

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, December 20, 2018 at 2:00 PM at the Cincinnati Public Schools Education Center in the Conference Room 1-A.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Ozie Davis III, Mike Moroski

Administration/Staff

Brittany Cousins, Career Based Learning Curriculum Manager; Susan Bunte, Assistant Superintendent; Meg Burrows, School Social Worker; Emily Campbell, Director, Curriculum; Patty Fong, ESL Manager; Yenetta Harper, Director of Teacher & Principal Development and Evaluation; Margaret Hall, Director of Student Services; Erin Heinrich, Career Tech Curriculum Manager; Paul McDole Jr., Human Resources Director; Laura Sanregret, District-Wide Lead Teacher; Jennifer Williams, Science Curriculum Director; Lauren Worley, Chief Strategic Communications Engagement Officer

Cincinnati Federation of Teachers (CFT)

Kendra Phelps, Professional Issues Representative
Julie Sellers, President

Cincinnati Fire Department

Raffel Prohett, District 1 Fire Chief

Community Members/Parents

Jilda Vargas-Adams; Nakita Anderson; Elise Bowen; Marlena Brookfield; Dorothy Calloway; Beth D'Amico, Director of Operations, Mayerson Academy; Dani Isaacsohn; Jeffrey Stec

Review of this Year's Work

Committee Chairperson Bolton reviewed the SAC's 2018 color-coded monthly workplan with the Committee and reported that more than 75 percent of the work has been completed for year 2018. Items pending on the plan will be moved forward for completion in 2019.

Budget Items that Arose in Year 2018

Ms. Bolton informed the Committee that in 2017 there was a great inventory of the Arts and inequities. She also reported that more attention should have been paid in allotting and making sure that funding for the Arts was communicated during the budget process.

Ms. Bolton has been advised by the Treasurer that the Board would be well advised to submit budget items for consideration for FY20 in January, 2019. Items from Board members and Board Committees will be submitted to the Administration by the end of January 2019.

ACTION: Budgetary items will be submitted to Board staff and then forwarded to the Treasurer.

Follow-Up Regarding Teacher Evaluation, Six A.I.R. Recommendations on Improving OTES

The Administration and CFT have reached a compromise regarding the A.I.R. Recommendations.

ACTION: The Administration will provide the Student Achievement and Policy Committees with a timeline of what was agreed upon. Redline copies of the policy will be sent to Board Staff and the topic added to the Board's January 7, 2019 Regular Business meeting agenda.

Presentation: NAMI (National Alliance on Mental Illness)

Dorothy Calloway, Parent Advocate, Regional Coordinator

Elise Bowen, PAC (Parent Advocacy Connection)

Ms. Calloway, who works out of the Columbus office for [NAMI of Ohio](#), reported that the Parent Advocacy Connection (PAC) of Ohio is a Parent Peer Support Program that supports families through crisis by helping and teaching parents how to advocate for their children. She reported that the service is free and individuals are referred to NAMI from the mental health board, Columbus and other locations.

PAC supports families as they try to seek help through multiple systems (Juvenile Court, JFS, Child Protective Services, Education, Mental Health and Developmental Disabilities).

NAMI would like to be a part of the CPS team to help parents and students be successful within the school District as a whole.

Committee member Davis would like to see NAMI Ohio integrated into the work that CPS is doing and not be envisioned as an outside source.

ACTION: Committee members were in agreement that services provided by NAMI would be beneficial to the District. Assistant Superintendent Bunte will meet with NAMI to discuss how the organization can fit within the "Whole Child," to increase parental support, and train parents to advocate for their children.

Attendance Campaign from Cleveland, Ohio Schools

Ms. Bolton provided the Committee with an article that she received at the Ohio School Boards Association's Leadership Conference. The article is titled: *In Cleveland, Reducing Absences is a Community-Wide Effort*. Ms. Bolton reported that Cleveland conducted an "attendance campaign" to address absenteeism.

ACTION: The SAC will discuss how the campaign affected the community at a scheduled SAC meeting. The Administration will look into Cleveland's efforts on attendance.

The article can be reviewed by clicking on this link: <https://www.k12insight.com/trusted/in-cleveland-reducing-absences-is-a-community-wide-effort/>

Bullying Report from Community and Decision Makers Conversations

Dani Isaacsohn, Bridegeable

Mr. Isaacsohn updated the Committee about anti-bullying conversations and strategies that he conducted at various schools. The project focused on getting feedback, insights, and ideas from students who have experienced bullying, parents of students who have experienced bullying, student leaders, teachers, staff and administrators. The process included academic and policy research, one-to-one interviews, facilitated group discussions between CPS decision makers and those who have been bullied.

The following are next steps that were generated from the engagement:

1. Create a “Bullying Advisory Board” of students to sustain engagement.
2. Develop a strategy to train all CPS staff on empathetic listening, especially as it relates to issues of bullying and trauma.
3. Pilot and expand mentorship, peer-meditation, and support group programs.
4. Increase use of restorative practices, and move away from traditional punitive strategies.

A summary of Mr. Isaacsohn’s report is available in the Board office.

Jeffrey Stec, Director of Citizens for Civic Renewal updated the Committee about the following report. He informed the group that his work is to find out what what’s going on inside or outside of the school that would cause bullying or aggressive behavior. His strategy is to ask the community about what’s going on outside of the building that would lead to bullying.



Building a Community of Kindness

Conversations Held

- Price Hill Rec Center (23)
- Roberts for Hispanic population (15)
- McKie/Northside (20 adults, 6 students)
- Avondale (8 students, 3 adults)

Upcoming Conversations

January 16, KH Arts Center Annex
 January 28, Westwood UMC
 February 11, Hartwell Rec
 February 20, Madisonville Rec
 March 5, IIN Offices, 315 W.

Community Feedback Themes

What happens outside of school that contributes to bullying in school?

1. Social media bullying
2. Crime on the streets forces children “to put their armor on”
3. Challenging home life – mental illness, verbal/physical abuse, absent parents, students needing to work or care for siblings
4. Cultural incompetence of adults
5. Adults yelling at kids each other in public
6. Poverty: bullying because kids are poor
7. Speed: constant rushing, interrupting conversations
8. Inaction: we allow aggressive behavior to happen
9. School-related issues
 - The parking lot at Carson is rife with aggressive behavior
 - Parents are aggressive toward principal and staff in front of students
 - Teachers responding with aggression to parent aggression
 - Students are often uncomfortable approaching teachers
 - Teachers bully students
 - Staff bullies other staff

Hispanic community feedback

Problems

- Trump – and no one at school disclaims him; after the election, parents didn't send kids to school for fear of abuse
- Vocal discrimination on streets – “Go home, the president doesn't want you here.”
- If you don't speak English, people mock you

Solutions

- Need more moral support from the school and the community
- Offer Spanish language classes in school for adults
- Celebrate Latino culture in school
- Teach respect for different religions in school
- Use the City of Immigrants brochure in school – talk about benefits of immigration; have a day of immigrants and listen to their stories
- Involve supportive churches

What can the community do to create a culture of kindness?

1. **The Elementz Effect**
 - Support extra-curriculars that build student self-esteem
 - Focus on student gifts and passions in a supportive student-lead community
2. **Adult-child relationships**
 - Build through *student* passion and leadership
 - Find student influencers in community
 - Honor when students do the right thing
3. **Student leadership**
 - Support peer leadership groups at school and in the community to address this issue
 - Peer-based social media leadership and support
 - Also, student leadership on ANY issue will help students better govern themselves
4. **More conversation**
 - Among community members and with school staff
 - Across different groups (security guards, cafeteria workers, counselors, etc.)
5. **Enumeration**
 - Focus on the key bullying target categories and create safety for those kids
 - Helps *everyone* intervene
 - Applies to all training (adult, child, teacher, etc.)
6. **Teacher training**
 - Help students feel comfortable approaching them
 - Solve bullying using restorative practices
7. **Adult training**
 - Our expectations for public behavior
 - How to model kindness
 - Problem solving, dealing with stress, and managing our social/emotional lives
 - How to intervene to stop bullying behavior
8. **Ease the transition into school:**
 - a. Hard to go from survival mode into educational mode
 - b. Many schools do something before class starts
9. **Build “community PTAs”**
 - To support staff and lower their stress
 - To help implement all the above
10. **Heal neighborhood rivalries**

Monthly Reports: Identification and Referral; Individualized Education Program (IEP); Rising English Language Learner Population

Margaret Hall, Patricia Fong, and Vera Brooks updated the Committee about the following information related to Identification and Referral, IEPs and the ELL population.

Students with Disabilities and IEPs

Cincinnati Public Schools Students with Disabilities – 7,457

- a) CPS Schools – 6,330
- b) Separate Facilities – 1,127

CPS New Identifications (Since July 1, 2018):

- a) 284 students transferred/enrolled into Cincinnati Public Schools
- b) 329 - initial ETR
- c) 213 - initial IEP

Specialized Classrooms

- a) Autism
 - 33 classrooms (max of 6 students)
 - Total students served – 198
 - 24 students newly transferred in this year
 - 98 students currently on list for Autism team referral
 - o 10 of these students newly transferred in
- b) Multiple Disabilities
 - 78 percent transferred in Cincinnati Public Schools
 - 80 classrooms (max of 8 students)
 - Total students served – 640
 - 61 students newly transferred in this year
 - o 10 students currently awaiting placement due to parent concerns about location too far from home. 8 of these students live on the west side.
- c) Budget Implications
 - Consider new specialized classrooms to meet enrollment demands
 - Consider more classrooms located on west side of town

Overview of rising ELL population in Cincinnati Public Schools

Cincinnati Public Schools English Language Learners – 3,655

(Data Source: Powerschool/Cognos – December, 2018)

Elementary (PK-6)	2,170
High School (7-12)	1,485
Non Public Schools	815

Total English Language Learners Supported by DSS – 4,470

(Supports include instructional services for current LEP, 4 year monitoring of exited LEP, interpreting support of families)

Cincinnati Public Schools Limited English Proficient (LEP) Students – 2,591

(Data Source: Powerschool/Cognos – December, 2018)

Elementary (K-6)	1,781
High school (7-12)	810

Non-public schools 481 (based on NPDS 5/2018)

Total Current LEP Students – 3,072

Total CPS English Learners Screened from 8/15/18 - 12/14/18 – 679

(Data Source: TIDE Online Reporting System)

CPS English Learners at a Glance:

- Over 1000 percent increase in LEP population since 2001
- Fastest growing segments—SLIFE from Africa & Central America (Student with limited or interrupted formal education) and Kindergarten (majority U.S. born)
- Over 58 different countries of origin
- Over 82 different languages (*Top 3 languages 18/19: Spanish, French, Soninke*)
- Approximately 10 percent are students with disabilities
- Approximately 20 percent come from countries with limited or no previous education
- Approximately 46 percent require Intensive English language supports
- Large EL Schools (100+)
 - AMIS (261)
 - AWL (274)
 - Dater Montessori (120)
 - Hartwell (165)
 - Midway (138)
 - Roberts (550)
 - Aiken (78)
 - Gilbert A. Dater HS (374)
 - Withrow University HS (330)

Quickly Growing Schools:

- Carson (94)
- LEAP (71)
- Mt. Airy (68)
- Cheviot (49)
- Western Hills High School (60)

Public Safety Academy Available Career Paths and Credentials

Brittney Cousins and Erin Heinrich updated the Committee on the Ohio Department of Education’s Law and Public Safety Career Pathways in the areas of Criminal Justice, and Firefighting and Emergency Medical Services. The information will be used as the model for CPS’ Public Safety Academy. The documents include examples of courses required for the specific programs.

Please find copies of the Law and Public Safety Career Pathways for *Criminal Justice*, *Emergency Medical Services* and *Firefighting* attached to the end of this report.

Ms. Cousins advised that school year 2019/2020 will be a planning year to begin the process of opening the Academy.

The Committee Members felt that the current work should continue and that the planning be accelerated. Chairperson Bolton dialogued with Academy Advocate Chief Prophet regarding the lack of official support for the Academy by the Fire and Police Departments and the Council’s unwillingness to offer financial support for the Academy. Finally, in the Committee dialogue it was clearly stated that only the Board and State of Ohio Department of Education determine curriculum.

ACTION: Mr. Moroski advised the Administration to provide a report in the future on what the costs will be for the Public Safety Academy.

Health and Physical Education (PE) Curriculums/PE Minutes Requirement for Elementary School Students

Dr. Williams updated the Committee on the progress of the following Health Education and Physical Education Curriculums. Committee member Moroski also informed the Committee about Xavier University’s Nursing Students wanting to make CPS’s curriculum part of their nursing curriculum. He also expressed concern about the equity of physical activity not being offered at all CPS schools.

Member Moroski emphasized that at least established state minimums be adhered to on a daily basis in the curriculum and its implementation.

Dr. Williams emphasized the Physical Activity Pilot Programs contained in her below report to address Mr. Moroski’s concern.

Please find attached a copy of the update at the end of this report.

JROTC

The Committee was unanimous in supporting the Administration’s plan to move forward on creating a District-funded JROTC Program.

ACTION: Committee Chairperson Bolton reported that the Board is very much interested in the JROTC (Junior Reserve Officers' Training Corps) and would like to see a plan for school year 2020/2021. She also advised the Administration to include information about a possible “home campus” and to look into the [Performance Triad Program](#) from the U.S. Army that focuses physical fitness on sleep, activity and nutrition.

The U.S. Army Junior Reserve Officer Training Corps (*JROTC*) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity.

Boundary Lines Review for CANS, WHA, PHA, Mt. Airy, Chase

Ms. Bunte provided the Committee with a report about CPS’ Ohio Neighborhood Attendance Area Changes. The Committee will discuss the information at their next SAC meeting.

The meeting adjourned at 3:54pm.

Student Achievement Committee

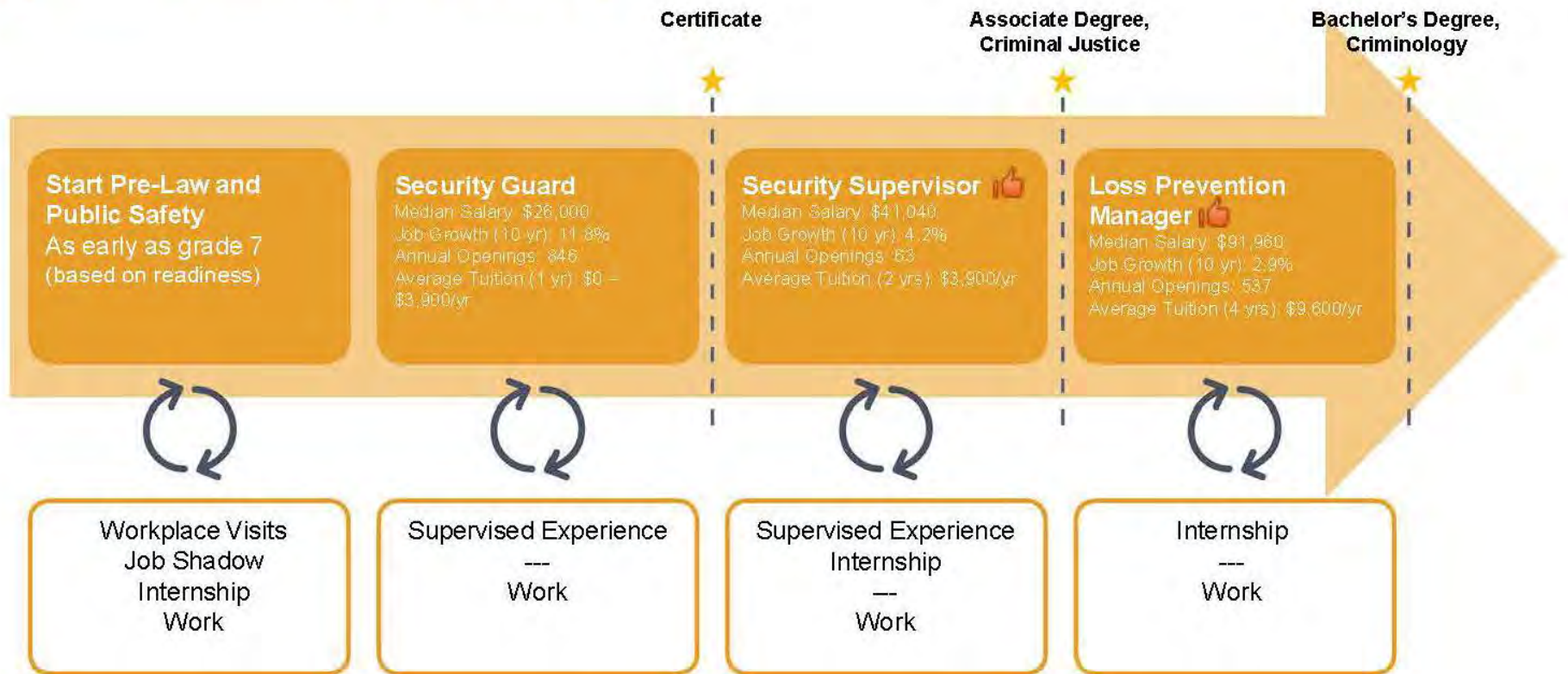
Eve Bolton, Chair
Ozie Davis III
Mike Moroski

Staff Liaisons

Tianay Amat, Assistant Superintendent
Bill Myles, Assistant Superintendent



Law and Public Safety Career Pathway



Provided by middle schools, high schools, employers, Ohio Tech Centers, and colleges.

Preparing students for multiple options after high school:
gainful employment and/or postsecondary study.

Ohio In-demand Occupations

Data reflects 2014 Ohio labor statistics and public institutions of higher education for 2013-2014. For specific tuition costs, visit ohiohighered.org.



Law and Public Safety Career Pathway

Secondary Pathway: **Criminal Justice**

Postsecondary Program: **Criminal Justice**

An Example of Courses with Secondary and Postsecondary Credits

Secondary	7 8	English I	Algebra I	Physical Science	Social Studies	Fine Arts	American Criminal Justice System		
	9 10	English II	Geometry	Biology	World History	Health (.5) PE (.5)	Security & Protective Services	World Languages	
	11	English III	Algebra II	Chemistry	U.S. History	Police Work & Practice in Public Safety	Investigations & Forensics	World Languages	
	12	English IV	Trigonometry/ Calculus	Psychology	U.S. Government	Correctional System & Services	Homeland Security	Law & Public Safety Capstone	
Postsecondary	Year 1 1st Semester	English Composition I	College Algebra	Psychology	Criminal Justice	Ethics in Criminal Justice	Basic Investigations		
	Year 1 2nd Semester	English Composition II	Basic Chemistry	Abnormal Psychology	Public Administration	Constitutional Law & Courts	Criminal Law & Procedure		
	Year 2 1st Semester	Communication	Intro to Sociology	Human Diversity	Criminology	Correctional System	Victimology		
	Year 2 2nd Semester	Homeland Security	Correctional Management	Juvenile Process	Probation & Parole	Current Issues in Criminal Justice	Criminal Justice Practicum		

High School Career-Technical Education Program Courses
High School Courses for Postsecondary Credit (Including Apprenticeship Hours) and the Corresponding Postsecondary Courses
Required Courses
Recommended Electives

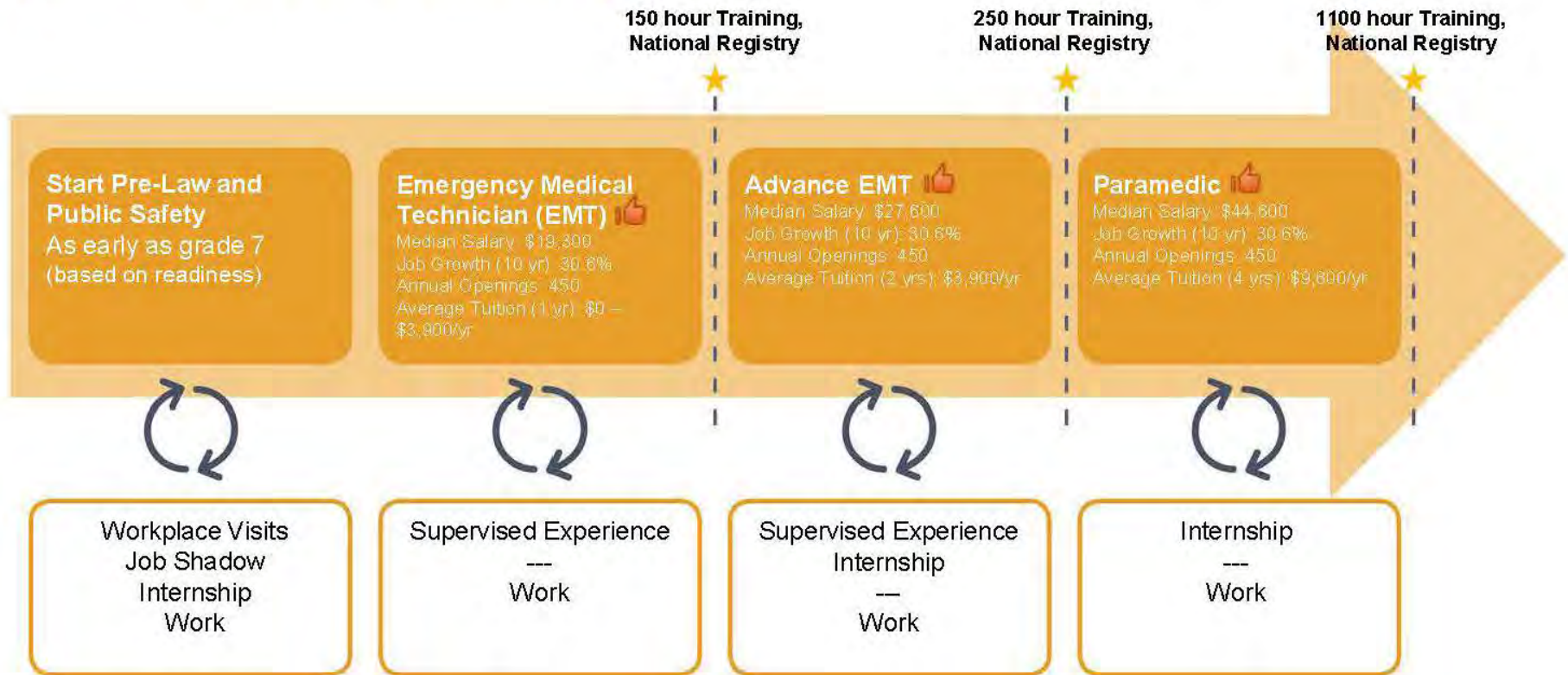
Visit education.ohio.gov/CareerConnections for reference information.

6/2015

Course titles and sequences will vary between schools.



Law and Public Safety Career Pathway



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Law and Public Safety Career Pathway

Secondary Pathway: Firefighting and Emergency Medical Services

Postsecondary Program: Emergency Medical Services

An Example of Courses with Secondary and Postsecondary Credits

Secondary	7 8	English I	Algebra I	Physical Science	Social Studies	Fine Arts	Foundations of Firefighting & EMT		
	9 10	English II	Geometry	Biology	World History	Health (.5) PE (.5)	Medical Terminology	World Languages	
	11	English III	Algebra II	Chemistry	U.S. History	Principles of Allied Health	Patient Centered Care	World Languages	
	12	English IV	Trigonometry/ Calculus	Anatomy & Physiology	U.S. Government	Patho-physiology	Pharmacology	EMT	
Postsecondary	Year 1 1st Semester	College Seminar	Human Anatomy & Physiology	Paramedic I					
	Year 1 2nd Semester	Algebra	Legal Issues for Emergency Services	Paramedic II	English	Technical Elective			
	Year 2 1st Semester	Interpersonal Skills	Spanish for Law Enforcement	Paramedic III	Computer Applications				
	Year 2 2nd Semester	Psychology	Chemistry	EMS Management	Disaster Planning				

High School Career-Technical Education Program Courses

High School Courses for Postsecondary Credit (Including Apprenticeship Hours) and the Corresponding Postsecondary Courses

Required Courses

Recommended Electives

Visit education.ohio.gov/CareerConnections for reference information.

Course titles and sequences will vary between schools.

11/2014



Health Wellness and Physical Education December 20, 2018 Update

Point of Clarification:

With engagement of the community, research, and Ohio Department of Education Licensure, the adoption committee processes Health Wellness and Physical Education Curriculum and Resources separately.

Health Wellness Progress	Physical Education Progress
<ul style="list-style-type: none"> ● The committee is using Health Education Curriculum Analysis Tool to review all proposed Health Wellness Curriculum ● District Website set to launch Month long Delux Survey Monkey for family and community input on importance of each Health Standard and resource types (textbook & digital resources) ● Robo-call invitation to all parents to complete survey ● Survey link shared with all schools for inclusion in parent newsletters ● Blue Jeans Web Session slated for mid/late January 2019 ● Inclusion of a plan to work with school nurses & Dr. Crumpton/Dr. Mussman (City of Cincinnati Department of Health) to meet the State Report Card requirement of every student BMI to the Ohio Department of Health and provide support to buildings with no nurse.use of Fitnessgram platform ● Work with Health Community Partnerships to develop CPS Annual Fall Health Fair. <ul style="list-style-type: none"> ○ Vision <ul style="list-style-type: none"> ■ Multiple Purposes in Health Wellness, engaging students in learning with SEL and Health activities and sample screenings, Health career exploration, and health resources within our community. ■ Corporate Sponsorships ■ Attendees will be the Cohort year of Sophomores- starting with cohort 2022. Health Behaviors and Health Research (Theory, Research, and Practices) 4th Edition 	<ul style="list-style-type: none"> ● The committee is using Physical Education Curriculum Analysis Tool to review all proposed Physical Education Curriculum. ● Meeting arrangement with CPS Athletics and Adoption Committee to share where our potential budgets and goals align ● District State Report Card measurement of Physical Activity Pilot Programs <ul style="list-style-type: none"> ○ Ohio Department of Education's Pilot Program would include a "150 minutes per week of moderate to rigorous physical activity" for all CPS students ○ This does not need to happen within Physical Education classes only ○ In 7-12 buildings there is 150 minutes of bell change walking at a minimum. In K-6 and K-8 buildings there is not. The committee is looking to recommend choices of Mindful Moments, Yoga, Stretching, or Physical warm ups for 10 minutes in the morning, 2 minutes in transitions between either classes/activities/content lessons, and 15 minutes of recess to achieve the 30 minutes a day/150 minutes a week requirement from ODE ● Bring equity in materials to implement curriculum in every school <ul style="list-style-type: none"> ○ New Schools & Schools adding grade levels included ● Build rolling inventory list of materials and needs of each school. ● Inclusion of "Mindfulness" (Social Emotional Learning) in all levels of Physical Education