



## **REPORT OF THE HEALTH AND SAFETY COMMITTEE**

The Health and Safety Committee (HSC) met on Monday, May 23, 2022, at 3:00 PM in the Rosa E. Blackwell Interactive Learning Center at the Cincinnati Public Schools Education Center, 2651 Burnet Avenue, 45219.

The public viewed the meeting via Video Conference.

### **ATTENDEES** Virtual Attendees 0

#### Health and Safety Committee Members

Chairperson Mary Wineberg, Carolyn Jones, Kareem Moffett, Ph.D.

#### Administration/Staff

Superintendent Wright; Susan Bunte, Assistant Superintendent; Meg Burrows, School Social Worker; Casey Fisher, Community School Partnership Manager; Shauna Murphy, Assistant Superintendent; Connie Solano, Interim Chief Operations Officer

#### CPS Government Liaisons

George Glover

#### Community Members

Women Helping Women – Nickol Mora, Chief Strategy Officer; Casey Frazee Katz, Advocacy and Policy Director

Susan Shelton – Mind Peace

### **Women Helping Women (WHW)**

Nickol Mora, Chief Strategy Officer, and Casey Frazee Katz, Advocacy and Policy Director, updated the Committee on the following information contained in their report.

The goal of WHW for CPS is to provide, prevent and empower teen dating violence and sexual violence prevention training in 100 percent of 7-12 grade buildings in Cincinnati Public Schools.

Women Helping Women has supported programming in CPS schools for a number of years. In 2021, CPS and WHW leadership discussed collaboration to scale services and actions were taken then to connect with school resource coordinators to coordinate directly with schools.

The organization wants to build upon the existing partnership with CPS in order to ensure equitable access of prevention education to all 7-12 students in CPS. This can be scaled in a mindful, sustainable, feasible way that is beneficial to CPS, the students, faculty, and staff. They will provide the curriculum, the trauma-informed expert educators, and the financial resources.

Women Helping Women is asking for systematic access to 7-12th grade classrooms, CPS-wide, so that everyone is working toward breaking cycles of violence by educating and empowering the youth in the district.

House Bill 19 requires public schools to incorporate dating violence into their policies prohibiting harassment, intimidation, or bullying, and to require school districts to include dating violence prevention education in the health curriculum. This work has been further amplified by the Hamilton County Board of Commissioners in their approval of a resolution from the Commission on Women and Girls:

*“To expand robust programs designed to reduce gender-based violence in Hamilton County high schools and middle schools. This initiative could start by requiring this type of program in the high schools of the county’s largest school district- Cincinnati Public School- as a matter of policy, either through health class or other school programs.”*

Ms. Mora reported that the highest response rates are in the City of Cincinnati Districts three and five, which include the communities of Aiken, Hughes, Dater, Gamble, Western Hills and Oyler.

Women Helping Women proposed the following actions to the Committee:

1. To empower CPS to be in compliance with House Bill 19, and in accordance with CPS Board Policy 5517.01 “Prohibition on Harassment, Intimidation and Bullying” Section 8b. Student Education

“To the extent that state or federal funds are appropriated for this purpose, each board shall require that all students enrolled in the district annually be provided with age-appropriate instructions, as determined by the board, including a written or verbal discussion of the consequences for violations of the policy.”

Women Helping Women will provide all of the funding for delivery of the Prevent & Empower evidence-based curriculum, and for other community partners who may provide similar training, so as to serve 25,000 students over 5 years.

Based on current relationships and strategic scaling the proposed growth plan is as follows:

Current: Aiken, Clark, Hughes, SCPA, Withrow, Dater, Gamble

2022-23: Maintain and add Western Hills, Woodward, Riverview East 2023-24: Maintain and add Lighthouse, Oyler, Shroder

2024-25: Maintain and add Digital Academy, Walnut Hills, Spencer Center

2. Collaboration with CPS Administration to communicate and support connection to principal leadership at schools that have not had recent or historical engagement in Prevent & Empower programming.

Committee Chair Wineberg inquired as to what measures are being used to obtain the data in order to show the effectiveness of the program. Ms. Mora reported that links for Survey Monkey are sent to students and teachers for them to enter pre- and post-data; how they felt related to their skills and confidence, strengths and things learned from the program, before and after the program.

Committee member Jones inquired if there are funding implications with the program. Ms. Mora reported that WHW funds the entire program and is only asking for access to the schools. They also have the curriculum and educators.

WHW provided the following results for the Prevent and Empower Curriculum for school year 2021-2022. Prevent and Empower is a 5-day, classroom-based prevention education program for 7-12 grade students.

The Prevent & Empower curriculum results at CPS schools during the 2021-22 school year:

- 96% can identify signs of a healthy relationship
- 90% felt confident about setting boundaries with a partner
- 90% felt confident about their ability to differentiate between someone giving consent and not giving consent
- 82% felt confident to intervene when someone was being bullied

**History of CPS & WHW Partnership**



School	Fall 2022	Sp/Su 2022	2021	2020	2019	2018	2017	2016
Aiken	Orange	Green	Grey	Grey	Grey	Green	Grey	Grey
Cincinnati Digital Academy	Grey	Grey	Grey	Grey	Green	Green	Grey	Grey
Clark Montessori	Grey	Green	Green	Green	Green	Green	Green	Grey
Dater HS	Grey	Grey	Green	Green	Grey	Grey	Grey	Grey
Gamble Montessori	Grey	Grey	Green	Grey	Grey	Grey	Grey	Grey
Hughes STEM	Grey	Green	Grey	Grey	Grey	Grey	Grey	Grey
Lighthouse School	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Oyler School	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Riverview East Academy	Orange	Grey	Grey	Grey	Grey	Grey	Grey	Grey
SCPA	Grey	Orange	Grey	Grey	Grey	Grey	Grey	Grey
Shroder	Grey	Grey	Grey	Grey	Grey	Green	Grey	Grey
Spencer Center for Gifted and Exceptional Students	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Virtual High School	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Walnut Hills	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Western Hills	Orange	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Withrow HS	Grey	Green	Grey	Grey	Green	Green	Green	Grey
Woodward	Orange	Grey	Grey	Grey	Grey	Grey	Grey	Grey

Also provided programming at Roberts Academy 2018-2019

**Mental Health Awareness Month**

Susan Shelton, Mind Peace, informed the Committee that Mind Peace is a longtime partner of CPS since 2008, and CPS was Mind Peace’s first school district partner.

She reported that the organization leads the school based mental health network for all the mental health partners in the school.

Their mission is to build a system of care for Greater Cincinnati and to ensure that there is a seamless system of mental health care for children and adolescents that meets specific characteristics of quality, provides a continuum of care, has system connections, and is affordable. A focus is the improvement and expansion of school based mental health services.

Ms. Shelton updated the Committee on the following information contained in her presentation. A copy of the full report is available in the Board office and upon request.

- School Based Mental Health Network
- Mind Peace Data Report
- 2020-2021 CPS Network Results (attached)
- 2020-2021 CPS Network Results – School Based Treatment Services (attached)

**MindPeace Room in CPS**

21 CPS schools have opened a MindPeace Room, 2 more to open this month

- August 2021- April 2022: 16 schools captured data captured below:

- 889 students visited a total of 2,809 times.
  - 881 visits to the room were a part of a scheduled intervention.
  - 24 percent of the visits were by 7<sup>th</sup> graders followed by 13 percent being 8<sup>th</sup> graders.
- Students visiting as a part of a de-escalation strategy reduced the intensity of their emotion on average by nearly 22 percent.
- The median time spent in the room was 22 minutes.
- 30 percent of students visiting reported feeling stressed, another 15.5 percent reported feeling angry when coming to the room during an unscheduled break.

Two Staff MindPeace Rooms have been implemented (Rees E. Price and AMIS).

Committee member Jones asked if there are ways to share quality improvement data about specific clients being served in the schools, and if that data is shared with the District, the schools and the mental health partners. How do they work together? How would teachers and intervention specialists know if a child is improving?

Ms. Shelton reported that data is available for the treatment of issues, but data for attendance and behavior data is not available for reporting, although she stated that the reports are vital and that she would like to follow up on this and do a pilot.

Superintendent Wright talked about students being identified through the student information system to identify what students are receiving mental health services. This will identify if there has been a change in attendance and behavior. She stated this can be done through PowerSchool and a greater conversation about this needs to happen.

Ms. Shelton informed the Committee that billing for private insurance has been eliminated, per Ms. Jones' question.

Committee member Moffett inquired about students who do not qualify for service, if they are able to possibly get a mobile mental health kit, or some type and form of assistance.

### **Governmental Liaison Report on Particular and Immediate Legislative Topics**

Mr. Glover updated the Committee on the following *Of Note* items contained in the May 23, 2022, Monthly report.

#### **Of Note**

- Meeting with Board Members re: Government Relations Work
- Redistricting Fight Continues
- Ohio House Bill 616 debate
- Bills receiving recent, multiple hearings; H.B. 151, HB. 492, H.B. 497, H.B. 529, H.B. 606; Sub. H. B. 583, S.B. 306

#### **CHILDREN/FAMILIES**

Families who are interested in finding afterschool or summer educational programs for their children and meet income criteria can apply to the state for an account that will provide up to \$500 per child. The Ohio Department of Education (ODE) opened applications in April for families to request an Afterschool Child Enrichment (ACE) Education Savings Account, a program created in the biennial budget with federal funding. Families earning at or below 300 percent of the federal poverty level can request accounts for students between the ages of 6 and 18 who attend public or private schools or are home educated by their parents. The money can go toward the likes of before and afterschool programming, day camps, tutoring,

music lessons, museum admissions and other educational purposes. Organizations offering such programs can apply to become qualified providers in the ACE program.

The Legislature's Study Committee on Ohio's Publicly Funded Child Care and Step Up To Quality (SUTQ) heard a variety of recommendations from programs that train early childhood educators, business groups and others Wednesday about how to address child care availability and affordability problems, as well as about survey efforts meant to gather more information about the challenges.

Kathleen Bryan, program coordinator for birth-5 online degree programs at the University of Cincinnati, testified about the efficacy of the Teacher Education and Compensation Helps (TEACH) scholarship, which provides employees the chance to earn an early childhood degree with little or no debt. She recommended reducing the share of tuition costs attributed to the employee and child care center participating in the scholarship program from 10 percent apiece to 5 percent. She told committee members there's a standard agreement between employees and child care centers whereby the employee agrees to work one additional year at the center after completing each year of studies.

## EDUCATION

### *New State Superintendent*

Former State Board of Education Vice President Steve Dackin got the nod from most of his former colleagues Tuesday to become the next state superintendent, besting two Ohio school district superintendents who'd advanced with him to the final round of interviews. Dackin is the former superintendent of Reynoldsburg City Schools, and until the end of 2021 served as superintendent of school and community partnerships for Columbus State Community College. He also worked at the Ohio Department of Education about 20 years ago and has experience as a teacher and principal. He was also a top-three finalist to become superintendent in 2011. Dackin will be paid \$215,000 annually, with the possibility to earn a performance bonus of as much as \$35,000. He will receive either a monthly car allowance of \$550 or the use of a state vehicle.

### *Dyslexia - ODC*

The State Board of Education formally adopted a guidebook for implementing Ohio's dyslexia support laws Tuesday, after months of debate among members of the board and of the Ohio Dyslexia Committee (ODC), made up of reading specialists and other education officials. State law created the ODC to develop the guidebook, but gave the board final authority to approve the guidebook. The board's Teaching, Leading and Learning (TLL) Committee recommended approval at a special meeting in late April.

Legislation from the last General Assembly, 133-HB436 (Baldrige), created the ODC and requires school districts and other public schools to administer annual dyslexia screenings beginning in the 2022-23 school year; phases in over three years dyslexia-related professional development requirements for public school teachers; and requires school districts and other public schools, beginning in the 2022-23 school year, to establish a multi-sensory structured literacy certification process for teachers.

Board leadership also granted emergency consideration to enable a vote on a resolution that passed committee a day earlier, urging that lawmakers temporarily waive certain sanctions tied to report card results, given the COVID pandemic and the recent overhaul of the report card system itself. The resolution, sponsored by member Christina Collins, urges that lawmakers temporarily suspend laws that use report card results to trigger academic distress commissions, automatic closing of charter schools and prohibitions on the ability of charter schools to switch sponsors.

Members of the State Board of Education's (SBOE) Integrated Students Supports (ISS) Committee took the first steps in tackling an apparently problematic administrative code rule on children eligible for special education during their monthly meeting held Monday. Wendy Grove, director of the Office of

Early Learning and School Readiness at the Ohio Department of Education (ODE), explained that Ohio Administrative Code (OAC) 3301-51-11 is part of the operating standards for the education of children with disabilities. Due to changes in statute and feedback from stakeholders, Grove said the rule was recently revised to define what various classroom types look like across the "continuum of least restrictive environment" (LRE). The LRE is a guiding principle used in the federal Individuals with Disabilities Education Act (IDEA) and it can be found in Ohio's own operating standards. It plays a role in determining where students with disabilities will spend their time in school as well as how special education services will be provided. The continuum ranges from least restrictive, such as a general education class, to most restrictive, which might look like home schooling or a special education class.

### *BEMC*

The Broadcast Educational Media Commission (BEMC) Thursday reviewed how the state plans to use federal COVID relief dollars to aid student education and combat learning loss. Commissioners heard from Jana Fornario, executive director of the Elementary and Secondary School Emergency (ESSER) State Activities Office at the Ohio Department of Education (ODE).

### *ECOT*

The judge overseeing assets of the defunct Electronic Classroom of Tomorrow (ECOT) has approved a payment of \$230,000 to have sensitive school data wiped and the hardware storing it destroyed, now that the information is no longer needed. Judge Michael Holbrook of the Franklin County Common Pleas Court had previously authorized the attorneys he appointed to oversee the school's affairs to move forward with decommissioning ECOT's servers, since other state officials no longer had need for them. Auditor Keith Faber's office said in December a final audit could be expected within a few months. The attorneys overseeing the school, Myron Terlecky and Richard Kruse, submitted to Holbrook a scope-of-work document outlining how the technology vendor that was maintaining ECOT's servers, TechR2, would destroy the data in a secure fashion.

William Lager, ECOT founder, violated the law against a public official profiting from a contract, and he and his companies are liable for millions of dollars collected from the now-defunct online charter school, a trial judge ruled. However, Lager's conduct did not trigger anti-corruption laws that could have tripled the amount owed back to the state. Further proceedings will determine specifically how much Lager owes. The case, brought by the state after ECOT closed in early 2018, focused largely on Lager's ties to Altair Learning Management, the school's management company, and IQ Innovations, another school vendor.

### *ELECTIONS 2022*

The Controlling Board Monday approved a request from the Ohio Secretary of State's office that will use \$3 million to pay for the cost of printing and mailing absentee voter's ballots for the Nov. 8 general election. Chris Oleveti, representing the secretary of state's office, explained that the request does not affect the primaries but will be for the general election. He said it has been a standard practice for more than a decade for the secretary of state to send out the absentee ballot request forms.

### H.B. 616 Debate

**\*H.B. 616 (Loychik, Schmidt)** The bill proposes:

\* Prohibits public schools and nonpublic schools that enroll students who are participating in state scholarship programs from teaching or providing training that promotes or endorses divisive or inherently racist concepts.

\* Specifies that "divisive or inherently racist concepts" include (1) critical race theory, (2) intersectional theory, (3) the "1619 Project," (4) diversity, equity, and inclusion learning outcomes, (5) inherited racial

guilt, and (6) any other concept that the State Board of Education defines as divisive or inherently racist.

\* Prohibits school district boards of education from selecting any textbook, instructional material, or academic curriculum that promotes divisive or inherently racist concepts.

\* Prohibits the State Board from adopting any standards, model curricula, professional development resources, classroom resources, or assessments promoting divisive or inherent racist concepts.

\* Prohibits public schools, nonpublic schools that enroll students who are participating in state scholarship programs, and any employee or other third party representing a school district or school from providing instruction or materials on sexual orientation or gender identity to (1) students in grades K-3 or (2) students in grades 4-12 that is not developmentally or age-appropriate.

\* Requires the State Board to establish a procedure by which individuals may file complaints against a teacher, school, administrator, or school district superintendent alleging a violation of the bill's prohibitions and to adopt rules to govern the implementation of and monitor compliance with the bill's provisions.

Mr. Glover highlighted the following Bills in the *Of Note* section of the report:

\***H.B. 151** (Jones) To replace the Ohio Teacher Residency program with local new teacher mentorship programs beginning with the 2023-2024 school year. 4th Hearing 5/10/22

**H.B. 492** (Pavliga, Loychik) Prohibits an individual from coaching an athletic activity at a public or chartered nonpublic school unless the individual has completed a student mental health training course approved and certified by the Department of Mental Health. 2nd Hearing 5/17/22.

\* **H.B. 497** (Manning, Robinson) Eliminates student retention under the Third Grade Reading Guarantee. 3rd Hearing 5/10/22

**H.B. 529** (Hillyer and Roemer) Requires public and nonpublic schools, by July 1 each year, to post on the districts' or schools' website information regarding curricula and other instructional materials used in each classroom or course. 1st Hearing on 5/17/22

\* **H.B. 606** (Bird, Ingram) Requires public and chartered nonpublic schools to create an individualized seizure action plan for each enrolled student who has an active seizure disorder diagnosis. Requires at least one employee at each school to be trained on implementing seizure action plans. Entitles the bill "Sarah's Law for Seizure Safe Schools Act." 3rd Hearing 5/17/22

\***Sub. H.B. 583** (Bird, Jones) Until June 30, 2025, requires the State Board of Education to issue substitute educator licenses to certain applicants without the need to possess a bachelor's degree or in some cases any post-secondary degree. 3rd Hearing 5/17/22

\* **S.B. 306 (Brenner)** Requires the Superintendent of Public Instruction to establish and administer a program to provide tutoring and remedial education services to students in participating public and chartered nonpublic schools. Specifies that a tutor under the program may be either a retired teacher or substitute teacher or an individual who meets eligibility standards adopted by the state Superintendent. \*

Committee member Moffett advised Mr. Glover to "keep an eye" on \*HB 327 and HB 616 (above).

\* *H.B. 327 (Grendell, Fowler Arthur) To prohibit school districts, community schools, STEM schools, and state agencies from teaching, advocating, or promoting divisive concepts.*

A copy of the full report is available upon request and in the Board office.

Mr. Glover recommended to schedule a breakfast with the Hamilton County Legislature to introduce them to Superintendent Wright.

### **Resource Coordinators / Community Learning Centers**

Assistant Superintendent Murphy informed the Committee about a spreadsheet that outlines, by school, the lead agencies and resource coordinators. She reported as of May 20, 2022, five schools were lacking a lead agency, but she is confident that a lead agency will be selected for those schools. Ms. Murphy reported that there are 46 resource coordinators in the schools.

Assistant Superintendent Murphy reported that an RFP (Request for Proposal) to secure the vacancies will open up in July 2022.

Ms. Murphy updated the Committee on how the Community Learning Centers were established. She reported that the Board, Administration and other entities came together to talk about how to connect better with the community for them to support the work of the schools. She also talked about the various services offered at the Community Learning Centers that would help students excel academically.

Ms. Fisher provided the following data:

- 5 sites in the interviewing process
- 7 sites have posted or are actively interviewing resource coordinators
- 59 sites with a Lead Agency
- 47 sites currently supported by a resource coordinator

**ACTION:** The Administration will update the Committee on when those vacancies have been filled.

### **Bullying**

Assistant Superintendent Bunte reiterated the conversation regarding bullying that took place at the Policy and Equity Committee meeting on May 20, 2022. The concern was about the Bullying Notification System that uses the terms substantiated and unsubstantiated. It was learned that the terms were confusing for those needing to fill out the form.

Ms. Bunte stated that the language will be updated to make it more clear as well as provide additional education about those terms. This will be discussed at the Policy and Equity Committee meeting on June 24, 2022.

Committee member Moffett reported that the Bullying policy is a replica of the Ohio Department of Education's policy. She also expressed concern about how bullying is being reported by using the terms substantiated and unsubstantiated. Dr. Moffett would like the Policy to state clearer language about what happened.

### **Other Business**

There were no Other Business items.

### **Hearing of the Public**

Lindsey Felder – Pedestrian Safety Concerns at Pleasant Ridge Montessori School

The meeting adjourned at 4:10 pm.

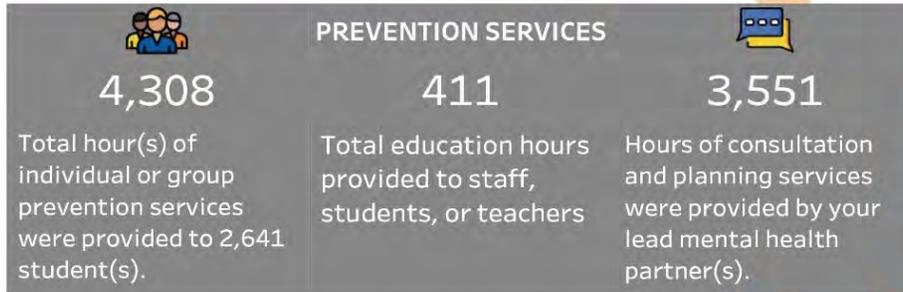
### **Health and Safety Committee**

Mary Wineberg, Chair  
Carolyn Jones  
Kareem Moffett, Ph.D.

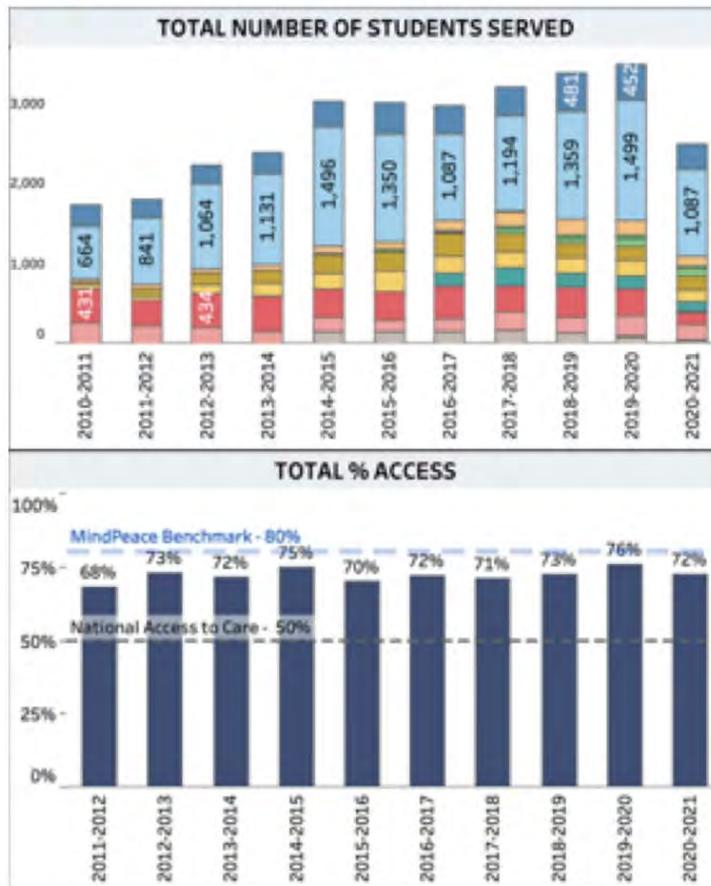
### **Staff Liaisons**

Iranetta Wright, Superintendent  
Susan Bunte, Assistant Superintendent  
Connie Solano, Interim Chief Operations Officer

# 2020-2021 CPS Network Results



## 2020-2021 CPS Network Results – School Based Treatment Services

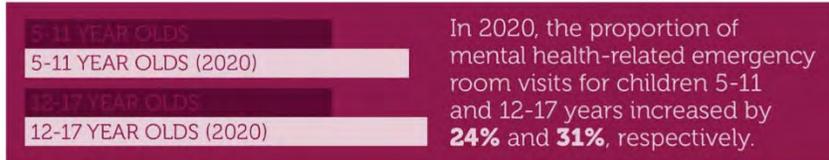


# Unprecedented Mental Health Need

 **Suicide is the second leading cause of death among high school-aged youth ages 14–18.**

 Nearly one in three parents (**31%**) shared that their children's emotional health is worse than before the pandemic.

**Half** of all mental illness presents **by age 14**, yet few get the services they need. 



In 2019, one third of high school students reported persistent feelings of sadness or hopelessness, **an overall increase of 40% from 2009.** 

[mindpeacecincinnati.com](http://mindpeacecincinnati.com)

Source: **HopefulFutures.us: America's School Mental Health Report Card.** February 2022

## MindPeace Rooms



Rees E. Price Staff MindPeace Room



Roll Hill MindPeace Room



[mindpeacecincinnati.com](http://mindpeacecincinnati.com) Evanston MindPeace Room



Hughes STEM MindPeace Room



Rising Stars CW MindPeace Room