



135 Berkshire Street, Cambridge, Massachusetts 02141

December 6, 2022

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT: Consulting Services

RECOMMENDATION:

That the School Committee approve a contract with the following vendor, funds to be provided in accordance with the budget reference listed below. Procurement procedures for this purchase have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

<u>Contractor</u>	<u>Period of Contract</u>	<u>Amount</u>
New Solutions K12 29 Winthrop Road Brookline, MA 02445	12/9/22-7/31/23	\$126,000.00

DESCRIPTION: This contract is for strategic scheduling support for CPS’s 12 elementary schools. This work will aim to optimize each school’s ability to deploy staff and organize time strategically to deliver effective instruction and services to students. See attached supplemental information for additional details.

SUPPORTING DATA, RULES OF THE SCHOOL COMMITTEE: Chapter III, Section 12...” motions calling for the appropriation or expenditure of money require the affirmative vote of four members.”

BUDGET REFERENCE:

Fund		Account		Dept.		Project	
25000	Grant &		Professional &		Office of		
15000	General Fund	53101	Technical	890816	Strategy	SC2216	ESSER III

Respectfully Submitted,

Victoria L. Greer, PhD
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Superintendent of Schools

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SUPPLEMENTAL INFORMATION: New Solutions K12-Elementary Scheduling

Purpose: Strategic scheduling support for CPS's 12 elementary schools

Amount of Contract: \$126,000

Description/Scope of Services:

New Solutions K-12 will serve as CPS's expert and technical partner to provide strategic scheduling support for CPS's twelve elementary schools. This work will aim to optimize each school's ability to deploy staff and organize time strategically to deliver effective instruction and services to students.

The New Solutions K-12' team brings decades of experience in supporting districts in this work and will support CPS through three phases of work, which include:

Phase 1: Analyze Existing Elementary Schedules: Analyze each elementary school's current schedule and scheduling practices and provide a written report that answers the following research questions:

Staffing

- *How are staff distributed to support instruction, services, and support, including non-rostered staff (e.g. interventionists, paraprofessionals, social workers, related services providers, specials educators, others)*
- *To what extent are non-traditional staffing models used (e.g. looping, co-teaching, elementary departmentalization, etc.)*
- *To what extent is staffing optimized?*
- *What differences exist across schools, and how does this correlate with student demographics and/or student outcomes?*

Time (students)

- *How is time structured in each school for core and non-core instruction, non-instructional activities, academic intervention, advisory or social-emotional learning, services?*
- *What structural approaches are used to implement tiered support (e.g. small group rotations, personalized learning blocks, intervention, etc.)?*
- *Who has access to scheduled intervention, how, and what are the demographics or programmatic affiliations of those students?*
- *To what extent are transitions, recess, lunch, and breaks accounted for in the schedule?*

Time (staff)

- *How is time organized to support staff collaboration and professional development?*
- *To what extent are substitutes, partners, instructional coaches, interventionists, paraprofessionals, social workers, related services providers, specials educators or others leveraged to enable collaborative work?*

SUPPLEMENTAL INFORMATION: New Solutions K12-Elementary Scheduling

- *To what extent does the schedule rely on educators agreeing to work additional time for compensation or staffing choices that are out of compliance with the collective bargaining agreement?*

To what extent are strategic scheduling practices in place to optimize staff and time?

In the case of the two schools implementing the Extended Learning Time (ELT) program:

- *How has each school implemented ELT from the perspective of staffing, schedules, and time?*
- *What has been the impact on the delivery of instruction and services, and ultimately, student learning and outcomes?*

Phase 2: Supporting the Development of Updated Guidance and Guidelines

- Based on review of current schedules, state/local policies, and practice, including current staffing and scheduling expectations/constraints, provide the district with recommendations for changes in policies and practices that would improve the use the staff and time to meet students' needs
- Provide key district and school administrators with professional learning strategic scheduling practices
- Facilitate development of updated district staffing and scheduling guidelines and guidance to inform and support school-level work

Phase 3: Facilitate school team design processes to develop SY23-24 schedules in alignment with updated district guidance and guidelines that meet school's individual students' needs

This project is expected to be completed, in phases, by June 2023.