if the child was enrolled from the beginning of the school year.

In our calculations for prorating, we counted some weeks in full despite teacher workdays or holidays, because using a daily rate is unwieldy for the nature of children's schedules and would result in inequitable service for children who attend part-time. Further, many PreK programs are open on these days, but may be closed on other days that the schools are open. Over time, this means that the PreK payment calendar is not a perfect match for the school year (and is usually not aligned with PreK program calendars), but all the PreK tuition weeks are weeks within the district's academic year as required by the law. In practice, this also means that

some children will attend more than 35 weeks or may attend different weeks than we are using for tuition calculations.

Given that each program has a different PreK schedule, this system creates standardization across the Districts so that we pay out for 35 weeks only when children move mid-year. The schedule that was created is not perfect, in that different programs have children attending at different times. However, given how different those schedules are, we created the consistency for payment purposes to ensure that there was equity in payments to programs.

TS GOLD INFORMATION

Checkpoint Dates: Addison County districts use the Agency of Education checkpoint dates which are typically in mid-December and early June. Checkpoints are completed for Fall and Spring using all 38 objectives. Checkpoint dates are found under ASSESS: Checkpoint Dates. No reports need to be sent to our district, as we access these electronically. Be sure to [finalize checkpoints for all children](#). When you have finalized all areas for all children, the bars in the Assessment Status report (look in the Reports tab) will appear green.

Set-Up: When you set up your TS Gold license, please ensure that your site name(s) is listed as named in your CDD child care BFIS account, and not listed as “default”. Please also use each child’s full legal name, NOT a nickname, when enrolling them in TS Gold; this helps the state and district match the children’s assessment results to the correct student.

Check your users: If you have had any staff changes, you may need to [add users to the system](#), [add co-teachers to a classroom](#), or [change teachers to new classes](#). Be sure to also [delete](#) or [disable](#) old accounts. Staff who have left a program should NOT have any access to protected student information. The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records.

Child changes: Children who have moved on should be *archived*, not deleted, and their records maintained for at least three years. Vermont programs have unlimited archives in TS Gold. If a child left your program to attend another PreK program, the TS Gold portfolio should be transferred. [Vermont GOLD® Transfer Form](#) needs to be signed by the sending program, receiving program, and parent and the release is then sent to the state. Contact the Universal PreK Coordinator if you are not sure of how to reach the other program.

Funding Sources: It is extremely important that you accurately list the funding sources for all PreK children, especially *SU/SD counting this child in ADM* and *Town of Residence*. If these sources are not listed, the children will not appear on district reports. Here are the funding sources that most often trip people up when entering new kids (or updating from last year, especially if children moved residences!):

- *SU/SD counting this child in ADM:* Only PreK children should be counted here, not infants or toddlers. TS Gold has not updated SU/SD names, so here is your key:
 - Addison Central SD is Addison Central SU,
 - Addison Northwest SD is Addison Northwest SU, and
 - Mt. Abraham USD is Addison Northeast SU.
- *Race and Ethnicity:* Must be self-reported - see PreK application for this info
- *Town of Residence:* According to what is listed on the child's PreK application. Please know that mailing addresses are often different than town of residence. Be sure to update this field if a child moves!
- *Pre-K:* Only children who are receiving tuition dollars from the schools.
- *Head Start:* Children receiving Head Start services.
- *Child Care and Development Block Grant:* This is Child Care Financial Assistance or subsidy.
- *Private:* Tuition from families or scholarships.
- *TANF:* Reach Up funding

- *Part B Section 619/ Part C Early Intervention:* Indicates child receives special education services through IDEA. Part B covers children ages 3-21, while Part C covers children from birth to their 3rd birthday.
- *Free and Reduced Lunch:* Children who are migrant, homeless, in state custody, receiving 3 Squares or Reach Up are automatically eligible for free lunch. Children who have a household member such as a sibling receiving FRL are eligible for free or reduced lunch status at the same rate as their household member. Other children may be eligible based on income guidelines. If you offer CCFAP or a school lunch program, you may use the FRL information from that application to inform this section. PreK applications may help identify other children who are eligible also.

Home Language Survey: TSG's [Home Language Survey](#) should be completed for all children whose families report that a language other than English is spoken in the home and any child whose first language was not English, *including children adopted from a foreign country*. Send the completed Home Language Survey to the school district of residence (with name and birthdate clearly marked!).

Staff Training: The Interrater Reliability Trainings should be completed by ALL staff who are entering documentation or checkpoint ratings, regardless of how long they have been doing assessment or teaching. Use the "Product Tutorials" on TS Gold to learn more about the system. To find them, navigate to "Develop" at the top of your dashboard. Scroll down to the bottom of the screen and choose the "Product Tutorials" button in "Free Resources". A good place to start is with the *Introducing MyTeachingStrategies* course (2 hours) and then the *Objectives for Development and Learning* (10 hours) or *Implementing GOLD in MyTeachingStrategies (Preschool)* (10 hours). Certificates for all of these courses are eligible for Northern Lights credits.

Documentation: No specific amount of documentation for each indicator is currently required by our contracts, but two pieces of evidence are recommended. Teachers should ensure that they have adequate documentation for each objective and domain to choose a checkpoint level for each child. This documentation may be maintained in a separate child portfolio as opposed to uploaded to TS Gold, though adding it to TS Gold is recommended.

Transfers: If a child leaves your program to attend another PreK program, the TS Gold portfolio should be transferred. A release needs to be signed by the sending program, receiving program, and parent and the release is then sent to the state. Contact Katie McCarthy at the Agency of Education for the release form.

CHANGES TO PREQUALIFICATION STATUS

Changes to prequalification status include:

- Proven or alleged licensing violations
- Loss or change of licensed teacher
- Unscheduled program closures except for weather-related closures
- Suspension or expulsion of a child including outside of UPreK hours
- Change in STARS status
- Change in program director

Within 5 days, all changes must be reported to the AOE on the [prequalification update form](#) and to the district as described below.

If a program has an alleged or proven violation of program licensure or registration or another change that may affect the program's prequalification status, it must notify the District within five days of the accusation or finding. Any serious licensing or registration violation that requires notification to families should also result in simultaneous notification to the District. If as a result of the change the program no longer meets prequalification standards, the District may withhold payment and/or ask for reconciliation from the date of non-compliance.

If a prequalified prekindergarten education program loses or has a change in their licensed educator(s), the program must complete and submit the [prequalification update form](#) to the AOE and the Districts. As required, the update form must be submitted to the AOE within five school days of the educator's official last day of work.

The program is allowed 30 school days to hire or contract with a new licensed educator and inform the AOE and Districts. If the official last day of work is within 30 school days of the last day of school for the District, an educator must be hired or contracted with by the first day of school for the upcoming school year. Within this 30 day school day period, the program must maintain compliance with all other applicable prequalification requirements to be considered and maintain a program's prequalification status. Payments to a program may continue during the 30 school day period, but if the teacher position is not filled at the end of that period, further payments will be withheld and reconciliation for paid tuition may be expected.

If you need to employ a substitute teacher(s) beyond 30 days per school year, contact the Universal PreK Coordinator, Agency of Education and the Agency of Human Services to receive further guidance.

EXPULSION & SUSPENSION

PreK programs may not suspend or expel any preschooler in alignment with [Act 35](#) which includes section (d) of 16 V.S.A. § 1162 banning suspension and expulsion of students under eight years old, except in cases of imminent harm or danger to others. [AOE memos](#) clarify that this restriction on suspension and expulsion applies to both public and community preschool programs. The full text of the section states:

§ 1162 SUSPENSION OR EXPULSION OF STUDENTS (d) *“Notwithstanding anything to the contrary in this chapter, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.”*

All private and public prequalified PreK programs must also comply with Child Development Department's (CDD) expulsion criteria as defined in Childcare Licensing Regulations 6.2.8.4 (1)(2)(3):

The licensee shall support continuity of care and education. In the event that a child's continued enrollment is at risk the following shall apply:

- 1) consult with child's parents,*
- 2) provide parents written notice at least five days prior to expulsion,*
- 3) when child is expelled, a full copy of child's file must be provided to family and documentation retained by program.*

Preschool programs must ensure that their family handbooks clearly identify the procedures that will be followed if a child is demonstrating behavior that could cause imminent harm. These policies should explicitly state the circumstances in which children might need to leave the classroom, where they will go, who will take them, how their safety will be ensured, and how/when the program will communicate with families.

If there are children who have individualized needs (e.g. disability, mental health diagnosis) that may require use of a space outside of the classroom, this should be documented in an IEP or another plan (e.g. 504, Behavior Plan) with input and agreement from the family.

As a best practice, preschool programs should develop calm-down spaces in their classrooms that include a variety of sensory and visual materials that support children's self-regulation strategies (e.g. beanbag chair or pillows, visuals of feelings or mindfulness strategies, non-breakable mirrors, pinwheels). If gross motor or sensory rooms are used in preventative or responsive ways related to behavior, these uses should be clearly explained in the family handbook.

Follow the steps below whenever a child has been suspended or expelled:

1. Within 5 calendar days of the suspension/expulsion, the preschool program must contact Universal PreK Coordinator and an administrator in the child's district of residence using [the attached form](#) (because the AOE form does not come to the District). If the child is protected by an IEP or Section 504, the preschool program must also contact the Director of Student Support Services (see more information below).
2. Within 5 calendar days of the suspension/expulsion, the preschool program must complete the [PreK Suspension and Expulsion Incident Report](#) for the Agency of Education UPK Accountability and Continuous Improvement System (UPK ACIS) Coordinator.
3. Districts must include children in the Combined Incident Reporting reports (CIR). Administrators should complete the CIRS form in PowerSchool as per district instructions.
4. Special education requirements: if a PreK child on an IEP and receiving special education services is suspended or expelled for more than 10 days (consecutive or cumulative) the LEA must convene a manifestation determination hearing to determine if the removal is considered change of placement for the child. A meeting of the child's IEP team is required to determine appropriate services and placement.
5. As a best practice, any child who has been suspended (especially more than once) should have a behavior assessment.

Defining PreK Suspension and Expulsion:

- *In-program* suspension is the placement of a child in a specified supervised location (e.g., director's office, alternative classroom, other space in building) other than the child's regular classroom due to behavioral or disciplinary reasons. The child's absence shall not stop the school district payment to program under Act 166.
- *Out-of-classroom/program suspension* is the removal of a child from program (off premises) due to behavioral or disciplinary reasons. This may include asking a child to leave a program early due to behavior. The child's absence shall not stop the school district payment to program under Act 166.
- *Expulsion* is the permanent removal of a child from the PreK program. This may include asking a child to have permanently shortened days or telling a family that the program is not a good "fit" or does not have the resources to support the child (even if true). This permanent removal does affect the family's Act 166 tuition. This permanent removal of the child will stop school district payment to the program under Act 166.

Definition of Harm or Danger to Others:

Harm or danger in this context can be defined as physical injury or bodily harm but is not limited to physical injury or bodily harm. "Physical injury or bodily harm" is defined as harm severe enough to cause any of the following:

- a cut, abrasion, bruise, burn or disfigurement
- physical pain
- illness
- impairment the function of a bodily member, organ, or mental faculty

Whereas verbal threats, harassment and bullying are serious and can cause emotional/ psychological harm to students and adults, these behaviors in young children (i.e., under the age of eight) less frequently rise to the level of harm or danger to others. They are best addressed by in-school measures to mitigate the harm, to tend to the needs of the targeted student, and to support the accused student in engaging in restorative practices and/or learning new skills.

Definition of Imminent:

A threat of harm or danger to others is "imminent" if it meets each of the following criteria:

1. The effects of the child/student's behavior are or will be immediate or could occur at any time.

2. The child/student has the ability or the means to enact physical injury or bodily harm through their behavior.
3. Even after adults have provided interventions that are less restrictive than suspension or expulsion to de-escalate the event, the child/student's behavior persists or cannot be prevented.

In the event that a program is noticing behavioral struggles with an individual student that may lead to suspension/expulsion as a result of imminent harm, they should reach out to Universal PreK Coordinator for additional supports as soon as possible. She will attempt to assist the program with additional resources as appropriate. Programs should make every effort to put other services in place to support a child before suspension or expulsion is considered (e.g. referral to early education, mental health services, CIS, special accommodations grant).

RESTRAINT & SECLUSION

Restraint and seclusion of preschoolers is prohibited. Preschool programs should review the definitions of restraint carefully to ensure they are in compliance (see below). [Rule 4500](#) governs the use of restraint and seclusion in all publicly-funded preschool programs. Under this rule, physical restraint of students is prohibited, except:

When a student's behavior poses an imminent and substantial risk of physical injury to the student or others; Less restrictive interventions have failed or would be ineffective in stopping such imminent danger of physical injury or property damage; In accordance with a school-wide safety plan that is consistent with these rules; and in a manner that is safe, proportionate to and sensitive to the student's: Severity of behavior; Chronological and developmental age; Physical size; Gender; Ability to communicate; Cognitive ability; and Known physical, medical, psychiatric condition, and personal history, including any history of physical, emotional or sexual abuse or trauma.

The AOE Early Ed team does not approve restraint trainings for this age group as they are not developmentally appropriate. However, if preschool staff have not been trained in one of these programs, they *may not* restrain children. Essentially, this prohibits restraint of children in preschool.

In addition to the Rule 4500 language above, preschool programs are responsible for complying with child care licensing requirements related to restraint and seclusion which state:

6.2.7.4 No form of inappropriate discipline or corporal punishment shall be used with children such as but not limited to:...

6.2.7.4.2 Restricting a child's movements or actions through use of physical force, binding, tying, use of any other mechanical restraint, or using medication without written parental permission, without following the medicine's label, and/or without following medical prescription;...

6.2.7.4.4 Confining a child in an enclosed or darkened area, such as a closet or a locked room;

Seclusion of preschoolers is prohibited under child care regulations which specify that preschoolers must be under adult supervision at all times. If seclusion of a preschooler occurs, programs will need to report it in multiple ways.

Preschool programs should ensure that their family and staff handbooks clearly inform staff and families about the program policies pertaining to the use of physical restraint and seclusion and the intent to emphasize the use of positive behavioral interventions and supports and its intention to avoid the use of physical restraint or seclusion.

If restraint or seclusion occurs, programs must contact the Universal PreK Coordinator immediately to learn about required reporting procedures.

Definition of Physical Escort

Physical Escort means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

Definition of Physical Restraint

Physical Restraint means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
 - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
 - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

6 YEAR OLDS

Tuition payments for kindergarten-eligible children in publicly-funded PreK programs stop on the child's sixth birthday except in extraordinary circumstances as determined by the child's evaluation team (to include at least LEA, special educators, families, and current PreK teachers). When considering PreK retention, the team must review child progress data and consider increased instructional time and access to Special Education services in the kindergarten settings. Children receiving PreK funds are expected to follow a typical grade progression into kindergarten the following year.

CONTACT INFORMATION

You can reach Meg Baker, Universal PreK Coordinator, by email at mbaker@acsdvt.org or by phone at 382-0045. Please be aware that she works limited hours over the summer.

Paperwork may be mailed, faxed, or scanned and emailed directly to the Districts. Please be sensitive to emailing confidential student information such as birth dates, addresses, or other identifying information.

ACSD: Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, Weybridge
Addison Central SD, Attn Darcie Arensmeyer, 49 Charles St, Middlebury, VT 05753
Darcie Arensmeyer, darensmeyer@acsdvt.org
Phone: 382-1287
Fax: 802-388-0024, Attn Darcie Arensmeyer

ANWSD: Addison, Ferrisburgh, Panton, Waltham, Vergennes
Addison Northwest SD, Attn Rachel Cornellier, 11 Main St, Suite B100, Vergennes, VT 05491
Rachel Cornellier: rcornellier@anwsd.org
Phone: 877-3332 x 114
Fax: 802-877-3628, Attn Rachel Cornellier

MAUSD: Bristol, Monkton, New Haven, Starksboro
Mount Abraham USD, Attn Nicole Heffernan, 72 Munsill Ave #601, Bristol, VT 05443
Nicole Heffernan: nicole.heffernan@mausd.org
Phone: 453-3657
Fax: 802-453-2029, Attn Nicole Heffernan

ATTACHMENT C: Anticipated 2024-25 PreK Weekly Tuition Payments

| Week # | Start Date | End Date | Weekly Amt | Running Total | Amt Remaining | Payment Dates |
|---------------|-------------------|-----------------|-------------------|----------------------|----------------------|----------------------|
| N/A | 8/28/2024 | 8/30/2024 | \$0.00 | \$0 | \$3,884 | Invoice Due 8/28 |
| 1 | 9/3/2024 | 9/6/2024 | \$110.97 | \$111 | \$3,884 | \$1332/child |
| 2 | 9/9/2024 | 9/13/2024 | \$110.97 | \$222 | \$3,773 | |
| 3 | 9/16/2024 | 9/20/2024 | \$110.97 | \$333 | \$3,662 | |
| 4 | 9/23/2024 | 9/27/2024 | \$110.97 | \$444 | \$3,551 | Paymt 9/25 |
| 5 | 9/30/2024 | 10/4/2024 | \$110.97 | \$555 | \$3,440 | wks 1-12 |
| 6 | 10/7/2024 | 10/11/2024 | \$110.97 | \$666 | \$3,329 | |
| 7 | 10/14/2024 | 10/18/2024 | \$110.97 | \$777 | \$3,218 | |
| 8 | 10/21/2024 | 10/25/2024 | \$110.97 | \$888 | \$3,107 | |
| 9 | 10/28/2024 | 11/1/2024 | \$110.97 | \$999 | \$2,996 | |
| 10 | 11/4/2024 | 11/8/2024 | \$110.97 | \$1,110 | \$2,885 | |
| 11 | 11/11/2024 | 11/15/2024 | \$110.97 | \$1,221 | \$2,774 | |
| 12 | 11/18/2024 | 11/22/2024 | \$110.97 | \$1,332 | \$2,663 | Invoice Due 11/18 |
| N/A | 11/25/2024 | 11/29/2024 | \$0.00 | \$1,332 | \$2,552 | \$1332/child |
| 13 | 12/2/2024 | 12/6/2024 | \$110.97 | \$1,443 | \$2,552 | |
| 14 | 12/9/2024 | 12/13/2024 | \$110.97 | \$1,554 | \$2,441 | |
| 15 | 12/16/2024 | 12/20/2024 | \$110.97 | \$1,665 | \$2,330 | Paymt 12/20 |
| N/A | 12/23/2024 | 12/27/2024 | \$0.00 | \$1,613 | \$2,219 | wks 13-24 |
| N/A | 12/30/2024 | 1/3/2025 | \$0.00 | \$1,613 | \$2,219 | |
| 16 | 1/6/2025 | 1/10/2025 | \$110.97 | \$1,776 | \$2,219 | |
| 17 | 1/13/2025 | 1/17/2025 | \$110.97 | \$1,886 | \$2,108 | |
| 18 | 1/20/2025 | 1/24/2025 | \$110.97 | \$1,997 | \$1,998 | |
| 19 | 1/27/2025 | 1/31/2025 | \$110.97 | \$2,108 | \$1,887 | |
| 20 | 2/3/2025 | 2/7/2025 | \$110.97 | \$2,219 | \$1,776 | |
| 21 | 2/10/2025 | 2/14/2025 | \$110.97 | \$2,330 | \$1,665 | |
| 22 | 2/17/2025 | 2/21/2025 | \$110.97 | \$2,258 | \$1,554 | |
| N/A | 2/24/2025 | 2/28/2025 | \$0.00 | \$2,258 | \$1,443 | |
| 23 | 3/3/2025 | 3/7/2025 | \$110.97 | \$2,552 | \$1,443 | |
| 24 | 3/10/2025 | 3/14/2025 | \$110.97 | \$2,663 | \$1,332 | Invoice Due 3/14 |
| 25 | 3/17/2025 | 3/21/2025 | \$110.97 | \$2,774 | \$1,221 | \$1220/child |
| 26 | 3/24/2025 | 3/28/2025 | \$110.97 | \$2,885 | \$1,110 | |
| 27 | 3/31/2025 | 4/4/2025 | \$110.97 | \$2,996 | \$999 | |
| 28 | 4/7/2025 | 4/11/2025 | \$110.97 | \$3,107 | \$888 | |
| 29 | 4/14/2025 | 4/18/2025 | \$110.97 | \$3,218 | \$777 | Paymt 4/18 |
| N/A | 4/21/2025 | 4/25/2025 | \$0.00 | \$3,119 | \$666 | wks 25-35 |
| 30 | 4/28/2025 | 5/2/2025 | \$110.97 | \$3,329 | \$666 | |
| 31 | 5/5/2025 | 5/9/2025 | \$110.98 | \$3,440 | \$555 | |
| 32 | 5/12/2025 | 5/16/2025 | \$110.98 | \$3,551 | \$444 | |
| 33 | 5/19/2025 | 5/23/2025 | \$110.98 | \$3,662 | \$333 | |
| 34 | 5/26/2025 | 5/30/2025 | \$110.98 | \$3,773 | \$222 | |
| 35 | 6/2/2025 | 6/6/2025 | \$110.98 | \$3,884 | \$111 | |

ATTACHMENT D: FAMILY PREK TUITION INFORMATION SHEET
(use this sample or create your own for families)

CHILD: _____

Weekly Schedule:

| | | | | | |
|----|---|---|---|----|---|
| | M | T | W | Th | F |
| AM | | | | | |
| PM | | | | | |

Weekly Tuition Amount: _____

Yearly Tuition Charged: _____

Yearly Tuition Paid: _____

| | | |
|--------------------------------|--|--|
| | SCHOOL YEAR DATES: <hr/> (35 PreK wks + 2 closure wks) | SUMMER/VACATION DATES: <hr/> |
| Total Weekly Tuition: | \$ | \$ |
| - PreK Funding (weekly): | -\$ 110.97 | \$0 |
| - Subsidy: | | |
| - Discount: | | |
| - Scholarship: | | |
| - Other: | | |
| Weekly Tuition Owed: | | |
| Deposit: | | |
| | | |
| Weekly Amount Due From Family: | | |

Your child is eligible to receive Universal Prekindergarten Funding from _____ School District in the amount of \$3884 annually for 10 hours week/35 weeks year (350 hours). This amount fully pays for those 10 hours and is deducted from your weekly tuition during the school year which runs from _____ to _____ (dates). The tuition deduction is reflected in the statement above, with two weeks of school closures for vacation/in-service time not included in the 35 weeks. Please see the attached program calendar for the two weeks of closure that are not counted in PreK tuition payments. Snow days will be made up as part of the 35 weeks.