



September 14

2020

REPORT OF THE POLICY COMMITTEE

The Policy Committee met on Friday, September 4, 2020, at 3:30 PM via the Blue Jeans Video Conferencing Tool.

VIRTUAL ATTENDEES

Student Achievement Committee Members

Chairperson Mike Moroski, Pamela Bowers, Ryan Messer

Administration

Carrie Bungler, Director, Positive School Culture and Safety; Daniel Hoying, General Counsel; Stephanie Scott, Assistant General Counsel

Proposed Changes to Policy 5200 – Attendance

Ms. Bungler reported that last year during the shutdown, the Ohio Department of Education (ODE) stated that students would be counted present for the remainder of the year and no truancy charges filed on students for any absences that occurred beginning March 16, 2020, through the end of the school year.

Since the District is no longer in a shutdown period from the Governor, ODE is requiring districts to take attendance, and follow State and District procedures for truancy.

She stated that changes to the attendance policy need to be made before the start of school and those changes related to the District's remote learning plan that has to be submitted to ODE.

She highlighted that funding will not be tied to the District, but will be tied to Community schools, not recognizing students for perfect attendance, but consider measures that encourage attendance or consistent participation in school work, reporting attendance (blended, distance learning, COVID-19 tracking, and medically excused absence attendance).

A copy of the recommended revisions to the policy is available in the Board office and upon request.

The Committee expressed concern about language in the policy being procedural. Due to the importance of the policy, Mr. Hoying recommended that the language contain the detail, at the least, for the remainder of this year and create a procedure as the District continues to monitor COVID-19.

The Administration informed the group that the policy will apply to snow days. He also inquired about which buildings do not have internet, and buildings without internet, how is the District contacting those parents both virtually and with packets.

Ms. Bunger and Mr. Hoying informed the group that language on how to report attendance for hybrid, remote, and in person learning is from the Ohio Department of Education (ODE). The remaining CPS language was adapted from the ODE.

ACTION: The Committee will provide a blue and redline draft of the document that specifies CPS and ODE language. The Committee agreed with the revisions of the policy and will recommend the document to the Board for approval at the September 14, 2020, Regular Business meeting.

Anti-Racism Task Force Report

Stephanie Scott, Assistant General Counsel, reported that the Task Force working group met on September 1, 2020.

She stated that 19 out of 21 people invited to the meeting participated in the call. Members from the following organizations were represented on the call:

- Three Students, Two CPS Parents, Three CPS Staff, Two at-Large Community Members, CPS Alumni
- African American Chamber
- All In Cincinnati/The Greater Cincinnati Foundation
- Center for Closing the Health Gap
- Children's Hospital
- Cincinnati Preschool Promise
- The Urban League
- YMCA
- YWCA

Ms. Scott reported that the meeting was introductory and time was spent talking about the background, experiences, and expertise that each member brings to the table. Comments included feedback around length of policy, policy language vs. procedural language, and equity vs. anti-racism language.

A survey was sent to the working group to focus on the purpose section of the anti-racism policy draft. The group will meet and discuss the results in two weeks. The working group will then divide into subgroups to review the remaining sections in the current draft.

Ms. Scott reported that the goal is to have an updated draft of the policy to present at the November 6, 2020, 3:30 PM Policy Committee meeting.

Ms. Bowers expressed the importance of making the subgroups that the Committee will work in, diverse.

Please find attached the public's response to the draft of the Board's Anti-Racism Policy.

Resolution – Golf Manor Non-Discrimination Ordinance

Mr. Hoying informed the Committee about *Golf Manor's Ordinance No.2019-10 to Combat Discrimination and for the Guarantee of Equality and Inclusion*.

The Ordinance passed on January 27, 2020, but is being challenged by a referendum petition on this November's ballot. Golf Manor previously asked for CPS's endorsement of the non-discrimination

ordinance, and the Committee recognized that Golf Manor's definition of anti-discrimination and protected classes under the ordinance are the same as are in CPS Board Policies.

Ms. Bowers inquired as to whether the Ordinance applies to religious organizations and institutions. Mr. Hoying advised that the group opposing the ordinance has advocated for the Ordinance not to apply to religious organizations, similar to the waiver in the City of Cincinnati's version. The issue is on the ballot in November for the voters to decide.

Given that this will be a ballot measure during the November election, Ron Hirth from Golf Manor understands that the District is very limited in its ability to support or oppose the resolution.

ACTION: The Policy Committee will offer the opportunity for all Board members to express their views on this ordinance at the September 14, 2020 Board meeting.

Other Business

No items presented.

Hearing of the Public

No speakers during this meeting.

The meeting adjourned at 4:24 p.m.

Policy Committee

Mike Moroski, Chair
Pamela Bowers
Ryan Messer

Staff Liaisons

Dan Hoying, General Counsel
Paul McDole, Director, Human Resources



Office of Communications and Engagement

The Cincinnati Public Schools' Board of Education is reviewing a draft policy that outlines the district's views on racism, stating that CPS rejects all forms of racism as destructive.

The draft policy aims to eliminate all forms of racism from CPS, including removing disparities in student discipline rates, and participation in Advanced Placement classes, athletics and gifted services, and in hiring and employee training.

We recently asked for thoughts on the draft of the Board of Education's Anti-Racism Policy. Below are some commonalities in the public's responses.

Draft Anti-racism Policy Responses

Equity:

- Are there specific racist policies that the district and schools should be working to eliminate (for example, dress code policies)? Will these be determined in the Equity Needs Assessment mentioned in "Leadership and Administration"?
- "Where will anti-racism work show up in the organizational structure? To my knowledge, CPS currently does not have a person on the leadership team dedicated to Equity and Inclusion."
- "Who will CPS partner with to develop and conduct a systemic Equity Needs Assessment?"

Training:

- "Who will be conducting Anti-Racism training with teachers? I recommend hiring an Anti-Racism training organization (there are many I can recommend) instead of doing this training internally. There are so many talented experts in this field and we could push our whole district in the right direction by bringing someone in to work with Admin and Teachers."
- "Where will anti-racism work show up in the organizational structure? To my knowledge, CPS currently does not have a person on the leadership team dedicated to Equity and Inclusion."
- "As with any policy, the devil is in the details. Without more concrete details as to the "how" of implementation I'm not sure how to respond specifically. Having said that, I think the key is having the right people with the right training in place at the school level. Having a diversity office or designated official(s) at every school who is/are well trained in facilitating difficult conversations with students, staff, and caregivers seems to me like the key to success. Keeping them actively

participating in the day to day activities is important as well, so that they are recognized as part of the school community and not just a person(s) who come around whenever an issue arises.”

- “Action item: Make a commitment to effectively training teachers on restorative justice and education on how they will address these issues in the classroom.”
- “Page 3, training section: all district staff will need the same depth of training as teachers and administrators (go beyond training on the policy and instead include skills development and build it into evaluation systems) or risk that their daily interactions perpetuate racism that is inherent in the systems they manage. Training needs to go beyond awareness building and include skills development and behavior change curriculum.”

Curriculum:

- “Page 3, curriculum and instruction section: Names that the district’s curriculum department will review curriculum for bias but does not indicate their training or competence to do so effectively. Additionally, teachers acknowledging racial bias in curriculum/materials and then continuing to use those curricula/materials is not sufficient in the context of antiracism. Instead, antiracist curriculum and materials must be sourced or created.”
- “You mention that all curriculum will be reviewed, which is a great idea. Will state standards also be reviewed? I have long been of the belief that social studies standards leave out so much Black history that it actually makes these standards racist. I think CPS could be a leader in pushing Ohio to modify these standards.”

Budget and Implementation

- Where will anti-racism work show up in the district’s budget? Many of the items listed on this policy will require funds. Are there funds to begin this work immediately?
- “As with any policy, the devil is in the details. Without more concrete details as to the “how” of implementation I’m not sure how to respond specifically. Having said that, I think the key is having the right people with the right training in place at the school level....”