



Board of Education Special Meeting

02/08/2024 05:30 PM

Educational Leadership and Support Center (ELSC)

Board Room



2500 Edgewood RD NW Cedar Rapids Iowa 52405



AGENDA



Cedar Rapids Community School District

Every Learner. Future Ready.

- | | |
|---|----|
| I. Call to Order | 4 |
| It is recommended that President Garlock call the Cedar Rapids Community School District Board of Education Special meeting to order at 5:30 p.m. | |
| II. Approval of Agenda | 5 |
| It is recommended that the Board of Education approves the agenda for Thursday, February 8, 2024, the Board of Education Special meeting be approved as set forth, and that each item is considered ready for discussion and/or action. | |
| III. Consent Items | 6 |
| It is recommended that the Board of Education approve the items on the Consent Agenda. | |
| i. Purchasing Register - Wireless Access Points and Extreme Network Switches  | 7 |
| It is recommended that the Board of Education approve the Purchasing Register - Wireless Access Points and Network Switches for the 2024-2025 School Year. | |
| ii. Stipulation of Substitute Teacher Pay for the 2023-2024 School Year | 10 |
| It is recommended the Board of Education approve the Stipulation of Substitute Teacher Pay from February 5, 2024, until the end of the 2023-2024 school year. | |
| iii. Bargaining and Meet and Confer Teams – 2024-2025 School Year  | 11 |
| It is recommended that the Board of Education approve the proposed Bargaining and Meet & Confer Teams for the 2023-2024 School Year. | |
| iv. Approval - Board Member Learning Opportunity | 13 |
| It is recommended that the Board of Education approve the out-of-state learning and travel for the Board of Education under Board Regulation 204.1. | |
| IV. Leadership and Learning | 14 |
| i. Informational Presentation - Shive-Hatery Bond 2025 | 15 |
| ii. Informational Presentation - Equitable Staffing Analysis | 16 |

V. Action Items	17
i. Agreement - Cedar Rapids Community School District and Shive-Hatery Architecture Firm - 2023-2025 School Years 	18
It is recommended that the Board of Education approve the Agreement between the Cedar Rapids Community School District and Shive-Hattery for the 2023-2025 School Years.	
ii. Agreement - Cedar Rapids Community School District and District Management Group (DMGroup) - Equitable Staffing Analysis - 2023-2024 School Year 	29
It is recommended the Board of Education approve the DM Group Equitable Staffing Analysis for the 2023-2024 school year.	
VI. Adjournment	49
It is recommended that the Board of Education adjourn the meeting.	
VII. Exempt Meeting – Discussion of Strategy Sessions for Union and Non-Union Employee Groups	50
It is recommended that the Board of Education adjourn its Special Board Meeting and enter into an exempt session under Iowa Code Section 21.9.	

It is the policy of the Cedar Rapids Community School District not to discriminate in educational programs and/or activities on the basis of race, creed, color, gender, sex, sexual orientation, marital status, gender identity, socioeconomic status, national origin, religion, disability, age (except for permitting/prohibiting students to engage in certain activities) or genetic information and in employment opportunities on the basis of age, race, creed, color, gender, sex, sexual orientation, gender identity, national origin, religion, disability or genetic information. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Darius Ballard, Chief of Human Resources, Educational Leadership and Support Center, 2500 Edgewood Rd NW, Cedar Rapids, IA, (319) 558-2000.



I. Call to Order

Contact Person

President Garlock

Recommended Action

It is recommended that President Garlock call the Cedar Rapids Community School District Board of Education Special meeting to order at 5:30 p.m.

II. Approval of Agenda

Contact Person

Ryan Rydstrom

Recommended Action

It is recommended that the Board of Education approves the agenda for Thursday, February 8, 2024, the Board of Education Special meeting be approved as set forth, and that each item is considered ready for discussion and/or action.

III. Consent Items

Contact Person

Ryan Rydstrom

Recommended Action

It is recommended that the Board of Education approve the items on the Consent Agenda.

III. i. Purchasing Register - Wireless Access Points and Extreme Network Switches

Contact Person

Karla Hogan

Recommended Action

It is recommended that the Board of Education approve the Purchasing Register - Wireless Access Points and Network Switches for the 2024-2025 School Year.

Details

Wireless Access Points:

- Technology will release an invitation to bid on wireless access points for elementary schools, including Trailside Elementary School. The new access points are designed to handle significantly more device connections per access point.

Extreme Network Switches:

- Technology will release an invitation to bid Extreme Network Switches to add or replace older switches in various locations to meet network capacity needs.

Networking equipment is eligible for E-Rate Category 2 funding. District costs for eligible Category 2 equipment are reduced by 80% through participation in this program.

Supporting Documents



Purchasing Register for AP (1)



Purchasing Register for NS (1)

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT

Purchasing Department
2500 Edgewood Rd NW
Cedar Rapids, IA 52405

PURCHASING REGISTER

Purchases for approval or ratification

Description:	50 Access Points
School:	All Elementary Schools
Budget Year:	2024 - 2025
First Notice Date:	Tuesday, February 13th, 2024
Second Notice Date:	Tuesday, February 20th, 2024
Third Notice Date:	Tuesday, February 27th, 2024
Fourth Notice Date:	Tuesday, March 5th, 2024
Bid Due Date:	Monday, March 11th, 2024
Estimated Cost:	\$40,000

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT

Purchasing Department
2500 Edgewood Rd NW
Cedar Rapids, IA 52405

PURCHASING REGISTER

Purchases for approval or ratification

Description:	60 Network Switches
School:	All CRCSD Schools
Budget Year:	2024 - 2025
First Notice Date:	Tuesday, February 13th, 2024
Second Notice Date:	Tuesday, February 20th, 2024
Third Notice Date:	Tuesday, February 27th, 2024
Fourth Notice Date:	Tuesday, March 5th, 2024
Bid Due Date:	Monday, March 11th, 2024
Estimated Cost:	\$500,000

III. ii. Stipulation of Substitute Teacher Pay for the 2023-2024 School Year

Contact Person

Darius Ballard

Recommended Action

It is recommended the Board of Education approve the Stipulation of Substitute Teacher Pay from February 5, 2024, until the end of the 2023-2024 school year.

Details

Several school districts in the metropolitan area work together to secure the services of substitute teachers using Sub Central, which is housed at Grant Wood AEA and funded by member districts.

The Cedar Rapids Community School District recommendation for payment is as follows:

- \$18.00 for days 1-10
- \$25.00 after 11+ days

Currently, our sub-fill rate is lower than our absentee rate.

III. iii. Bargaining and Meet and Confer Teams – 2024-2025 School Year

Contact Person

Darius Ballard

Recommended Action

It is recommended that the Board of Education approve the proposed Bargaining and Meet & Confer Teams for the 2023-2024 School Year.

Details

The Bargaining and Meet & Confer Teams for the upcoming negotiation sessions are submitted for the Board's consideration and approval.

Supporting Documents



Bargaining Teams 23-24

Bargaining Teams for 2024-2025

Teachers Team
Darius Ballard, Chief Negotiator Karla Hogan Eric Anderson Gary Hatfield Greg O'Connell Liz Jacobi Mark Timmerman Comfort Akwaji Linda Reysack

Secretaries Team
Darius Ballard, Chief Negotiator Karla Hogan Eric Anderson Craig Barnum Liz Jacobi

Bus Drivers/Attendants Team
Karla Hogan, Chief Negotiator Darius Ballard Eric Anderson Scott Wing Liz Jacobi Chad Schumacher

Painters Team
Karla Hogan, Chief Negotiator Eric Anderson Chris Gates Darius Ballard Liz Jacobi Chad Schumacher

Teacher Associates (Paras) Team
Darius Ballard, Chief Negotiator Karla Hogan Eric Anderson Sarah Kruse Dawn Embretson Liz Jacobi

Food Service Team
Karla Hogan, Chief Negotiator Eric Anderson Darius Ballard Jenny Hook Liz Jacobi

Carpenters Team
Karla Hogan, Chief Negotiator Eric Anderson Chris Gates Darius Ballard Liz Jacobi Chad Schumacher

Meet and Confer Non-Administrative Team
Darius Ballard, Chief Negotiator

Meet and Confer Administrators Team
Darius Ballard, Chief Negotiator

III. iv. Approval - Board Member Learning Opportunity

Contact Person

Ryan Rydstrom

Recommended Action

It is recommended that the Board of Education approve the out-of-state learning and travel for the Board of Education under Board Regulation 204.1.

Details

The Board of Education will travel to the COSSBA conference to explore the latest trends and best practices in finance, governance, school safety, mental health, stakeholder engagement, student achievement, and the transformative potential of artificial intelligence.

The conference is held February 22, 2024 - February 25, 2024.



IV. Leadership and Learning

Contact Person

Chad Schumacher
Karla Hogan

IV. i. Informational Presentation - Shive-Hatery Bond 2025

Contact Person

Karla Hogan
Chad Schumacher

Details

Informational Item

Shive-Hatery representatives will communicate their proposal to the Board of Education for the 2025 GO Bond consulting services.

The presentation will encompass services, supports, timelines, and cost.

Goals

4. Strategic Pillar: Mobilize Our Community
 - A. Strategic Anchor: Future Ready Facilities

IV. ii. Informational Presentation - Equitable Staffing Analysis

Contact Person

Darius Ballard

Details

CRCSD district administration will provide an informational presentation regarding an equitable staffing analysis and partnership with District Management Group (DMGroup).

Such a study will ensure that all buildings receive the necessary staff and resources for optimal functioning, helping minimize the movement of teachers and staff members during the summer and fall and increasing staff efficacy.

This analysis will empower secondary administrators build master schedules that elevate students' plans, pathways, and passions and align it to college and career connected learning.

Goals

2. Strategic Pillar: Energize Our Staff

A. Strategic Anchor: Staff Efficacy

V. Action Items

V. i. Agreement - Cedar Rapids Community School District and Shive-Hattery Architecture Firm - 2023-2025 School Years

Contact Person

Karla Hogan
Chad Schumacher

Recommended Action

It is recommended that the Board of Education approve the Agreement between the Cedar Rapids Community School District and Shive-Hattery for the 2023-2025 School Years.

Details

A committee of 20 people, comprised of two board members, principals, district officials, and community members, interviewed five consultant firms that submitted proposals for CRCSD's RFP for their 2025 GO bond efforts.

A rubric scoring guide was used to rate and evaluate all firms and the committee select Shive-Hattery as their recommendation to Board of Education.

Goals

- 4. Strategic Pillar: Mobilize Our Community
 - A. Strategic Anchor: Future Ready Facilities

Supporting Documents

 Shive Hattery Final Proposal

PROFESSIONAL SERVICES AGREEMENT

CLIENT: Cedar Rapids Community School District
ATTN: Mr. Chad Schumacher, Director of Operations
2500 Edgewood Rd NW
Cedar Rapids, Iowa 52405

PROJECT: Future Ready Facility Plan

DATE: February 2, 2024

SCOPE OF SERVICES

We will provide needs assessment and master planning services, for the purpose of developing the CRCSD's Future Ready Facility Plan, as well as bond campaign marketing assistance and other pre-referendum services leading up to the anticipated GO Bond Referendum vote in November 2025.

Our team will include three subconsultants:

MA+ Architecture (Architectural Planning – Urban School Districts)

Larson Construction (Cost Estimating Services)

School Perceptions (Community Survey Specialists)

Our services will consist of the following:

Existing Infrastructure Research:

1. **Review of Assessments performed previously** – review assessments and other existing documentation to gain knowledge about existing building conditions and recommendations from previous assessments.
2. **Existing Facility Site Visits** - visit all school sites to gain knowledge of the function at each site
3. **Survey of Existing Faculty for Building Usage** – necessary to understand how facilities are utilized by site personnel. Identifies School functionality. This includes a floor plan with spaces usage identified by site administrators.
4. **Creation of Facility Information Database** - documented via a Facility Information Matrix.
5. **School Boundary Studies** - Study of existing school boundaries that is informed by the school district hired demographer's (RSP) reporting.
6. **Enrollment Studies** - based on a RSP's reporting and annual enrollment data from the district.
7. **Update School Class Standards** - establish district standards educational spaces for Elementary, Middle, and High Schools. Define what spaces constitute classrooms.

Creation of District Master Plan:

1. **Establish Project Scopes** - Shive-Hattery (SH) / MA+, in collaboration with CRCSD, will establish the Scope of Work for all schools based on assessment data, feedback from community groups and steering committees to develop all possible projects for consideration.
2. **Establish Project Budgets** -, SH / MA+ will work with our cost estimating subconsultant (Larson) to establish cost data for all developed scopes of work.
3. **Prioritize Project Scopes** – SH / MA+, in collaboration with CRCSD, will establish a priority ranking system based on all data available to prioritize project project scopes at each site.
4. **Prioritize Projects** – SH / MA+, in collaboration with CRCSD and incorporating feedback from community groups and steering committees, will establish project priorities across the district.
5. **Provide Alternate Prioritizing Approaches** - Understanding that there may be several combinations of projects that have to be analyzed, SH / MA+ will provide alternate bond package studies to find the correct bond package alignment.
6. **Create District Wide Master Plan** - Utilizing all the processes listed above, the final District Master Plan will be developed by SH / MA+ that will outline the current bond packages and what future bond packages might look like.
7. **Create District Wide Phasing Schedule** – SH / MA+, in collaboration with the CRCSD Administration, will create a bond program schedule of work to align with construction expectations and appropriate school timelines across the district.
8. **Create School Site Phasing Schedule** - SH / MA+, in collaboration with the CRCSD Administration, will create a bond schedule of work to align with construction expectations and appropriate school timelines at each project site.
9. **Long Range Facilities Planning** – SH / MA+ and appropriate CRCSD personnel will meet regularly to guide the process of bond planning for alignment with long range district goals. Assume 1 per month (22 Meetings). Some or all attendees may attend virtually.

Community Engagement:

1. **Future Ready Task Force Workshops** – SH / MA+, in collaboration with CRCSD, will guide community workshops to develop a community and consensus on issues and resolutions. Assume 1 per month from March 2024 through April 2025, plus two additional follow up meetings. (16 Meetings) (MA+ will not attend all of these)
2. **Future Ready Task Force Presentations** - Provide focused presentations on the needs of the district and bond planning updates for district and community groups. May align with the community workshops from March 2024 through April 2025, plus two additional follow up meetings. Assume 1 per month (16 Meetings)

School District Stakeholder Engagement:

1. **CRCSD Strategic Team Workshops** – SH / MA+, in collaboration with CRCSD, will guide District Workshops to develop a district consensus on issues and resolutions. Assumed 1 per month from Feb. 2024 - April 2025 (15 Meetings)
2. **CRCSD Strategic Team Presentations** - provide focused presentations on the needs of the district and bond planning updates for district groups. May align with the community workshops. Assumed 1 per month from Feb. 2024 - April 2025 (15 Meetings)

Bond Campaign Assistance:

1. **Community Surveys** – will work with our survey subconsultant, provide and analyze community surveys to obtain necessary data to assist with guiding the bond planning process. Two surveys will be conducted, one in early 2024 and one in early 2025.
2. **Research for Development of Committee Members** – will work with CRCSD to identify and incorporate key community members into the community bond planning groups.
3. **General Community Presentations** - participate in presentations to various community groups to support the bond plan after School Board approval of the program. Assume 1 per week from March 2025 - October 2025. (34 Meetings) (MA+ will not attend all of these)
4. **Coordinate with Local Media Outlets** - provide communication and messaging to local media outlets to actively work to gain the trust and support of the community.
5. **Public Relations Strategy Development** - work closely with CRCSD to develop a public relations campaign in support of the bond.
6. **Creation of Brand Story for School District** - work closely with CRCSD to develop a public relations campaign in support of the school district.
7. **Identify Key Community Issues** - through data collection and attendance at district and community workshops, work with CRCSD to identify topics and issues that will provide support or negativity towards the bond plan.
8. **Identify Campaign Projects for Marketing Strategy** - through data collection and attendance at district and community workshops, work with CRCSD to identify key projects that will generate support towards the bond plan.

Project Conceptual Development:

1. **Create Conceptual Plans for Campaign Projects** - once the Campaign Projects are identified, work with CRCSD to develop conceptual plans that can be used for marketing and planning purposes for the bond. Assume 6 total projects.
2. **Create Renderings for Campaign Projects** - once the Campaign Projects are identified, work with CRCSD to develop architectural renderings that can be used for marketing and planning purposes for the bond. Assume 6 total projects.
3. **Create Video Renderings of Campaign Projects** - once the Campaign Projects are identified, work with CRCSD to develop videos that can be used for marketing and planning purposes for the bond. Assume 6 total projects.

SCHEDULE

We will begin our services upon receipt of this Agreement executed by you which will serve as a notice to proceed.

Our proposal is based on a School Bond Election in November 2025. Refer to the attached preliminary project timeline for reference.

COMPENSATION

Description	Proposed Fee Amount
Existing Infrastructure Research	\$130,000.00
Creation of District Master Plan	\$170,000.00
Community Engagement	\$33,000.00
School District Stakeholder Engagement	\$55,000.00
Bond Campaign Assistance	\$180,000.00
Project Conceptual Development	\$170,000.00
Community Surveys (School Perceptions)	\$32,000.00
Cost Estimating (Larson Construction)	\$80,000.00

TOTAL: \$850,000.00

Fee Types:

Lump Sum Fee - We will provide the services for the lump sum fee as indicated above.

Expenses:

Estimated amount: **\$40,000** – Will be reimbursed in accordance with our Reimbursable Expense Fee Schedule in effect at the time that the expense is incurred. Expenses include travel costs, production of presentation and marketing materials. We will not exceed the amount without your prior authorization.

See attached Standard Hourly and Expense Fee Schedule.

The terms of this proposal are valid for 30 days from the date of this proposal.

ADDITIONAL SERVICES

The following are additional services you may require for your project. We can provide these services, but they are not part of this proposal at this time.

1. Design, Bidding, and Construction Administration Services.
2. Provide updated facility condition assessments and code analyses at existing schools.
3. Environmental Services.
4. Site Survey or Testing Services.
5. Additional meetings, presentations, and site visits beyond the assumptions indicated in this proposal.
6. Formulation/update of school district design and process standards
7. Assessment of future potential school sites

8. Traffic studies for bus patterns
9. Additional project conceptual materials beyond the assumed quantities indicated in this proposal.
10. Assessment/planning services associated with repurposing of existing schools.

STANDARD TERMS AND CONDITIONS

PARTIES

"S-H" or "Shive-Hattery" shall mean Shive-Hattery, Inc. or Shive-Hattery A/E Services, P.C. or Studio951 a Division of Shive-Hattery or EPOCH a Division of Shive-Hattery or Shive-Hattery New Jersey, Inc. or WSM, a Division of Shive-Hattery, Inc. or KdG, a Division of Shive-Hattery, Inc. and "CLIENT" shall mean the person or entity executing this Agreement with "S-H."

LIMITATION OF LIABILITY AND WAIVER OF CERTAIN DAMAGES

The CLIENT agrees, to the fullest extent of the law, to limit the liability of S-H, its officers, directors, shareholders, employees, agents, subconsultants, affiliated companies, and any of them, to the CLIENT and any person or entity claiming by or through the CLIENT, for any and all claims, damages, liabilities, losses, costs, and expenses including reasonable attorneys' fees, experts' fees, or any other legal costs, in any way related to the Project or Agreement from any cause(s) to an amount that shall not exceed the compensation received by S-H under the agreement or fifty thousand dollars (\$50,000), whichever is greater. The parties intend that this limitation of liability apply to any and all liability or cause of action, claim, theory of recovery, or remedy however alleged or arising, including but not limited to negligence, errors or omissions, strict liability, breach of contract or warranty, express, implied or equitable indemnity and all other claims, which except for the limitation of liability above, the CLIENT waives.

CLIENT hereby releases S-H, its officers, directors, shareholders, employees, agents, subconsultants, affiliated companies, and any of them, and none shall be liable to the CLIENT for consequential, special, exemplary, punitive, indirect or incidental losses or damages, including but not limited to loss of use, loss of product, cost of capital, loss of goodwill, lost revenues or loss of profit, interruption of business, down time costs, loss of data, cost of cover, or governmental penalties or fines.

INDEMNIFICATION

Subject to the limitation of liability in this Agreement, S-H agrees to the fullest extent permitted by law, to indemnify and hold harmless the CLIENT, its officers, directors, shareholders, and employees against all claims, damages, liabilities, losses or costs, including reasonable attorneys' fees, experts' fees, or other legal costs to the extent caused by S-H's negligent performance of service under this Agreement and that of its officers, directors, shareholders, and employees.

The CLIENT agrees to the fullest extent permitted by law, to indemnify and hold harmless S-H, its officers, directors, shareholders, employees, subconsultants, and affiliated companies against all damages, liabilities, losses, costs, and expenses including, reasonable attorneys' fees, expert's fees, and any other legal costs to the extent caused by the acts or omissions of the CLIENT, its employees, agents, contractors, subcontractors, consultants or anyone for whom the CLIENT is legally liable.

HAZARDOUS MATERIALS - INDEMNIFICATION

To the fullest extent permitted by law, CLIENT agrees to defend, indemnify, and hold S-H, its officers, directors, shareholders, employees, agents, consultants and affiliated companies, and any of them harmless from and against any and all claims, liabilities, losses, costs, or expenses including reasonable attorney's fees, experts' fees and any other legal costs (including without limitation damages to property, injuries or death to persons, fines, or penalties), arising out of, or resulting from the discharge, escape, release, or saturation of smoke, vapors, soot, fumes, acids, alkalies, toxic chemicals, liquids, gases, polychlorinated biphenyl, petroleum contaminants, spores, biological toxins, or any other materials, irritants, contaminants, or pollutants in or into the atmosphere, or on, onto, upon, in, or into the surface or subsurface of soil, water, or watercourses, objects, or any tangible or intangible matter, whether sudden or not.

STANDARD OF CARE

Services provided by S-H under this Agreement will be performed in a manner consistent with that degree of care and skill ordinarily exercised by members of the same profession currently practicing under similar circumstances on projects of similar size, complexity, and geographic location as that of the Project. Nothing in this Agreement is intended to create, nor shall it be construed to create, a fiduciary duty owed by either party to the other party.

BETTERMENT

The CLIENT recognizes and expects that certain change orders may be required to be issued as the result in whole or part of imprecision, incompleteness, omissions, ambiguities, or inconsistencies in S-H's drawings, specifications, and other design, bidding or construction documentation furnished by S-H or in other professional services performed or furnished by S-H under this Agreement (herein after in this Betterment section referred to as S-H Documentation). If a required item or component of the Project is omitted from S-H's Documentation, the CLIENT is responsible for paying all costs required to add such item or component to the extent that such item or component would have been required and included in the original S-H Documentation. In no event will S-H be responsible for costs or expense that provides betterment or upgrades or enhances the value of the Project.

RIGHT OF ENTRY

The CLIENT shall provide for entry for the employees, agents and subcontractors of S-H and for all necessary equipment. While S-H shall take reasonable precautions to minimize any damage to property, it is understood by the CLIENT that in the normal course of the project some damages may occur, the cost of correction of which is not a part of this Agreement.

PAYMENT

Unless otherwise provided herein, invoices will be prepared in accordance with S-H's standard invoicing practices then in effect and will be submitted to CLIENT each month and at the completion of the work on the project. Invoices are due and payable upon receipt by the CLIENT. If the CLIENT does not make payment within thirty (30) days after the date the invoice was mailed to the CLIENT, then the amount(s) due S-H shall bear interest due from the date of mailing at the lesser interest rate of 1.5% per month compounded or the maximum interest rate allowed by law. In the event that S-H files or takes any action, or incurs any costs, for the collection of amounts due it from the client, S-H shall be entitled to recover its entire cost for attorney fees and other collection expenses related to the collection of amounts due it under this Agreement. Any failure to comply with this term shall be grounds for a default termination.

TERMINATION

Either party may terminate this Agreement for convenience or for default by providing written notice to the other party. If the termination is for default, the non-terminating party may cure the default before the effective date of the termination and the termination for default will not be effective. The termination for convenience and for default, if the default is not cured, shall be effective seven (7) days after receipt of written notice by the non-terminating party. In the event that this Agreement is terminated for the convenience of either party or terminated by S-H for the default of the CLIENT, then S-H shall be paid for services performed to the termination effective date, including reimbursable expenses due, and termination expenses attributable to the termination. In the event the CLIENT terminates the Agreement for the default of S-H and S-H does not cure the default, then S-H shall be paid for services performed to the termination notice date, including reimbursable expenses due, but shall not be paid for services performed after the termination notice date and shall not be paid termination expenses. Termination expenses shall include expenses reasonably incurred by S-H in connection with the termination of the Agreement or services, including, but not limited to, closing out Project records, termination of subconsultants and other persons or entities whose services were retained for the Project, and all other expenses directly resulting from the termination.

INFORMATION PROVIDED BY OTHERS

S-H shall indicate to the CLIENT the information needed for rendering of services hereunder. The CLIENT shall provide to S-H such information, including electronic media, as is available to the CLIENT and the CLIENT's consultants and contractors, and S-H shall be entitled to rely upon the accuracy and completeness thereof. The CLIENT recognizes that it is difficult for S-H to assure the accuracy, completeness and sufficiency of such client-furnished information, either because it is provided by others or because of errors or omissions which may have occurred in assembling the information the CLIENT is providing. Accordingly, the CLIENT agrees, to the fullest extent permitted by law, to indemnify and hold harmless S-H, its officers, directors, shareholders, employees, agents, subconsultants and affiliated companies, and any of them, from and against any and all claims, liabilities, losses, costs, expenses (including reasonable attorneys' fees, experts' fees, and any other legal costs) for injury or loss arising or allegedly arising from errors, omissions or inaccuracies in documents or other information provided by the CLIENT.

UNDERGROUND UTILITIES

Information for location of underground utilities may come from the CLIENT, third parties, and/or research performed by S-H or its subcontractors. S-H will use the standard of care defined in this Agreement in providing this service. The information that S-H must rely on from various utilities and other records may be inaccurate or incomplete. Therefore, the CLIENT agrees, to the fullest extent permitted by law, to indemnify and hold harmless S-H, its officers, directors, shareholders, employees agents, subconsultants, affiliated companies, and any of them for all claims, losses, costs and damages arising out of the location of underground utilities provided or any information related to underground utilities by S-H under this Agreement.

CONTRACTOR MATTERS

CLIENT agrees that S-H shall not be responsible for the acts or omissions of the CLIENT's contractor, or subcontractors, their employees, agents, consultants, suppliers or arising from contractor's or subcontractors' work, their employees, agents, consultants, suppliers or other entities that are responsible for performing work that is not in conformance with the construction

Contract Documents, if any, prepared by S-H under this Agreement. S-H shall not have responsibility for means, methods, techniques, sequences, and progress of construction of the contractor, subcontractors, agents, employees, agents, consultants, or other entities. In addition, CLIENT agrees that S-H is not responsible for safety at the project site and that safety during construction is for the CLIENT to address in the contract between the CLIENT and contractor.

SHOP DRAWING REVIEW

If, as part of this Agreement S-H reviews and approves Contractor submittals, such as shop drawings, product data, samples and other data, as required by S-H, these reviews and approvals shall be only for the limited purpose of checking for conformance with the design concept and the information expressed in the contract documents. This review shall not include review of the accuracy or completeness of details, such as quantities, dimensions, weights or gauges, fabrication processes, construction means or methods, coordination of the work with other trades or construction safety precautions, all of which are the sole responsibility of the Contractor. S-H's review shall be conducted with reasonable promptness while allowing sufficient time in S-H's judgment to permit adequate review. Review of a specific item shall not indicate that S-H has reviewed the entire assembly of which the item is a component. S-H shall not be responsible for any deviations from the contract documents not brought to the attention of S-H in writing by the Contractor. S-H shall not be required to review partial submissions or those for which submissions of correlated items have not been received.

OPINIONS OF PROBABLE COST

If, as part of this Agreement S-H is providing opinions of probable construction cost, the CLIENT understands that S-H has no control over costs or the price of labor, equipment or materials, or over the Contractor's method of pricing, and that S-H's opinions of probable construction costs are to be made on the basis of S-H's qualifications and experience. S-H makes no warranty, expressed or implied, as to the accuracy of such opinions as compared to bid or actual costs.

CONSTRUCTION OBSERVATION

If, as part of this Agreement S-H is providing construction observation services, S-H shall visit the project at appropriate intervals during construction to become generally familiar with the progress and quality of the contractors' work and to determine if the work is proceeding in general accordance with the Contract Documents. Unless otherwise specified in the Agreement, the CLIENT has not retained S-H to make detailed inspections or to provide exhaustive or continuous project review and observation services. S-H does not guarantee the performance of, and shall have no responsibility for, the acts or omissions of any contractor, its subcontractors, employees, agents, consultants, suppliers or any other entities furnishing materials or performing any work on the project.

S-H shall advise the CLIENT if S-H observes that the contractor is not performing in general conformance of Contract Documents. CLIENT shall determine if work of contractor should be stopped to resolve any problems.

OTHER SERVICES

The CLIENT may direct S-H to provide other services including, but not limited to, any additional services identified in S-H's proposal. If S-H agrees to provide these services, then the schedule shall be reasonably adjusted to allow S-H to provide these services. Compensation for such services shall be at S-H's Standard Hourly Fee Schedule in effect at the time the work is performed unless there is a written Amendment to Agreement that contains an alternative compensation provision.

OWNERSHIP & REUSE OF INSTRUMENTS OF SERVICE

All reports, plans, specifications, field data and notes and other documents, including all documents on electronic media, prepared by S-H as instruments of service shall remain the property of S-H. The CLIENT shall not reuse or make any modifications to the plans and specifications without the prior written authorization of S-H. The CLIENT agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless S-H its officers, directors, shareholders, employees, agents, subconsultants and affiliated companies, and any of them from any and all claims, losses, costs or damages of any nature whatsoever arising out of, resulting from or in any way related to any unauthorized reuse or modifications of the construction documents by the CLIENT or any person or entity that acquires or obtains the plans and specifications from or through the CLIENT without the written authorization of S-H.

DISPUTE RESOLUTION

If a dispute arises between S-H and CLIENT, the executives of the parties having authority to resolve the dispute shall meet within thirty (30) days of the notification of the dispute to resolve the dispute. If the dispute is not resolved within such thirty (30) day time period, CLIENT and S-H agree to submit to non-binding mediation prior to commencement of any litigation and that non-binding mediation is a precondition to any litigation. Any costs incurred directly for a mediator, shall be shared equally between the parties involved in the mediation.

EXCUSABLE EVENTS

S-H shall not be responsible or liable to CLIENT or CLIENT's contractors, consultants, or other agents for any of the following events or circumstances, or the resulting delay in S-H's services, additional costs and expenses in S-H's performance of its services, or other effects in S-H's services, stemming in whole or part from such events and circumstances (collectively, "Excusable Events" or, singularly, an "Excusable Event"): a change in law, building code or applicable standards; actions or

inactions by a governmental authority; the presence or encounter of hazardous or toxic materials on the Project; war (declared or undeclared) or other armed conflict; terrorism; sabotage; vandalism; riot or other civil disturbance; blockade or embargos; explosion; abnormal weather; unanticipated or unknown site conditions; epidemic or pandemic (including but not limited to COVID-19), delays or other effects arising from government-mandated or government-recommended quarantines, closure of business, access, or travel; strike or labor dispute, lockout, work slowdown or stoppage; accident; act of God; failure of any governmental or other regulatory authority to act in a timely manner; acts or omissions by CLIENT or by any CLIENT's contractors, consultants or agents of any level on the project (including, without limitation, failure of the CLIENT to furnish timely information or approve or disapprove of S-H's services or work product promptly, delays in the work caused by CLIENT, CLIENT's suspension, breach or default of this Agreement, or delays caused by faulty performance by the CLIENT or by CLIENT's contractors, consultants, or agents of any level); or any delays or events outside the reasonable control of S-H. When an Excusable Event occurs, the CLIENT agrees S-H is not responsible for any actual or claimed damages incurred by CLIENT or CLIENT's contractors, consultants, or agents, S-H shall not be deemed to be in default of this Agreement, and S-H shall be entitled to a change order to equitably increase and extend S-H's time for performance of its services, as well as equitably increase the contract sum to compensate S-H for its increased labor, expenses, and other costs to perform its services, due to the Excusable Event.

ASSIGNMENT

Neither party to this Agreement shall transfer, sublet or assign any rights under or interest in this Agreement (including but not limited to monies that are due or monies that may be due) without the prior written consent of the other party.

SEVERABILITY, SURVIVAL AND WAIVER

Any provision of this Agreement later held to be unenforceable for any reason shall be deemed void, and all remaining provisions shall continue in full force and effect. All obligations arising prior to the termination of this Agreement and all provisions of this Agreement allocating responsibility or liability between the CLIENT and S-H shall survive the completion of the services hereunder and the termination of this Agreement. The failure of a party to insist upon strict compliance of any term hereof shall not constitute a waiver by that party of its rights to insist upon strict compliance at a subsequent date.

GOVERNING LAW

This Agreement shall be governed pursuant to the laws in the state of the locale of the S-H office address written in this Agreement.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of S-H to provide equal employment opportunities for all. S-H enforces the following acts and amendments as presented by Federal government or State governments: Title VII of the Civil Rights Act of 1965, Age Discrimination in Employment ACT (ADEA), Americans With Disabilities Act (ADA), Iowa Civil Rights Act of 1965, and Illinois Human Rights Act [775ILCS 5]. S-H will not discriminate against any employee or applicant because of race, creed, color, religion, sex, national origin, gender identity, sexual orientation, marital status, ancestry, veteran status, or physical or mental handicap, unless related to performance of the job with or without accommodation.

COMPLETE AGREEMENT

This Agreement constitutes the entire and integrated agreement between the CLIENT and S-H and supersedes all prior negotiations, representations and agreements, whether oral or written. In the event the CLIENT issues a Purchase Order of which this Agreement becomes a part, or the CLIENT and S-H otherwise execute or enter into a contract into which this Agreement is incorporated, the parties expressly agree that, to the extent the terms of this Agreement conflict with or are otherwise inconsistent with such Purchase Order, or any other contract, this Agreement shall supersede and override the terms of the aforementioned documents, and this Agreement shall solely govern in those regards.

ACCEPTANCE

Wet signatures, digital signatures, electronic signatures or acceptance communicated by mail or e-mail from one party to another, are deemed acceptable for binding the parties to the Agreement. The CLIENT representative accepting this Agreement warrants that he or she is authorized to enter into this Agreement on behalf of the CLIENT.

AGREEMENT

This proposal shall become the Agreement for Services when accepted by both parties. Original, facsimile, electronic signatures or other electronic acceptance by the parties (and returned to Shive-Hattery) are deemed acceptable for binding the parties to the Agreement. The Client representative signing this Agreement warrants that he or she is authorized to enter into this Agreement on behalf of the Client.

Thank you for considering this proposal. We look forward to working with you. If you have any questions concerning this proposal, please contact us.

Sincerely,

SHIVE-HATTERY, INC.



Timothy R Fehr, Project Manager

tfehr@shive-hattery.com

TRF/mjv

AGREEMENT ACCEPTED AND SERVICES AUTHORIZED TO PROCEED

CLIENT: Cedar Rapids Community School District

BY: _____
(signature)

TITLE: _____

PRINTED NAME: _____

DATE ACCEPTED _____

2024							2025					
	FEB	MAR-APR	MAY-JUN	JUL-AUG	SEP-OCT	NOV-DEC	JAN-FEB	MAR-APR	MAY-JUN	JUL-AUG	SEP-OCT	NOV
STRATEGIC PLANNING MEMBERS (SPM)	DISTRICT RESPONSIBILITIES	FORM BOND STEERING COMMITTEE WORKSHOPS	STEERING COMMITTEE WORKSHOP	DISTRICT PRESENTATION OF NEEDS	STEERING COMMITTEE WORKSHOP	STEERING COMMITTEE WORKSHOP	STEERING COMMITTEE WORKSHOP	DISTRICT PRESENTATION OF BOND PROGRAM / PETITIONS BEGIN	FINAL STEERING COMMITTEE WORKSHOP / PRESENT BOND PLAN TO BOE	FINAL BOND RESOLUTION / SCHOOL BOARD VOTE	PETITION SIGNATURES	PETITION SIGNATURES / COMMISSIONER OF ELECTIONS NOTICE
	BOND CAMPAIGN TEAM	START PUBLIC RELATIONS STRATEGY SESSIONS FOR BOND VOTE	DEVELOP GENERAL CRCSD BRAND STORY: CELEBRATE CRCSD	DISTRICT PRESENTATION OF NEEDS	BEGIN DEVELOPING CAMPAIGN MESSAGE	DEVELOPMENT OF CAMPAIGN MESSAGE	DEVELOPMENT OF CAMPAIGN MESSAGE	DISTRICT PRESENTATION OF BOND PROGRAM	CREATE MARKETING ELEMENTS OF KEY PROJECTS	ADVERTISE THE IMPACT OF A YES VOTE	ADVERTISE THE IMPACT OF A YES VOTE	ADVERTISE THE IMPACT OF A YES VOTE
	COMMUNITY ENGAGEMENT	FACT FINDING: WHO WAS PREVIOUSLY INVOLVED IN COMMUNITY WORKSHOPS	FORM COMMUNITY PLANNING COMMITTEE / INVOLVE LOCAL MEDIA & COMMUNITY TO JOIN THE JOURNEY	DISTRICT PRESENTATION OF NEEDS	COMMUNITY PLANNING WORKSHOP	COMMUNITY PLANNING WORKSHOP	COMMUNITY PLANNING WORKSHOP	DISTRICT PRESENTATION OF BOND PROGRAM	COMMUNITY SPEAKING ENGAGEMENTS	COMMUNITY SPEAKING ENGAGEMENTS	COMMUNITY SPEAKING ENGAGEMENTS	COMMUNITY SPEAKING ENGAGEMENTS
	LONG RANGE PLANNING TEAM	START BOND PLANNING SESSIONS	RESEARCH, DATA COLLECTION & NEEDS ASSESSMENTS	DISTRICT PRESENTATION OF NEEDS	DISTRICT WIDE MASTER PLAN DEVELOPMENT BEGINS	FINALIZE DISTRICT MASTER PLAN	CREATE PROJECTS LIST BASED ON NEED AND BOND CAPACITY	DISTRICT PRESENTATION OF BOND PROGRAM	IDENTIFY KEY PROJECTS THAT WILL ENCOURAGE A YES VOTE	BEGIN CONCEPTUAL DESIGN OF KEY PROJECTS		FINALIZE CONCEPTUAL DESIGN OF KEY PROJECTS
BOND VOTE												

**V. ii. Agreement - Cedar Rapids Community School District and District Management Group (DMGroup)
- Equitable Staffing Analysis - 2023-2024 School Year** 

Contact Person

Darius Ballard

Recommended Action

It is recommended the Board of Education approve the DM Group Equitable Staffing Analysis for the 2023-2024 school year.

Supporting Documents



DMGroup - Cedar Rapids Community School District - Equitable Staffing Analysis Agreement

January 19, 2024

Dr. Tawana Grover
Superintendent
Cedar Rapids Community School District
2500 Edgewood Rd NW
Cedar Rapids, IA 52405

Dear Tawana,

District Management Group (DMGroup) is pleased to present Cedar Rapids Community School District (CRCSD) with the enclosed proposal for an Equitable Staffing Analysis across all CRCSD schools to create equitable, best-in-class elementary, middle, and high school master schedules.

With DMGroup's unique combination of expertise and experience, CRCSD district leaders and principals will be able to create equitable and cost-effective schedules that achieve instructional best practices to make the most of student and teacher time. Our expertise helps you decide what to schedule and how to schedule in CRCSD schools. Recognizing that district administrators and staff already have a full plate, we have designed our process and support services to minimize demands on staff time while ensuring a high level of input.

DMGroup will help CRCSD build new master schedules at all campuses across the district. DMGroup does not replace a district's scheduling software or scheduler but will work closely with them. We provide guidance, expertise and collaborative thought partnership.

We look forward to working with you and Cedar Rapids Community School District.

Sincerely,

John J-H Kim
Chief Executive Officer

Simone Carpenter
Director, DMConsulting



Equitable Staffing Analysis

Proposal for

Cedar Rapids Community School District

January 19, 2024



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Executive Summary

Over the past few decades, districts and schools have been challenged to meet rising academic standards and address increasing student needs. In response, districts have increased programming and personnel. Not only has the number of teachers increased, but the number and type of support positions has grown to now include counselors, reading teachers, ELL staff, behaviorists, social workers, instructional coaches, and aides. Since 1970, non-teaching staff has grown over 15 times faster than student enrollment.

Districts and principals must manage a large roster of teachers and a myriad of staff roles to deliver a broad range of programs and services to its students. And all these teachers and staff must be scheduled to deliver these services within the same 180 school days, constrained by tight budgets and adherence with the district's contractual obligations.

School and district leaders manage these challenges as best they can, but the tools they have simply haven't kept pace with the increasing complexity. All too often, scheduling design and staffing assignments are done at the school level and in isolation without regard to district strategy, priorities, and optimization to meet student needs. It is rare that a school or district has the time to iterate multiple versions to uncover the schedule that best addresses students' needs.

By combining DMGroup's analysis, research-driven scheduling support, and proprietary scheduling software for elementary schools and special education, DMSchedules, Cedar Rapids Community School District will be able to transform their schedules and staffing practices to provide equitable opportunities and supports for their students.



Scope of Work

DMGroup's experience shows that when clear and coherent priorities are paired with best practice scheduling expertise, districts can meet their high-impact, high-leverage goals in virtually every school without increasing costs or lengthening the school day. Often, even when districts establish best practice service delivery and workload guidelines, they struggle to create school and staff schedules to smoothly and cost-effectively implement these desired priorities.

DMGroup proposes that we embark on an equitable staffing analysis concurrently on all elementary, middle, and high school campuses between February and June 2024.

Elementary School Equitable Staffing Analysis

DMGroup will conduct the below scope of work for three selected CRCSD elementary schools using staffing, scheduling, enrollment data from SY2023-24. Results from these analyses can be used by district and elementary school leaders to refine scheduling inputs for SY2024-25 to create more strategic and equitable schedules designed to maximize outcomes for students.

DMGroup will begin with an assessment of current school staffing and scheduling practices for selected CRCSD elementary schools to understand the current state and identify opportunities for improvement and equitable staffing practices. DMGroup's analysis will:

1. **Assess use of time**, particularly how time is distributed across core subjects such as literacy and math, as well as specials and interventions.
2. **Review the availability of uninterrupted time** for key subjects such as literacy and math, in alignment with best instructional practices.
3. **Studying the current approach to intervention**, including how interventionists are leveraged throughout schools to support students with similar needs.
4. **Evaluate the efficacy and efficiency of specials schedules** to determine if opportunities exist to expand offerings to students in a cost-neutral way.
5. **Analyze levels of non-teaching staff across all buildings** to check for equity and consistency of staffing and opportunities.

DMGroup will coordinate a workshop with CDRSD leaders to review DMGroup's findings and identify opportunities for improvement and incorporation of more equitable staffing practices that will inform scheduling priorities and key objectives. DMGroup is well-experienced and knowledgeable in facilitating these conversations to build alignment between district and school goals and priorities for student learning and staff time.

As a final step, DMGroup will partner with CRCSD to codify districtwide scheduling priorities and practices for SY2024-25 that will provide clear and consistent guidance for elementary school scheduling.

As a complement to this analysis, DMGroup will support the implementation, design, and refinement of strategic elementary schedules in **DMSchedules**. DMGroup has created DMSchedules, a cloud-based scheduling solution that evaluates requirements, and incorporates teaching and learning best practices gleaned from our research. Our team will provide ongoing software training and support to promote the successful design and implementation of equitable school schedules.



DMGroup will provide access to our cloud-based scheduling solutions, DMSchedules for Elementary School Scheduling and DMSchedules for Special Education Scheduling when the engagement commences and continue access to the software for one (1) year. DMSchedules, combined with expert consulting analysis and support, will allow you to create and implement strategic and equitable schedules in your schools.

DMSchedules for Elementary School Scheduling

DMSchedules will allow the selected building principals and assigned staff to craft elementary school schedules, general education teacher schedules, and elementary specials schedules that utilize a collaborative, holistic approach to scheduling as opposed to having schedules created in isolation. As needs change during the year, the software makes it easy to make adjustments to the schedule and provides insights to help you understand the effectiveness of changes.

DMSchedules for Elementary School Scheduling combines:

Expertise

We combine the expertise garnered from our best practice research, our experience working with hundreds of districts, lessons from expert schedulers, our proprietary database, and research garnered from years of studying the practices of high-performing and cost-effective elementary schools.

Proprietary Software

Our easy-to-use software has embedded best equitable staffing practices that guide leaders towards equitable schedules and provides users with the ability to build more effective schedules. Users will be able to try different scenarios, and weigh tradeoffs. Our editing features allow you to make adjustments to your schedules to provide the personalization, wisdom, and sensitivity to each schools' history and culture.

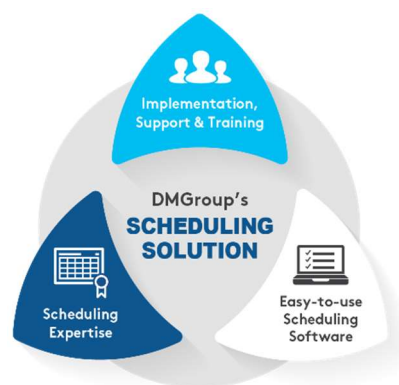
Implementation Support

DMGroup scheduling experts will be assigned to work directly with your schools; as you build your schedules and experiment with scenarios, we will provide specific guidance and insights based on your schools' culture and customs to meet your school scheduling needs. Our experts ensure that there are opportunities for equitable, sustainable staffing and scheduling improvements across all CRCSD elementary schools to turn best practice into common practice.

The final schedules include adjustments made by you and your staff; the software was designed with an understanding that the best schedules need human touch and flexibility. Once the building schedule is finalized, the resulting schedules, which may include specialists' rotation plans, individual specialists' schedules, homeroom teacher schedules, and early release schedules can be distributed to leadership and teachers.

DMSchedules for Elementary School Scheduling findings and outcomes typical include:

- Daily common planning time opportunities
- Uninterrupted 90-minute (or more) block for ELA and block for math



- Daily intervention/enrichment period
- Equitable access to specials such as art, music and PE
- Reduced unassigned specialist periods
- Opportunities for instructional coaches to work with teams of teachers
- Strategic reading and math scheduling to avoid pull out for student services
- Maximized special education and related services support opportunities
- Enhanced student service grouping opportunities by like need and level

DMSchedules for Special Education Scheduling

DMGroup will assist with the creation of optimized individual staff schedules for identified staff by using our cloud-based schedule software, **DMSchedules for Special Education**. When both a school-wide school schedule and individual staff schedules are created together around common goals, more opportunities are unlocked to ensure schedules are equitable, cost-effective, and ensure maximum reach and impact of each staff member's efforts.

DMSchedules aligns both school schedules and individual staff schedules around district-defined guidelines, unlocking even more opportunities to improve student supports. By using DMSchedules, not only can building and central office leaders instantly view all schedules in a easy to read, color-coded view, but insightful analysis is provided through the reporting engine.

Because staff update their online schedules regularly as student needs change, district and department leaders can accurately assess if more staff is needed or if staff assignments can be rebalanced. The district will be responsible for providing accurate IEP data, in a consistent format, that can be uploaded into our software and is "schedulable".

DMSchedules for Special Education Scheduling findings and outcomes typically include:

- Support 100% compliance with practitioner defined IEP requirements
- Guidance to avoid pulling students out of core instruction
- Create schedules that promote equitable workloads across all staff
- Determine if group size is not in accordance with district goals
- Provide school and central office leaders with a 360-degree view of all schedules
- Identify staff who may have extra capacity
- Intuitive, time saving, convenient, and easy to use
- Responsive to the changing needs and schedules throughout the school year

We view our work as a joint partnership effort and respect the expertise that resides in the district. DMGroup will provide implementation support and can provide assistance with monitoring. Supports include school data integration, training and facilitated support sessions, remote schedule creation support to staff as needed and ongoing software helpdesk support.

At the end of DMGroup's Equitable Staffing Analysis for select CRCSD elementary schools, district leaders and principals will have the knowledge and understanding of district priorities and high-leverage opportunities to create equitable, best practice-driven, and equitable schedules for staff and to ensure that the most good is being done for the most students.



Middle School Equitable Staffing Analysis

DMGroup will conduct the below scope of work for all six CRCSD middle schools and four high schools using staffing, scheduling, enrollment data from SY2023-24. Results from these analyses can be used by district and middle and high school leaders to refine scheduling inputs for SY2024-25 to create more strategic building schedules designed to maximize outcomes for students.

Manage Course Offerings Strategically

Most middle and high schools use software and/or skilled schedulers to build their schedules each year. Even with DMGroup's support, that won't change. Our services will enhance, not replace, CRCSD's existing tools and schedulers. The enhancement focuses on answering the critical question, "What should be scheduled?" before beginning to build the schedule. For example, if CRCSD has too many levels of Algebra or many small enrollment elective classes, then even the best tools or most skillful people can't create efficient and student-centered schedules.

To help answer the question what should be offered, staffed and scheduled we will conduct a very detailed set of analyses, which will include:

- **Alignment analysis:** To what extent do courses and enrollment support district stated goals and priorities?
- **Rigor analysis:** To what extent do students have access to high rigor courses, how does this vary by grade, school and department, and how does actual enrollment in high rigor classes reflect a commitment to equity and opportunity?

This detailed analysis will include a review of to what extent rigorous and non-rigorous courses are offered and how many students are actually enrolled in each level of rigor, by subject and grade level.

- **Intervention analysis:** To what extent do students have access to interventions, how does this vary by grade, school and department, and how does actual enrollment in intervention reflect a commitment to equity and opportunity?

What interventions are offered will be documented as well as how many students receive each type of intervention. The interventions will be compared and contrasted to best practices based on the What Works Clearing House and the work of John Hattie's Invisible Learning and other published research.

Any differences in offerings and services provided between struggling students with and without IEPs will be highlighted.

- **Extra time remediation analysis:** To what extent do students have access to extra instructional time during the school day; how does this vary by grade, school and department.
- **Breadth of offerings analysis:** To what extent do students have access to rich, varied and 21st century electives, how does this vary by grade, school and department.



- Low enrollment analysis: To what extent are there opportunities to reduce the cost without reduce offerings in low enrollment classes?

A detailed look at low enrollment courses in each school/ department will be conducted. Specific strategies to minimize the cost of low enrollment courses without reducing student access to these courses will be provided.

- Access to core instruction analysis: How much time is dedicated to core instruction and does how does this vary by grade and school?

Analyze Staffing Patterns to Meet Course Enrollments

Effectively and efficiently staffing middle and high schools is a complex task because the need is based on a combination of four key inputs: 1) course offerings, 2) course enrollment, 3) rules and guidelines for teaching load and 4) desired class size. For example, if 300 students enroll in English 1, and teachers are expected to teach five periods a day, and the district targets 25 students per class, then 2.4 FTE English teachers are required for this course. Repeating this process for every course allows for the calculation of intentional staffing requirements.

Unfortunately, reality is more complicated than this straightforward example. Different types of courses have different target class sizes, such as intervention vs. AP, and some teachers can teach all courses in a department (e.g. math teachers), while others can only teach some courses in a department (e.g. French teachers in the world languages department) and yet others can teach one specific subject plus certain electives outside their subject, such as chemistry teachers who can also teach a general STEM course. DMGroup analysis manages this complexity in order to answer key questions for CRCSD such as:

- How much staff is needed in each department based on student needs and district set class size guidelines?
- How much staff is needed by specific certification for departments like science and world languages?
- Which staff are overloaded based on total students served?
- Which departments have capacity to offer more course offerings, expanded intervention or new enrichment services?
- How should shifts in enrollment also shift staffing needs?

This analysis is based on district set staffing and class size guidelines. There are no right or wrong staffing guidelines, just as some districts set different class size targets or expect teachers to teach more or fewer classes each week. DMGroup will share the range of practices we see from across the country and help facilitate CRCSD district leaders in creating staffing and workload guidelines that reflect the district's priorities, culture, context, collective bargaining, and service delivery model.

Many districts have significant hidden staffing inefficiencies due to their scheduling or course offering practices. This ties up funds in ways that do not benefit students or teachers. Often, these inefficient practices creep into school schedules slowly over time. The challenge is compounded in that the person often tasked with building the master middle and high school



schedule (e. g. principal or assistant principal) may not have authority over key factors, such as course offerings or department level staffing.

Sometimes, financial inefficiencies are the result of scheduling in silos, with each school or department not taking a district view of the impact on staffing or budgets. What's best for each school or department may not be best for the district as a whole.

- The analysis will also help answer important questions including:
- Do all staff have full workloads?
- Are existing class size guidelines reflected in the schedule?
- Can existing staff provide more offerings to students such as interventions or electives?
- Do any policies or practices raise costs without adding equal benefit to students or staff?
- Does the district pay extra for teacher collaboration or student intervention that could be scheduled at no added cost?
- What is the full cost of teacher collaboration time?

Share Findings

Scheduling and staffing are means to an end. With a clearer definition for desired teaching strategies and outcomes for students, we will outline a series of options that will help CRCSD middle and high schools more fully reach their goals. Specific recommendations will be shared for:

- Potential scheduling changes
- Potential shifts in staffing over time
- Professional development needs
- Other supporting efforts to strengthen building schedules

DMGroup will prepare a PowerPoint format report that highlights commendable practices, shares the analysis results and summarizes top opportunities to better meet CRCSD district and middle and high school goals. Findings will be shared first virtually and then in person as part of a DMGroup facilitated discussion.

Codify Scheduling Priorities

The next step in creating great middle and high school schedules is having a clear set of expectations for what a great schedule should include and accomplish. This should spring from a clear statement of what students and staff need and the overarching priorities of CRCSD.

DMGroup will work with CRCSD central office and school-based leaders, as needed, in order to codify key goals to be reflected in the middle and high school schedules. DMGroup will share best practice research and draw heavily on the wisdom of district staff, the district's strategic plan, culture, and priorities. DMGroup will facilitate discussions among CRCSD staff, central office leaders, and school-based leaders in order to prioritize the components of desired schedules. Through these discussions, DMGroup will help prioritize the key components such as "must-have" vs "nice-to-have."



This step will end with the creation of a clear prioritized list of key design criteria (key components) for effective and cost-effective middle and high school schedules based on best practices and district priorities.

Distinguishing Features of DMGroup

District Management Group's (DMGroup) unique combination of expertise and experience in master scheduling is perfectly aligned to CRCSD's needs:

- With a goal of creating scheduling models that are aligned to increased student achievement, elementary school schedules are analyzed and compared to student performance across the district.
- Uniform scheduling guidelines will be developed to create equity across the district.

We are excited to partner with CRCSD DMSchedules analysis services and software have been designed to build student centered schedules based on scheduling best practices and our experience working with thousands of educators nationwide.

Nationwide Experience

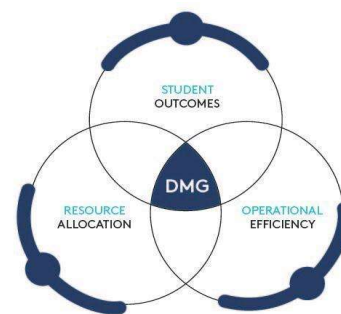
DMGroup, has a nearly 20-year successful track record of partnering with state agencies, school districts, and schools to connect academic programming and the delivery of high-quality instruction in order to:

- meet and exceed ambitious goals outlined in district strategic plans
- accelerate student learning through leadership development and operational support; and
- build and strengthen leader, teacher, and educator capacity to sustain these improvements.

With this long track record of success and deep experience, DMGroup is uniquely positioned to support the important and ambitious goals CRCSD.

District Management Group has partnered with and supported hundreds of school districts in more than 30 states around the country including dozens of school districts in Massachusetts. DMGroup leverages management principles and education best practices to help public school and district leaders effect system-level changes that raise student achievement and improve performance.

Since our founding in 2004, we've partnered with hundreds of school districts across the country, of all sizes and demographics, to bring about transformational, systems-level improvements that have lasting impact for students. District Management Group is committed to partnering with districts to bring about transformational, measurable, and sustainable improvements in public education. We are committed to helping schools and students thrive.



Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable.





Meaningful, Inclusive Approach

DMGroup views our partnerships as joint efforts and respects the expertise that resides within CRCSD, districts, and schools. We both welcome and foster a learning environment that provides ample opportunity for participants of all tenure, title, and experience to share, provide feedback, and push their thinking. DMGroup's distinctive facilitation skills and approach will provide CRCSD leadership and principals with a collaborative energy and desire to enact positive change within their schools.

Project Management

DMGroup provides focus, ensuring timelines are met. Principals and leaders are pulled in hundreds of directions. Often the urgent trumps the important. Our project management role will ensure that sessions are held at a cadence that benefits school leaders, sessions do not run past the designated time, and the project is completed on schedule, despite the many complexities that are certain to arise and curtail these efforts. DMGroup's project management team is a highly experienced and capable team who will work alongside the CRCSD team to address every aspect of a complex project such as this.

The DMGroup Difference

DMGroup provides a national perspective and best practice expertise. Districts have many talented administrators and teachers, but few have the time to research what has worked well across the country. DMGroup has assembled a large database of information, has developed proprietary tools, and has identified best practices through our myriad partnerships.

Successful planning implementation requires a great deal of information, coordination, and great attention to detail. Because schools are complex organizations, and those identified for this work have greater needs, it can be a challenge collect, analyze, and summarize information and data in actionable, thoughtful ways that can be reflected in plans. DMGroup's experience and dedication to building capacity of school and district leaders and the energy for positive change is a core DMGroup strength.



Complimentary DMCouncil Membership

Included in this offer is a complimentary, one-year membership to District Management Council (a \$4,500 value). You will join a community of forward-thinking education leaders from across the country committed to driving sustainable, measurable improvements to help schools and students thrive. As a member, you will have access to District Management Group's national conferences, our additional convenings such as our virtual roundtable discussions, professional development opportunities, our research, and our expert advice.

Your one-year membership will begin on the first of the month following the contract award. If you are not already familiar with the benefits of DMCouncil membership, we look forward to scheduling a membership onboarding call to introduce you to all the benefits of membership and to help us understand your most pressing needs so we can guide you to the District Management Group resources that can be most helpful to you.

BENEFITS

- Connect, share ideas, and collaborate with a **community of forward-thinking leaders** from across the country
- Deepen your knowledge and stay at the forefront of the **latest research** on management and education best practices
- Strengthen management capacity through an array of **professional development** opportunities:
 - ✓ **Superintendents' Strategy Summit:** DMGroup's signature two-day professional development event specifically for superintendents provides superintendents a unique opportunity to learn and to share ideas with fellow superintendents from around the country. Membership includes conference materials, hotels, and meals.
 - ✓ **Member Discounts to DMInstitutes:** DMCouncil members receive discounts to our structured professional development programs for district teams. DMInstitute's cohort-based coursework and coaching delivered over a period of multiple months builds skills that last. Past topics include Accelerating Learning, Academic Return on Investment, and Secondary Scheduling.
 - ✓ **Virtual roundtables:** Monthly virtual roundtables provide opportunities for superintendents and district staff to stay abreast of management and educational best practices and to share ideas with their peers.
- Stay abreast of what works with **District Management Journal:** Receive ten subscriptions for your district leaders to our signature publication that includes research, toolkits, and case studies
- Access **expert advice:** consult with our experts to discuss your district's specific challenges

DMCouncil

- Established 2004 -

JOIN A NATIONAL NETWORK
OF OVER 1,400 DISTRICT LEADERS

142 districts

28 states

1,450 district leaders

3.5 million students served



Pricing Proposal

DMGroup has developed a transparent, comprehensive, all-inclusive, “no-surprises” approach to pricing. All prices include travel, travel time, and other expenses.

DMGroup will support three elementary schools, six middle schools, and four high schools simultaneously between February and June 2024.

School Analysis Type	Timeline	Price Per School	# Schools	Total Fee
Elementary School Equitable Staffing Analysis*	February 2024 – June 2024	\$9,000	3	\$27,000
Middle School Equitable Staffing Analysis	February 2024 – June 2024	\$17,500	6	\$105,000
High School Equitable Staffing Analysis	February 2024 – June 2024	\$22,000	4	\$88,000
TOTAL FEES				\$220,000
<i>*Includes one (1) year software licensing of DMSchedules for Elementary Schools and of DMSchedules for Special Education for all CRCSD elementary schools that will commence the date the contract is signed.</i>				

Pricing and Terms

The pricing in this proposal will remain valid for 45 days from the date of the proposal. If the proposal is not agreed and signed within 45 days, the offer made herein expires and pricing and availability of services cannot be guaranteed.

Software Licensing

Our [DMSchedules Platform Licensing Agreement](#) outlines the *DMSchedules* General Terms and Conditions. In providing a signature for this proposed solution, you are also agreeing to the General Terms and Conditions outlined in the *DMSchedules* Platform Licensing Agreement.

The *DMSchedules* Platform Licensing Agreement will be effective as of the signature date (the “Effective Date”) of this proposal for the software and services outlined above. The *DMSchedules* Platform Licensing Agreement can be found here:

https://www.dmschedules.com/licensing/DMSchedules_for_Elementary_Schools_and_Special_Education_Licensing_Agreement.pdf

<p>Accepted by:</p> <p>District _____</p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p>	<p>Accepted by:</p> <p>District Management Group _____</p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p>
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District Management Group

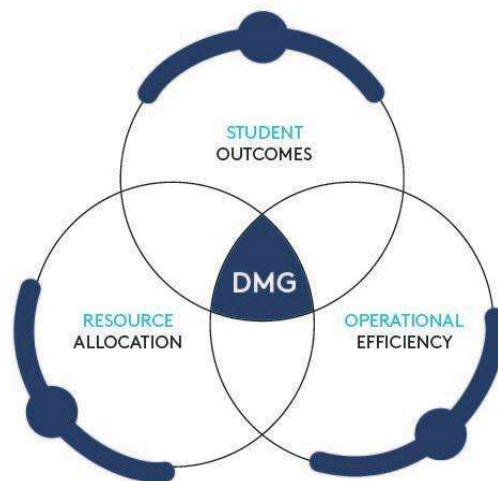
Helping Schools and Students Thrive

About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public-school leaders.

The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers. District Management Group seeks to provide district leaders with the best management and educational practices, tools, and techniques to produce measurable, sustainable improvements that help schools and students thrive.

Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable.



Our Services

DM Learning

Best-in-class knowledge and professional development, and a membership community of forward-thinking leaders learning, sharing, and making a difference for students.

- **DM Council**
 - Annual membership
 - Executive Partner Program
- **DM Institutes**
 - A-ROI Institute
 - Secondary Scheduling Institute
- **DMEquityOffice**
 - Partnering with Districts to Strengthen Equitable and Inclusive Practices
- **DM Journal**
 - DM Group's signature publication

DM Schedules

Cloud-based software and/or service to help districts optimize use of resources through scheduling.

- **DMSchedules for Elementary Schools**
- **DMSchedules for Special Education**
- **Secondary Scheduling**

DM Consulting

Customized management consulting support across a variety of practice areas.

- **Strategic Planning**
- **Special Education and Social, Emotional Learning**
- **Strategic Budgeting**
- **Initiative Inventory**
- **Program Evaluation**
- **Weighted Student Funding**
- **Implementation/Change Management**
- **Superintendent Entry Plan Development**
- **Custom Consulting**

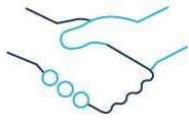
Breakthrough Results

The Breakthrough Results approach achieves measurable results while building team members' skills and leadership capacity. This approach provides on-the-job experience, targeted professional development, and coaching to build meaningful and enduring skills.

- **Increase ELA achievement**
- **Increase math achievement**
- **Address equity issues**
- **Raise graduation rates**
- **Improve attendance rates**
- **Increase engagement**
- **Increase operational efficiencies**



Our Values



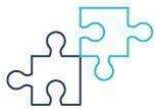
Partnership

We believe that each district's unique history, context, and culture matter. We get to know our partner districts, gaining a deep quantitative and qualitative understanding, so that we can work alongside your leadership team to help identify the right solutions and tailor implementation for long-term success.



Impact

We seek to help school districts achieve measurable and sustainable improvement, and, unlike many other firms, our work does not end with delivering a report. We aim to strengthen our partner districts' internal capacity and, if desired, provide implementation support. For us, the measure of success is client satisfaction and real results for students and schools.



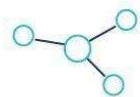
Collaboration

We believe we know more together than we do alone. This is why we draw on best practices from the education sector as well as management techniques with proven results in the private sector and public sector, and we leverage the collective knowledge of our nationwide network of school districts.



Equity and Inclusiveness

We know that equity and inclusiveness make us stronger. We unequivocally commit to making sure this belief shines through in our work, both by reviewing our recommendations with an equity-focused lens to ensure that the work we do with school districts not only reduces racism but is proactively anti-racist, and by continuing to create a more inclusive environment within our own organization guided by our equity statement.



Systems Thinking

We believe that true and enduring solutions require looking beyond the specific challenge at hand and taking a broad, holistic approach to achieve coherence and alignment. We deliver systems-level solutions that align with your strategic priorities and position you to bring about transformational improvement.



District Management Group is committed to partnering with districts to bring about transformational, measurable, and sustainable improvements in public education. We are committed to helping schools and students thrive.



District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 491-5266

Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110



VI. Adjournment

Recommended Action

It is recommended that the Board of Education adjourn the meeting.

Details

Tentative Board Schedule:

- January 25, 2024 – Special Board Meeting
- February 26, 2024 – Board Meeting/Work Session
- March 25, 2024 – Board Meeting
- April 8, 2024 – Board Meeting
- April 22, 2024 – Board Meeting/Work Session
- May 13, 2024 – Board Meeting
- June 10, 2024 – Board Meeting

VII. Exempt Meeting – Discussion of Strategy Sessions for Union and Non-Union Employee Groups

Contact Person

Dr. Tawana Grover

Recommended Action

It is recommended that the Board of Education adjourn its Special Board Meeting and enter into an exempt session under Iowa Code Section 21.9.

Details

The Board of Education may meet in Exempt Meetings on Thursday, February 8, 2024, following the Special Board Meeting to discuss bargaining strategy and negotiation sessions for union and non-union employees. Exempt Meetings are not subject to the Open Meetings Law under Iowa Code Section 21.9.