MANCHESTER-SHORTSVILLE
CENTRAL SCHOOL DISTRICT
REQUEST FOR PROPOSALS
FOR
PRE-KINDERGARTEN SERVICES

2026-2027 SCHOOL YEAR

Proposals due June 1, 2026
@ 2:00 p.m. EST

MANCHESTER-SHORTSVILLE
CENTRAL SCHOOL DISTRICT
DISTRICT OFFICE

INTRODUCTION

General Information

The Manchester-Shortsville Central School District is requesting proposals from qualified agencies to provide Pre-Kindergarten Services for eligible four (4) year old children from the Manchester-Shortsville Central School District for the 2026-2027 school year. These services shall be provided pursuant New York State Education Law Section 3602-ee, Grant Funded Prekindergarten (PreK) Programs Initially Awarded to School Districts in School Years 2026-2027. The Pre-K curricula proposed is expected to align with the District's and NYS K-12 educational standards.

To be considered, the Assistant Superintendent must receive the proposal in the District Office of the Manchester-Shortsville Central School District by June 1, 2026. The Board of Education of the Manchester-Shortsville Central School District reserves the right to reject any or all proposals submitted.

During the selection process, the Manchester-Shortsville Central School District reserves the right, where it may serve their best interest, to request additional information or clarifications from those submitting a proposal, or to allow corrections, errors or omissions in this request. At the discretion of the Manchester-Shortsville Central School District, agencies submitting proposals may be requested to make oral presentations as part of the evaluation process.
Prior to entering into a contract with a collaborative prekindergarten provider, the District will conduct a minimum of one on site visit.

It is anticipated the selection of any agency or agencies will be completed by June 15, 2026. Following the notification of the selected agency or agencies it is expected that a contract satisfactory to the Manchester-Shortsville Central School District be negotiated between the parties by August 9, 2026.

TIME REQUIREMENTS

The following is a list of key dates up to and including the date Pre-Kindergarten services are to commence:

Request for Proposals Issued	ASAP, pending NYSED Approval
Due Date for Proposals	6/1/2026
Selected Agency/Agencies Notified	6/19/2026
Date Services to Commence (estimated)	9/8/2026

PROPOSAL REQUIRMENTS

Inquiries concerning the request for proposals should be addressed to:

Manchester-Shortsville Central School District
Universal Pre-Kindergarten Program
Community-Based Organization (CBO) Application
Due: 06/01/2026

Directions: Please complete the Organizational Information and submit it as the cover page to the application. Following this cover page, please provide detailed written responses for the remaining categories

- Program Design and Quality of Programmatic Oversight and Fiscal management
- Learning Environment and Curriculum
- Facility Quality
- Teaching Staff Patterns, Qualifications, Performance and Professional Learning
- Child Eligibility, Screening, Progress Monitoring and Outcomes
- Nutrition, Health and Well-being
- Learning Environment and Curriculum
- Family Engagement and Support/ Partnerships with Non-Profit, Community and Educational Institutions
- Budget of Proposed Expenditures

Please submit **three (3) copies** of your agency's written proposal in a sealed envelope entitled "Proposal for Pre-Kindergarten Services" no later than June 1, 2026 at 2:00 p.m. to: Brian Weller, Assistant Superintendent, Manchester-Shortsville CSD.

Organizational Information

Organization's Name:	
Address:	
Telephone:	**Email Address:**
Contact Person & Title:	

Type of Organization: □ **Public Institution** □**Private Non-Profit** □**Private Profit**

Please attach proof of organizational status (e.g. 501 (c) (3) IRS letter)

Statement of the Organization's Mission:

(I) Program Design and Quality of Programmatic Oversight and Fiscal Management

Include a detailed narrative which articulates the applicant agency's/CBO's philosophy and mission, describes how the eligible collaborating prekindergarten program proposes to provide services that meets the goals and objectives of the district's collaborative prekindergarten program for new half-day and/or full-day four-year-old placements including:

- Demonstrated experience, capacity and effectiveness in immediately implementing an innovative, creative, developmentally appropriate, culturally responsive and sustaining full-day prekindergarten program serving four-year-old students, including those who are ability- and language-diverse;
- Effective, efficient, and collaborative administrative structure, record management and documentation procedures.
- Fiscal solvency and anticipated fiscal share and other resources that will be contributed to full-day prekindergarten program for four-year-old students;

(II) Learning Environment and Curriculum

Provide a detailed description of how the applicant agency/CBO will ensure adherence to the following requirements related to learning environment and curriculum:

- **Schedule and Activities for Student-Centered Learning & Development**
  - Utilization of differentiated instruction with an emphasis on language, emergent literacy, early mathematical skills, social and emotional development, physical abilities, and structured and unstructured play
  - Description of program space, scheduling, environment and learning activities to advance students centered learning and development

- **Learning Centers**

Description of classrooms with clearly-defined, well-equipped learning centers that promote a balance of individual and small group activities.

Learning centers include, but are not limited to:

- Creative and performing arts
- Blocks and construction
- Library, media and technology
- Mathematics and math manipulatives
- Science and mature
- Writing
- Role playing
- Indoor and outdoor activities

Each Learning Center:

- Has an assortment of theme-based materials for small group and independent inquiry and exploration
- Is well-equipped with an appropriate number of a variety of accessible age-appropriate materials
- Promotes literacy development with appropriate and accessible reading and writing materials
- Reflects diverse cultures, languages and abilities

- **Curriculum and Instruction**
  Utilization of a developmentally appropriate curriculum that:
  - Is evidenced-based
  - Aligns to NYSED's Prekindergarten Early Learning Standards
  - Incorporates the key domains of child development as outlined in NYSED's Resource Guide School Success in Prekindergarten
  - Emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structures & unstructured play
  - Facilitates and supports individualized, differentiated, responsive and sustaining instruction for diverse abilities, cultures, and languages
  - Ensures continuity with instruction in the early elementary grades
  - Integrates with the school district's kindergarten-Grade 12 instructional program
  - Provides access to and utilizes internet connected and capable technology within classrooms as a component of instructional programming

- **Preschool Students with Disabilities**
  Adequate and appropriate accommodations, modifications, and supports to enable preschool students with disabilities effective and equitable access, inclusion and integration in the full range of the program's curriculum, instruction, activities, goals and objectives.

- **Emergent Multilingual Learners**
  Implementation of adequate and appropriate accommodations, modifications, and supports to enable language-diverse Emergent Multilingual Learns with effective and equitable access, inclusion and integration in the full range of the program's curriculum, instruction, activities, goals and objectives.

(III) Facility Quality

Provide a detailed description of how the applicant agency/CBO will ensure adherence to health and safety oversight of the design, sanitation, maintenance, and repair of prekindergarten buildings, classrooms, premises, equipment and furnishings with the objective of maximizing child development and early learning while protecting the health and safety of students at all times. Plans should ensure compliance with the application requirements of the Americans with Disabilities Act (ADA).

(IV) Teaching Staff Patterns, Qualifications, Performance, and Professional Learning

Provide a detailed description of how the applicant agency/CBO will ensure adherence to the following requirements related to staffing patterns, qualification, performance, and professional learning.

- **Staffing Patterns**
  Staffing pattern policy to recruit, place and retain a program workforce that considers the diversity and needs of the school district's prekindergarten students and families.

- **Teacher Certification Requirements**
  Mechanism, process and adequate staffing to collect, record, maintain, verify, update, and report teacher certification compliance and data for:
    - NYS Certified Prekindergarten Teachers
    - Uncertified Prekindergarten Teachers
    - Prekindergarten Teaching Assistants and Teacher Aides

- **Maximum Class Sizes and Minimum Staffing Levels**
  Assurance maximum four-year-old class sizes

Collaborating Prekindergarten Provider Type	Maximum Class Size (Four-year-old Students)	Minimum Staffing Levels assigned to each class
Family Day Care	6	1 Teacher
Group Family Day Care	12	1 Teacher
Community Based Organization	18	1 Teacher And 1 Paraprofessional [Teaching Assistant or Teacher Aide]
	19-20	1 Teacher And 2 Paraprofessionals [Teaching Assistant(s) and/or Teacher Aide(s)]

- **Professional Learning**
  A plan for professional learning opportunities which take into account how the collaborating agency will provide substantial professional development opportunities for the instructional staff as it is directly related to student achievement. The plan should also address collaborative opportunities with the Manchester-Shortsville Central School District. The plan should be based upon the comprehensive instructional and non-instructional needs of its prekindergarten four-year-old students, their families and communities.
  Consideration for inclusion:
    - Aggregated information on prekindergarten student progress
    - Alignment to NYSED's Learning Standards and NYSED's Resource Guides for Success in Early Learning
    - Manchester-Shortsville Central School District's UPK-3rd grade curriculum
    - Input from Manchester-Shortsville Central School District and other collaborating teachers
    - Feedback from families
    - Feedback provided from NYSED (Quality Assurance Protocol)

- **Performance**
  Articulate the applicant agency's/CBO's plan to measure the environmental quality and Teacher-Student interactions of the prekindergarten program with a valid and reliable tool.
    - For the purpose of consistent prekindergarten program evaluation, Manchester-Shortsville Central School District requests that collaborating prekindergarten providers/CBOs agree to use the same tool to measure the quality of the learning environment across prekindergarten classrooms in all settings.
    - The formal observation tool used by collaborating prekindergarten

providers to measure the quality of teacher-student interactions at minimum, is an approved teacher practice rubric for New York State.

- The Manchester-Shortsville Central School District currently utilizes the NYSUT Teacher Practice Rubric.

(V) Child Eligibility, Screening, Progress Monitoring, and Outcomes

Provide a detailed description of demonstrated success in assessing and meeting the needs of diverse learners, including children with disabilities in an integrated setting and Emergent Multilingual Learners in English and home language development. Detail adherence to the following protocols:

- **Student Eligibility & Attendance**
  - The Manchester-Shortsville Central School district will coordinate and conduct all outreach, recruitment, eligibility, registration, lottery (if necessary), waitlist, enrollment, intake and placement of students in collaborating prekindergarten programs.

  - Eligible students are children who reside within the Manchester-Shortsville Central School District, are four years of age on or before December 1st, or who will otherwise be eligible to enter public school kindergarten commencing with the current year. Eligible students will adhere to the Manchester-Shortsville Central School District's instructional day calendar and attendance policy.

- **New Entrant and Prekindergarten Initial Screening**
  A process for communicating with the Manchester-Shortsville Central School District in regards to students enrolled in the collaborating Prekindergarten program requiring an initial screening assessment.

- **Progress Monitoring Assessments**
  Administration of valid and reliable progress monitoring assessments minimally twice per year to measure the progress of each prekindergarten student's language, cognitive and social-emotional development.
  - For the purpose of consistent prekindergarten progress monitoring, the Manchester-Shortsville Central School District requests that collaborating prekindergarten providers/CBOs agree to use the same tools to measure student growth.
  - The Manchester-Shortsville Central School District currently utilizes Brigance to measure growth in language and cognition.
  - Standardized tests will not be administered in prekindergarten

***In accordance with NYS Education Law Section 3602-ee**, If a school district/collaborating agency chooses to use a locally developed assessment, it must partner with an organization, typically a university, to go through the psychometric process to deem the assessment valid and reliable. Until a locally developed assessment is deemed valid and reliable, it is required to use commercially developed assessments that have been deemed valid and reliable.*

(VI) Nutrition, Health and Well-being

Provide a detailed plan for ensuring adherence to the following requirements related to child nutrition, health, and well-being in all prekindergarten program settings:

- Each student's needs are met through the provision of appropriate meals and snacks
- Nutritious meals and snacks are provided at appropriate times and for sufficient durations conducive to meaningful students-student and students-staff interactions
- Provide students with a variety of daily opportunities to engage in developmentally appropriate activities that are indoor and outdoor, structured and unstructured and moderately to vigorously physical

(VII) Family Engagement & Support and Partnership with Non-profit, Community & Educational Institutions

Provide a detailed plan for documenting protocols for ensuring adherence to the following requirements related to family engagement & support, and partnerships with non-profit, community and educational institutions in collaborating prekindergarten program settings:

- **Family Engagement Policy and Practice**
  Active engagement of families, parents and/or guardians in the education of their children. The plan should reflect outreach strategies and how families are engaged free of charge in the languages they understand.

- **Annual Program Evaluation Completed by Families**
  Collaborating agencies will distribute and encourage families, parents and/or guardians to complete the Manchester-Shortsville Central School District program evaluation and/or survey.

- **Community Partnerships/Comprehensive Support Services**
  Collaborating agencies will minimally describe the applicant relationship with the Manchester-Shortsville Central School District in transition their four-year-old students and families to kindergarten. (e.g., Attending relevant events, Meet and Greet with Kindergarten and Special Area Teachers, etc.)

(VIII) Budget Proposal Summary

Number of classrooms allocated for UPK students for the 2026-2027 school year:_____

Number of UPK students proposed to be serviced for the 2026-2027 school year:_____
(This figure should include both half day students and/or full day students)

- Number of half day (AM) students: _____
- Number of half day (PM) students: _____
  **Note: The sum of the number of AM and PM students should be equal to the total number of half day UPK students proposed to be serviced for the 2026-2027 school year.*
- Number of full day students: _____

Chief Executive Officer:

Signature of Chief Executive Officer:

Date of Application Submission:

Sample Budget Summary	
Item Description	**UPK Funds**
Professional Salaries	
Support Staff Salaries	
Purchased Services	
Supplies & Materials	
Travel Expenses	
Employee Benefits	
Indirect Costs	
Equipment (i.e., furniture, technology, etc.)	
TOTAL	