

BROCTON CENTRAL SCHOOL
DISTRICT RFP# 3PK2026
Community Based Organization 3 Year Old
Pre-Kindergarten Providers



Proposals Due:
3:00 P.M. EST on:
6/30/2026

Caitlin Barkley
Business Executive
Brocton Central School
138 W. Main Street
Brocton, NY 14716

Name of Bidder: _____

Address: _____

Contact Person: _____

Phone Number: _____

Fax Number: _____

E-mail: _____

ADVERTISE:

Website	6/10/2026
Dunkirk Observer	6/10/2026
Facebook	6/10/2026

Brocton Central School District
138 W. Main Street
Brocton, NY 14716

Greetings,

In an effort to determine the efficacies of our distribution of procurement opportunities, the Brocton Central School District would request that you indicate the method or source in which you have obtained knowledge of this and any other procurement opportunities from us.

Below, please indicate the method/source from which you obtained this RFP/Bid. Thank you.

_____ **Dunkirk Observer**

_____ **Brocton Central School District Facebook**

_____ **Brocton Central School District Website**

_____ **Other – please indicate source:_____**

Dear partner,

If you choose not to bid, please complete the questionnaire below and return it via email to cbarkley@broctoncsd.org. The purpose of gathering this information is to permit the District an opportunity to analyze no-bid rationale and is greatly appreciated.

- If you decline to provide the information requested below, your company may be considered unresponsive and not interested in receiving future invitations to bid and shall be removed from consideration for future opportunities.

Thank you.

Caitlin Barkley
Business Executive

*** * * * * *No Bid Questionnaire* * * * * ***

A no bid is submitted in reply to the Brocton Central School District Board of Education Invitation for Bid/RFP for **Community Based Organization 3 Year Old Pre-Kindergarten Providers**:

Date Due: June 30, 2026, for the following reasons:

_____Item/service not supplied by our company.

_____Bid specifications (give reason(s), e.g., too restrictive, not clear, etc.): _____

_____Profit margin on municipal bids too low.

_____Past experience with Brocton Central School District (give specifics, e.g., payment delay, bid process, administrative problems, etc.)

_____Insufficient time allowed to prepare and respond to bid request.

_____Bid requirement too large _____ or too small _____ for our company.

_____Priority of other business opportunities limit time/other resources available to deliver or perform according to bid specifications.

_____ Other reason(s), please specify: _____

Company Name and Address: _____

Phone: (____) _____

(Signature) (Typed/Printed Name & Title)

If you are “NO-BIDDING” this opportunity, please return this document (pages 3 & 4) only. There is no need to include the proposal body.

RFP TERMS AND CONDITIONS

Supplier Default – Failure of the supplier to comply with any of these provisions may be considered reason for rejection of proposal.

1. The issuance of this Request for Proposals (RFP) constitutes only an invitation to submit a response to the Brocton Central School District (BCS). It is not to be construed as an official and customary invitation to bid, but as a means by which the District can facilitate the acquisition of information related to the purchase or implementation of services.
2. Any and all information presented herein, including drawings, specifications, instructions, policies, engineering guides, questionnaires, methodologies, etc., which is a part of this RFP package, or disclosed during the selection process, is the property of the District, and shall not be duplicated or disclosed except to those employees of the recipient who have a need to know in order to prepare the response.
3. The District neither makes nor assumes any contractual obligations by issuing this RFP, receiving and evaluating supplier response, or making preliminary supplier selection. Providing a response as provided herein shall neither obligate nor entitle a Responder to enter into a contract with the District.
4. This RFP does not commit the District either to award a contract or to pay for 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 RFP or otherwise.
5. The District reserves the right to determine, in its sole and absolute discretion, whether any aspect of the submission satisfactorily meets the criteria established in this RFP, the right to seek clarification from any Responder (s), and the right to cancel and/or amend, in part or entirely, the RFP, at any time prior to a written contract.
6. Responses should be directed to Caitlin Barkley, Business Executive, at 138 W. Main Street, Brocton, NY 14716 no later than the time and date stated on the cover sheet, for the opening of the RFP with **title, date of opening and RFP number on envelope. Late submissions will be returned unopened.**
7. The District is not obligated to respond to any submission submitted nor is it legally bound in any manner whatsoever by the submission of a response.
8. Upon submission, all responses become the property of the District. The District reserves the right to use the information and any ideas presented in any submission in response to this RFP, whether or not the submission is accepted.
9. Questions concerning this proposal should be directed to Caitlin Barkley via e-mail at cbarkley@broctoncsd.org by June 17, 2026. All answers will be returned by end of business day on June 24, 2026.

RFP REQUEST

Community Based Organization 3 Year Old

Pre-Kindergarten Providers

INTRODUCTION

Chapter 436 of the New York State's Laws of 1997 provides for 3-Year-Old Pre-Kindergarten Program. Subject to the allocation of funding by the State of New York, the Brocton Central School District (BCS) will implement 3-Year-Old Pre-Kindergarten services. New York State Regulations (151-1) and issued Amendments require the Brocton Central School District to collaborate with eligible early childhood providers. The 3-Year-Old Pre-Kindergarten program operates in the district public school setting. Achieving universal access to 3-Year-Old Pre-Kindergarten program services depends on the powerful partnerships that link community-based organizations with the public schools.

Brocton Central School District was awarded \$158,008 through the EPK Round 4 Grant. The grant allows for the creation of a 3-Year-Old Pre-Kindergarten program to include 14 full-time slots. The grant does not allow for district provided transportation.

PURPOSE

The proposal process is intended to identify eligible high-quality early childhood providers who are seeking to collaborate with the Brocton Central School District to continue the 3-Year-Old Pre-Kindergarten (3PK) Program. All providers are strongly encouraged to apply. This proposal seeks vendors who can provide a consistent weekly schedule for a full day program (5 hours) between 9:00 am and 2:30 pm, 5 days per week, Monday through Friday, for 180 days of the school year. Vendors who can provide additional funding sources will be given additional consideration.

The information received through the proposal process will be used by the BCS to recommend award of contract to early childhood providers that demonstrate the ability to meet programmatic quality and operational expectations, objectives and regulations set forth by the New York State Education Department and the Brocton Central School District.

LENGTH OF SERVICE

The term of the contract will be from July 1, 2026 to June 30, 2027. At the BCS's discretion, the contract may be renewed for two (2) additional one-year periods or one (1) additional period of two (2) years.

DEFINITIONS

Eligible Agencies

Shall include but are not limited to the following:

- Non-Public Schools
- Federal Head Start
- Child Care Centers
- Preschool Special Education 4410 Providers
- School-Based Child Care Programs

Eligible Child

Shall mean a child who is a resident of the Brocton Central School District and who is three years of age on or before December 1st of the program year in which he or she is enrolled. The classroom will consist only of three- year-old students.

Group Size and Adult-Child Ratio

Two adults **MUST** be available in the 3PK classroom for each group of 14 or fewer children; the adults include a **certified teacher** and a **teacher assistant** working together. Class sizes of 17 Pre-Kindergarten children require a certified teacher and two teacher assistants. **NO 3PK classroom may have more than 17 children.**

Staff Qualifications

Staff, teachers, social workers, and administrators must have in-depth knowledge of child development and how young children learn, as evidenced by experience and certification.

Teachers

All 3PK teachers employed by collaborating agencies **MUST** have one of the following:

1. A current teaching license or certificate valid for service in the early childhood grades as set forth in NYS Education Department regulations. This includes: early childhood (Birth-Grade 2); Nursery, Kindergarten and Grades 1-6; or Pre-Kindergarten – Grade 6 certification.
2. A teaching license or certificate for students with disabilities valid for service: Birth-Grade 2.

It is the site's responsibility to replace any teacher who resigns or is terminated within 30 days.

Teacher Assistant

Must have the following credentials:

- High School Diploma or equivalent (GED)
- New York State Teacher Certification Exam- CDA Child Development Associate
- Workshops: **Child Abuse Identification, School Violence Intervention and Prevention, and Training in Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention (DASA Training.**

Training

- (a) Each individual in the position of director, teacher, or volunteer must complete training that complies with federal minimum health and safety pre-service or three-month orientation period requirements. This training must be obtained pre-service or within three months of starting such position.

(1) Any teacher, director, or volunteer who has not completed this training must not be left unsupervised with children in care until such time as the training has been completed.

(c) Each staff person and volunteer must complete a minimum of thirty (30) hours of training every two years. The required thirty (30) hours of training every two years is subject to the following conditions:

(1) Fifteen (15) of the required thirty (30) hours of training must be obtained during the person's first six months at the program.

(2) A minimum of five (5) hours of Office-approved training must be obtained each year which addresses topics or subject matters set forth in 418-1.14(d).

(d) Training must address all topics or subject matters required by state and federal law. The required state topics are:

(1) principles of childhood development, focusing on the developmental stages of the age groups for which the program provides care;

(2) nutrition and health needs of children;

(3) child care program development;

(4) safety and security procedures;

(5) business record maintenance and management;

(6) child abuse and maltreatment identification and prevention;

(7) statutes and regulations pertaining to child care;

(8) statutes and regulations pertaining to child abuse and maltreatment; and

(9) education and information on the identification, diagnosis and prevention of shaken baby syndrome.

(e) For the thirty (30) hours of training that must be received every two years, any person responsible for developing, directing, and supervising the daily activity programs for children who can demonstrate basic competency in a particular topic may determine in which of the specified topics he or she needs further study. The District may also exempt any person responsible for developing, directing and supervising the daily activity programs for children from participating in training on a particular topic upon demonstration of substantially equivalent knowledge or experience related to that topic. All persons with such exemptions must still complete a minimum of thirty (30) hours of training every two years, and a minimum of five (5) hours of training each year.

(f) All training that counts toward the required thirty hours of training must be approved by the Office of

Children and Family Services as per office policies regarding training and trainers.

(g) Staff who will be responsible for administering medications must receive training pursuant to section 418-1.11(e) of this Subpart.

(h) All child care programs must have at least one staff person who holds a valid certification in cardiopulmonary resuscitation (CPR) and first aid on the premises of the program during the program's operating hours.

(i) Cardiopulmonary resuscitation and first aid certifications must be appropriate to the ages of the children in care. All certifications in CPR and first aid must contain an in-person competency component.

(j) The staff person who holds the valid certification in cardio-pulmonary resuscitation and first aid must have their certification available for review during their working hours at the program.

School Year and Instructional Time

3PK classrooms funded by BCS may provide a full day program (5 hours of instruction per day) between 9:00 am and 2:30 pm, 5 days per week, Monday through Friday, for 180 days of the school year. The instructional day must include integration of ELA and Math throughout the daily curriculum. Approximately one-third of the daily schedule must be designated for children to engage in self-initiated activities. Any rest time provided to students should not be included in the hours of instruction. Mealtime may only be included in the hours of instruction if this time includes meaningful adult-child interactions/communication and opportunities for learning. Providers must have a proactive attendance plan in place emphasizing the importance of bringing your child to school on time each day and addressing any cases of high absenteeism.

Needs, Outreach and Enrollment

3PK Programs must be able to demonstrate an understanding of their community, the need for their services in the community, and clearly defined strategies for recruiting and enrolling children. These strategies can include working with community organizations to refer families, developing and distributing marketing materials, and networking with other schools or centers that have more interested families than they have the capacity to enroll. Providers must work directly with the BCS Central Registration to provide all required documents. All students must be enrolled in the BCS Central Registration office prior to their start in the 3PK program. All programs must implement non-discriminatory enrollment policies and practices with clear expectations shared with families.

PREKINDERGARTEN PROVIDERS MAY NOT CHARGE FAMILIES FOR PRE-KINDERGARTEN SERVICES COVERED UNDER THESE CONTRACTS.

Curriculum

Providers must provide and implement Teaching Strategies, The Creative Curriculum for Preschool, which is aligned to the New York State Pre-Kindergarten Foundation for the Common Core (PKFCC) and NYS Early Learning Guidelines. The standards cover five domains of development:

- Approaches to Learning
- Physical Development and Health
- Social and Emotional Learning
- Communication, Language, and Literacy
- Cognition and Knowledge of the World

The curriculum affords ample opportunities for higher-order thinking and problem solving. Curriculum content is based on the observations of children's interests, culture, questions children ask and shared experiences within the natural environment as well as informed by anecdotal information from conversations with children's families. Opportunities for art, music/movement, science, math, block play, social studies, sand, water, reading, writing, dramatic play and physical play for gross motor development (outdoors when the weather allows) must be provided daily.

Pedagogy

Across all instructional staff, teaching philosophies and practices should reflect a shared belief about how students learn best. These philosophies and practices should be grounded in research and lead to student engagement in meaningful learning experiences.

Examples include:

- Setting high and clear expectations for all students
- Celebrating diversity and individual student accomplishments in meaningful ways
- Fostering meaningful learning activities relevant to student experiences
- Giving students the chance to make choices about learning activities and manage their own learning
- Attending professional development opportunities to remain current and improve practice
- Maintain continuous communication with parents including conferences and report cards

The classroom environment is a learning tool that helps increase children's engagement, learning, and productivity throughout the day. Both the classroom and the playground invite children to engage in active learning whereby they construct their own knowledge through interaction with adults, other children, and materials. Teachers must provide support as necessary to ensure that all children can participate actively in classroom and outdoor activities, have opportunities to engage in higher order thinking and problem solving, and make progress toward school readiness goals. Such instructional strategies could include providing opportunities for children to work independently or in small groups and emphasizing hands-on, inquiry-based learning experiences.

Collection and Analysis of Student and Program Data

School leaders and faculty should consistently gather and analyze information on program quality and student learning outcomes, as well as share this information with families.

Use of Program Data

3PK programs should review program quality data providing information about the classroom environment, the quality of child-teacher interactions, self-assessments, and family engagement data (e.g. surveys, focus groups, intake interviews). This information provides valuable insight into the quality of services being provided and should be used in combination with student data to drive ongoing quality improvement.

Ongoing Assessment of Progress

All programs must provide and implement the Teaching Strategies Gold student data collection program, which collects and analyzes student data. In addition, programs will provide teachers with a framework to strategically document students' skills, behavior, knowledge, and approaches to learning in the context of typical, everyday learning experiences should be ongoing. Teachers collect evidence and monitor student progress across multiple domains of development using observation notes, anecdotal notes, student work samples, photographs/videotaping of students' engaging in learning, etc.

Engagement of Parents and Families

Family members play a critical role in supporting growth and development of their children and are therefore integral to supporting children's school readiness. In order to ensure children's success in Pre-Kindergarten, site leadership is responsible for setting the tone and expectations for staff and families about the importance of family and community partnership in children's learning. Site leaders encourage family involvement in all aspects of their program by following BCS Family and Community Engagement Plan:

- establishing policies and protocols that maintain a welcoming environment for families
- sharing expectations and making joint decisions between program staff and families
- providing meaningful and appropriate homework to extend learning
- maintaining ongoing effective communication (**at least 4 parent involvement meetings per year**)
- supporting transitions into and out of the 3PK program

Meeting Needs of all Children

Successful 3PK programs provide multiple entry points for students at all skill levels and accommodate diverse learning styles. Programs should engage children in experiences that challenge and strengthen their capabilities, allow sufficient time for investigation and exploration, and apply concepts and skills across disciplines.

Programs must have strategies in place for students who need additional support mastering concepts and skills.

Children with Special Needs

For children with disabilities, in accordance with Education Law section 4410, services should be integrated into the program and provided in accordance with the needs specified in a child's Individualized Education Program (IEP). Comprehensive services must be provided in the language(s) in which children and parents are most comfortable.

Leadership

Site leadership articulates the 3PK program goals to all stakeholders (staff, parents, and community) serving as a source of support by facilitating ongoing opportunities for learning and development and working collaboratively with families and other community stakeholders to develop school readiness goals and strategies for achieving those goals.

Site leadership is responsible for all aspects of program quality, continually assessing program quality, planning improvements, and making modifications to the program when warranted.

Site leadership provides written and verbal feedback to teachers and staff on a continuous basis in variety of areas including curriculum, student engagement, instruction, family engagement, and classroom environment. This feedback is specific, constructive and improves instruction and teacher practice. Feedback should capture strengths and needs of staff, as well as providing supports and next steps. Fiscal and organizational resources are used to advance the program's school readiness goals and have a positive impact on student learning.

Professional Development

Programs must provide a clear professional development plan that builds the capacity of staff to implement BCS instructional expectations and meets locally identified needs. The

plan must be sustained throughout the year, and refined when necessary, to ensure the effective implementation of a standards-based developmentally appropriate 3PK program.

Internet Connectivity

Upon award of a 3PK contract, every vendor must maintain an Internet connection; a high- speed internet connection with no less than a minimum of five (5) Megabyte per second. All providers are required to (a) maintain an accessible email account and review it daily and to (b) provide their email address to the BCS Business Executive and Elementary Principal.

Safety Plan

All providers must maintain a current safety plan. The plan must be maintained on site and available for inspection. Upon award of a 3PK contract, provider must complete and submit a Safety Plan to BCS Safety Coordinator. Vendor must update safety plan when and if BCS requirements change.

Security Clearance

All staff members and any independent contractors, who have direct daily or almost daily contact with students or their records, engaged in the 3PK contract awarded from this RFP including all employees MUST be fingerprinted. It will be the Provider's responsibility to pay the cost of this service. Provider shall comply with all rules and directions regarding security clearance procedures that may be issued by the BCS or its designee during the term of the 3PK contract.

Accounting

Upon award of a 3PK contract, provider must adhere to the Generally Accepted Accounting Principles (GAAP).

Information Maintenance

Upon award of a 3PK contract, provider must document, update, maintain, and provide to BCS:

- Current Contact Information (phone numbers & email addresses)
- All Administrative and Staff Certifications
- Staffing Form
- Budget
- Certificate of Liability Insurance
- Calendar (180 school days required)
- Class Roster
- Parent Meetings (at least 4)
- Assessments
- Weekly Attendance

Monitoring

Upon award of a 3PK contract, providers must adhere to monitoring by NYSED and BCS. Monitoring includes the responsibility for ensuring that funds are appropriately spent and children are receiving quality instructional services. Program monitoring will include, but is not limited to, the following:

- Site visits/classroom observations
 - Evidence of quality instruction
 - Busy, relevant, and varied centers/areas
 - Authentic student work displayed
 - Management and Organization
 - Clearly defined roles of teacher and assistant
- Execution of required curriculum
- Staff interviews/Surveys
- Parent interviews/Surveys
- BCS selected assessment tools
- Review of Expenditure Reports and supporting documentation
- Yearly fiscal audit

Proposal Submission Requirements

Program

1. In your narrative, please include a response to address the following points:
 - a. Overview of your agency and services offered
 - b. Strategies for recruiting and enrolling students
 - c. Goals for implementing a high-quality 3PK Program and plan for quality assurance
 - d. Plans for an instructional alignment to the BCS Teaching Strategies Curriculum and pedagogy to promote school readiness in all domains of development described in the NY State Pre-Kindergarten Foundation for the Common Core (PKFCC) and NYS Early Learning Guidelines
 - e. A program schedule to reflect a typical instructional day
 - f. Instructional strategies that demonstrate how young children learn and develop
 - g. Ability to meet the needs of Special Education Students and provide appropriate instruction to English Language Learners
 - h. A classroom climate recognizing and respecting cultural diversity
 - i. Ability to provide a family style mealtime with meaningful adult-child interactions and opportunities for learning
 - j. Means of collection and analysis of student and program data to inform instruction and program and plan for program improvement
 - k. Engagement of Parents and Families in Support of Children's Learning and the Program
 - l. Preparing students for a smooth transition into Kindergarten
 - m. Leadership to support all aspects of stakeholder engagement, programmatic quality, and operations
 - n. Supportive supervision of staff through consistent, constructive feedback, professional development, staff collaboration, and shared planning
 - o. A proactive plan to promote student attendance
 - p. Current professional development plan
 - q. Examples of demonstrated evidence in providing a high-quality developmentally appropriate 3PK program

Staff Qualifications

2. Describe your agency's staff qualifications (directors, teachers, & teaching assistants), staffing patterns, child-staff ratio, and administrative structure.

Required Documentation

3. Please provide the following documentation:
 - Proof of Ownership or Lease
 - License Permit (if applicable)
 - Certificate of Liability Insurance
 - Staff Certifications: Directors, Teachers, Teacher Assistants
 - Current Workers Compensation Insurance
 - Equal Employment Opportunity (see attached)
 - School Year Calendar

Funding

4. Please describe the financial need of your program and any current federal, state, county, or other funding sources your site receives.

Awarded contracts will be paid based on the number of children that are registered on the Basic Educational Data System (BEDS) date. That date will be sometime after September 1 of every year and recalculated in January.

MANAGEMENT RESPONSIBILITIES:

The BCS will designate one representative who will act as the primary contact for this project. The representative will be responsible for conferring with any and all parties necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP. All questions should be submitted in writing to: **Caitlin Barkley** - Email: cbarkley@broctoncsd.org

REQUIREMENTS

1. Format Procedures for Delivery of Proposal

Submit one stamped original, one (1) paper copy and one electronic copy of the proposal in pdf format on a USB drive. Proposal must be received on or before **June 30, 2026 @ 3:00 P.M.**

2. Procedure for Delivery of Proposals

SUBMIT RFP TO: Brocton Central School Business Office, 138 W. Main Street, Brocton, NY 14716

Proposals received after the due date and time will NOT be considered. Incomplete proposals will not be considered and will not be returned for revisions. No faxed copies will be accepted. The proposal must be signed by an authorized official to bind the offer or to the proposal provisions.

CRITERIA AND EVALUATION OF PROPOSALS

Each proposal will be evaluated using the selection criteria indicated below.
Maximum points for each criterion are as follows (Please see rubric included):

EVALUATION CRITERION	MAXIMUM POINTS
Program	40%
Staff Qualifications	30%
Required Documentation	20%
Funding	10%
Total	100%

*Final decision will be based on the evaluation criterion and an evaluation of the efficacy of the product demonstration as judged by the committee.

*Preference will be given to NYS OCFS licensed CBOs; 3 bonus points will be awarded to those with licensure under the "program" criterion.

TIMELINE

6/10/2026	RFP advertised and distributed
6/17/2026	All questions submitted by 4pm
6/24/2026	All questions and responses returned by 4pm
6/30/2026	Proposals due to Business Office by 3pm
7/1/2026- 7/7/2026	Proposal review process
7/8/2026	Award of Contract

DISTRICT'S RESERVED RIGHTS

The Brocton Central School District Board of Education reserves the right to:

- Reject any or all proposals received;
- Withdraw the RFP/RFB/RFQ/RFI at any time, at the agency's sole discretion;
- Make an award under the RFP/RFB/RFQ/RFI in whole or in part;
- Disqualify any bidder whose conduct and/or proposal fails to conform to the requirements of the RFP/RFB/RFQ/RFI;
- Seek clarifications and revisions of proposals;
- Use proposal information obtained through site visits, management interviews and the District's investigation of a bidder's qualifications, experience, ability or financial standing, and any material or information submitted by the bidder in response to the agency's request for

clarifying information in the course of evaluation and/or selection under the RFP/RFB/RFQ/RFI;

- Prior to the bid opening, amend the RFP/RFB/RFQ/RFI specifications to correct errors or oversights, or to supply additional information, as it becomes available;
- Prior to the bid opening, direct bidders to submit proposal modifications addressing subsequent RFP/RFB/RFQ/RFI amendments;
- Change any of the scheduled dates;
- Eliminate any mandatory, non-material specifications that cannot be complied with by all of the prospective bidders;
- Waive any requirements that are not material;
- Negotiate with the successful bidder within the scope of the RFP/RFB/RFQ/RFI in the best interests of the District;
- Conduct contract negotiations with the next responsible bidder, should the agency be unsuccessful in negotiating with the selected bidder;
- Utilize any and all ideas submitted in the proposals received;
- Unless otherwise specified in the solicitation, every offer is firm and not revocable for a period of 60 days from the bid opening; and,
- Require clarification at any time during the procurement process and/or require correction of arithmetic or other apparent errors for the purpose of assuring a full and complete understanding of an offerer's proposal and/or to determine an offerer's compliance with the requirements of the solicitation.
- To request best and final offers.

POST SELECTION PROCEDURES

Upon selection, the successful bidder will receive a proposed contract from the DISTRICT. All terms set forth in the selected bidder's technical proposal will be final. The selected bidder may be given an opportunity to reduce its cost proposal in accordance with the DISTRICT'S right to negotiate a final best price. The contents of this RFP, any subsequent correspondence during the proposal evaluation period, and such other stipulations as agreed upon may be made a part of the final contract prepared by the DISTRICT. Successful bidders may be subject to audit and should ensure that adequate controls are in place to document the allowable activities and expenditure of DISTRICT funds.

NON-COLLUSIVE BIDDING CERTIFICATION

By submission of this bid, each Bidder and each person signing on behalf of any Bidder certifies, under penalty of perjury, that to the best of his knowledge and belief:

1. The prices in this proposal have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition as to any matter relating to such prices with any other Bidder or with any competitor; and
2. Unless otherwise required by law, the prices which have been quoted in this proposal have not been knowingly disclosed by the Bidder and will not knowingly be disclosed by the Bidder prior to opening directly or indirectly, to any Bidder or to any competitor; and
3. No attempt has been made or will be made by the Bidder to induce any other person, partnership, or corporation to submit or not to submit a proposal for the purpose of restricting competition.

This proposal is made without any connection with any person making any proposal for the material herein listed and it is in all respects fair and without collusion or fraud, and also, that no Office or Member of the Brocton Central School District Board of Education, City of Brocton, is directly interested therein, or in the supplies to which it relates, or any portion of the profits thereof.

If the Bidder is a corporation, the execution of the non-collusive certification on the form of proposal shall be deemed to have been authorized by the Board of Directors of the Bidder and such authorization shall be deemed to include the signing and submission of the proposal and the inclusion therein of the certificate as to non-collusion as the act and deed of the corporation.

No proposal shall be considered for an award nor shall any award be made to a Bidder where the proposal does not include the statements as to non-collusion as set forth in the form of proposal herein; provided however, that if in any case the Bidder cannot make the foregoing certification, the Bidder shall so state and shall furnish with the proposal a signed statement which sets forth in detail the reason. No award shall be made unless the Brocton Central School District Board of Education determines that such disclosure was not made for the purpose of restricting competition. It should be noted that the fact that a Bidder has published price lists, rates or tariffs covering items being procured or has informed prospective customers of the proposed or pending publication of new or revised price lists for such items, or has sold the same items to other customers at the same price as being proposal, does not constitute, without more, a disclosure to any other Bidder or to any competitor within the meaning of the non-collusive certification included in the form of proposal.

Respectfully submitted,

BY _____
(signature)

(print)

TITLE _____

FIRM NAME _____

ADDRESS _____

DATE _____ PHONE _____

1In the case of any joint proposal (which for these purposes shall include any proposal where the Bidder has consulted with a subcontractor in making the proposal), each party or subcontractor thereto shall sign this non-collusion certification as to its own organization or corporation.

CERTIFICATION OF AUTHORITY

The Individual signing this document certifies that he/she is authorized to contract on behalf of the vendor/contractor.

The individual signing this document certifies that the vendor/contractor is not involved in any agreement to pay money or other compensation for the execution of this agreement other than to an employee of the vendor. Exceptions require full disclosure.

The individual signing this document certifies that the prices quoted have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition.

The individual signing this document certifies that the prices quoted in this proposal have not been knowingly disclosed by the vendor prior to an award to any other vendor or potential vendor/contractor.

The individual signing this document certifies that the vendor/contractor is properly certified /credentialed to perform the scope of work as outlined.

The individual signing this document certifies that the vendor/contractor is not currently involved in any legal dispute that could terminate or adversely affect performance up to and including all final reports and recommendations both written and verbal.

The individual signing this document certifies that he/she has read and clearly understands all of the information contained in the Request for Proposal.

BY

(Signature)

(Print)

TITLE

DATE

	Strong – 5	Adequate – 4	Marginal and – 3	Weak – 2	Does Not Address – 1
Program <i>30% of Final Score</i>	Proposal strongly demonstrates the Agency's ability to provide a high quality Prekindergarten program for students.	Proposal adequately demonstrates the Agency's ability to provide a high quality Prekindergarten program for students.	Proposal marginally demonstrates the Agency's ability to provide a high quality Prekindergarten program for students.	Proposal is weak in demonstrating the Agency's ability to provide a high quality Prekindergarten program for students.	Proposal does not address the the Agency's ability to provide a high quality Prekindergarten program for students.
Staff Qualifications <i>20% of Final Score</i>	Proposal strongly demonstrates the Agency's ability to provide a qualified staff to support the Prekindergarten program.	Proposal adequately demonstrates the Agency's ability to provide a qualified staff to support the Prekindergarten program.	Proposal marginally demonstrates the Agency's ability to provide a qualified staff to support the Prekindergarten program.	Proposal is weak in demonstrating the Agency's ability to provide a qualified staff to support the Prekindergarten program.	Proposal does not address the the Agency's ability to provide a qualified staff to support the Prekindergarten program.
Required Documentation <i>10% of Final Score</i>	Agency submitted all required documentation as outlined in the RFP.	Agency submitted most required documentation as outlined in the RFP.	Agency submitted some required documentation as outlined in the RFP.	Agency submitted few of the required documents as outlined in the RFP.	Agency did not submitted any required documentation as outlined in the RFP.

	Strong – 5	Adequate – 4	Marginal and – 3	Weak – 2	Does Not Address – 1
Funding <i>10% of Final Score</i>	Agency shows a high need for funding.	Agency shows a moderate need for funding.	Agency shows a low need for funding.	Agency shows a minimal need for funding.	Agency shows no need for funding.
Site Visit <i>30% of Final Score</i>	Results obtained from site visit indicate an exemplar environment.	Results obtained from site visit indicate a quality environment.	Results obtained from site visit indicate an average environment.	Results obtained from site visit indicate a weak environment.	Results obtained from site visit indicate an unacceptable environment.

THE BROCTON CENTRAL SCHOOL DISTRICT WILL REQUIRE THE EXECUTION OF A FORMAL CONTRACT BY THE SUCCESSFUL RESPONDENT

The Contractor shall not assign, transfer, convey, sublet or otherwise dispose of this contract, or his right, title or interest therein, or his power to execute the same, to any other person, company or corporation, without the previous consent in writing of the BCS. Any such purported action without such consent shall be null and void. The assignment of this contract to any person, firm or corporation by whom a proposal was submitted to the BCS for the same contract is absolutely prohibited.

INSURANCE

THE SUCCESSFUL BIDDER MUST SUBMIT THE FOLLOWING INSURANCE.

1. **WORKERS' COMPENSATION CERTIFICATE** to cover Contractor as named insured for his liability under the law. Certificate shall contain a provision providing that it shall not be cancelled or changed by the Contractor or Insurance Company without ten (10) days prior written notice to the Brocton Central School District Board of Education.
2. **PUBLIC LIABILITY AND PROPERTY DAMAGE LIABILITY** insurance to cover Contractor as named insured and including there under as hereafter required. (Certified copy of POLICY must be submitted.)
 - A. Contractual Liability Endorsement covering the BROCTON CENTRAL SCHOOL DISTRICT.
 - B. Cancellation Notice - Each insurance policy and certificate of insurance shall contain a provision providing that it shall not be cancelled or changed by the contractor or insurance company without ten (10) days prior written notice to the BCS.

POLICY LIMITS

Bodily Injury	\$500,000 per person	\$1,000,000 per accident
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Property Damage	\$300,000
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(Above limits are the minimums required, they may be changed by the BCS if the contract calls for higher limits.)

CERTIFICATION OF EFFECTIVE INSURANCE

Prior to the signing of the contract, the Contractor shall furnish the BCS, for approval, a certified copy of each kind of insurance policy herein required of the Contractor, together with certificate of insurance, evidencing that the required insurance is in effect irrespective as to whether the Contractor or the BCS is the named insured.

INDEMNITY OF THE BROCTON CENTRAL SCHOOL DISTRICT/BOARD OF EDUCATION

The Contractor shall indemnify and save harmless the Brocton Central School District, its officers and employees from all claims, suit actions, damages, losses, and costs of every name and description to which the Brocton Central School District may be subjected or put by reason of injury to the person or property of another, or the property of the Brocton Central School District, resulting from the negligence or carelessness, active or passive, of the Contractor, or the joint negligence, active or passive, of the Contractor and the Brocton Central School District, his or their employees, agents or subcontractors, in the performance of any work under this contract, or in the delivery of materials and supplies. The whole, or so much of the money is to become due under this contract as shall be considered necessary by the Brocton Central School District, may be retained by it until all suits or claims for damages shall have been settled or otherwise disposed of, and evidence to that effect furnished to the satisfaction of the Brocton Central School District.

TAXES

Bids submitted on these specifications shall not be made subject to any Federal, State, or County Taxes.

SUBCONTRACTORS

The successful bidder shall submit a list of proposed subcontractors to the BCS for its approval and obtain written consent thereto prior to the execution of the Form of Agreement. The subcontracting of any part of the work or services under this contract to any person, firm or corporation by whom a proposal was submitted to the BCS for the same contract shall be absolutely prohibited.

PROTESTS

Disputes must be received in writing by the Brocton Central School District - ATTN: Caitlin Barkley, 138 W. Main Street, Brocton, NY 14716 within five calendar days of receipt of Intent to Award. The District's decision on protest is final.

Freedom of Information Law: The New York State Freedom of Information Law as set forth in Public Officers Law, Article 6, Sections 84-90, mandates public access to government records. However, bids submitted in response to this bid may contain technical, financial background or other data, public disclosure of which could cause substantial injury to the Bidder's competitive position or constitute a trade secret. Bidders who have a good faith belief that the information submitted in their bids is protected from disclosure under the New York Freedom of Information Law must clearly identify the pages of the bids containing such information by typing in bold face on the top of each page, "**The bidder believes that this information is protected from disclosure under the state freedom of information law**". The BCS assumes no liability for disclosure of information so identified, provided that the BCS has made a good faith legal determination that the information is not protected under applicable law or where disclosure is required to comply with an order or judgment of a court of competent jurisdiction.

CHECKLIST

1. Please review each of the following items as their inclusion is necessary for all proposals submitted to the Brocton Central School District
2. **If your firm is MWBE Certified by any Municipal or Government agency, please include a copy of the certification establishing agency approval, date of certification and expiration of certification**

☐

A copy or statement of the company's equal employment opportunity policy

☐

A commitment by the company to make a good faith effort to utilize minority groups and females in the conduct of its business (sample page following)

☐

A breakdown of employees by job category, race, and gender

☐

Non-Collusive Bidding Certification

☐

Certificate of Authority

☐

Cost Proposal with all-inclusive rate

☐

Demonstrated ability to meet all of the requirements of this RFP

PLEASE USE YOUR OFFICE LETTERHEAD
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Brocton Central School
Business Office
138 W. Main Street
Brocton, New York 14716

To whom it may concern:

This is to certify that _____ is an equal opportunity employer. This corporation shows no discrimination regarding race, creed, gender, religion, or ethnic origin in the conduct of its business.

_____ has in the past, and will continue in the future to make every effort to utilize minority businesses in the normal operation of our business.

EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER INFORMATION REPORT

Company:			Date: / /			Project or Bid Number:						
J O B C A T E G O R I E S		T O T A L E M P L O Y E E S			M I N O R I T Y E M P L O Y E E S							
		total number of employees	total male	total female	African American		Asian		Native American		Hispanic	
					male	female	male	female	male	female	male	female
Officials & Managers												
Professionals												
Technicians												
Sales Associates												
Office & Clerical												
Skilled Crafts												
Semi-Skilled Crafts												
Unskilled Laborers												
Service Workers												
T O T A L S												
Formal on site i n training	White Collar											
	Production											