Cincinnati Public Schools

LSDMC Manual

Effective August 2019
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August, 2019

Dear LSDMC Member:

Thank you for joining your Local School Decision Making Committee (LSDMC). Your insights and input will help shape the educational experiences of our young people, and I applaud you for your commitment to their ongoing success.

As an LSDMC member, you are part of the governing body for your school. Among your many important functions are:

- Developing your school’s OnePlan, a broad plan to implement your school’s goals
- Making recommendations and approving your school’s budget
- Participating in the selection of the principal (upon vacancies)
- Approving changes to the school’s program or focus

This important guide provides a more comprehensive description of the roles, responsibilities and procedures of the LSDMC. I encourage you to read it and share any questions you may have.

Your work on the LSDMC is invaluable to helping us achieve our mission to ensure that students not only graduate, but do so well prepared to lead productive lives. I certainly appreciate your service to our students.

Sincerely,

Laura Mitchell
Superintendent
LOCAL SCHOOL DECISION MAKING COMMITTEE (LSDMC)

Purpose

Each school principal, as part of their responsibility for community engagement, shall be responsible for initiating, developing, and maintaining regular meetings of an LSDMC which consists of parents, teachers, non-teacher staff, and community members for the purpose of making certain decisions and recommendations affecting their school. This group shall be the governance board at the school.

The group may act as a committee-of-the-whole or through ad hoc subcommittees to accomplish its tasks so long as all such tasks are acted upon by the entire group before decisions are made or recommendations are formally conveyed to the principal or referred to appropriate central office staff. Through this process the Local School Decision Making Committee shall be recognized and shall function as the primary local school advisory, and in some cases decision making, body to:

- Set goals for the school consistent with the District’s vision and mission and based upon the needs assessment of your school.
- Approve the local school budget.
- Recommend the school principal.
- Recommend the school resource coordinators.
- Select the lead agency for the Community Learning Center.
District-wide LSDMC Meeting
Membership Guidelines
Effective 2018

Terms from CPS Board Policy 9142:

A. Composition/Selection of Members
Membership shall be made up of a minimum of twelve (12) members. The number of core members may increase but must remain proportional to the original twelve (12). They include:

1. Three (3) parent members who are not employed by the District. Three (3) to be elected at a general parent meeting which is announced in advance to all parents (or guardians) with students at the school. A parent representative must be a parent, grandparent, or legal guardian of a student at the school. Employees of the District may serve on a LSDMC as representatives of an employee group. At a school where the employee's child attends, the employee must still serve as an employee representative.

2. Three (3) licensed members - three (3) to be selected by the Cincinnati Federation of Teachers members.

3. Three (3) staff representatives (non-CFT) - one (1) of whom shall be the principal; the other two (2) members shall be elected by the non-teaching staff in an election organized by their union representatives.

4. Two (2) but not more than three (3) students from grades 7-12 to be selected by the student body or designated by the student council. Student representatives are non-voting members.

5. Three (3) community representatives who are not employed by the District. One (1) to be selected by the Neighborhood Community Council, and the other two (2) to be selected by the LSDMC. In the case where no Neighborhood Community council member is available or other neighborhood organization exists, the LSDMC may select community residents or property or business owners within the school's attendance boundaries.

6. One (1) representative from the school's Lead Agency, Education Partner, or Business or University Liaison as long as that representative recuses themselves when there is a conflict of interest due to any contractual relationship.

All LSDMC members shall avoid any outside conflicts of interest as described in Board Policy 1130.

Teachers, staff, students, and parent groups shall select their own representatives, who in turn, shall be responsible for reporting back to the group they represent and for soliciting that group's views and assistance.
Officers of the LSDMC shall be elected annually. There shall be three officers: a chairperson who must be a parent/legal guardian or community member, a vice-chairperson, and a secretary. The Chairperson and the Principal will work collaboratively in convening meetings, setting agendas, initiating committee work, monitoring members' decorum, and enforcing Roberts Rules of Order.

B. Terms of each member shall be two year re-electable terms, except the principal, community representatives, and Partner in Education representative who shall not have term limits.

1. Members can serve two (2) two-year terms for a maximum total of four (4) consecutive years.
2. Terms shall run from July 1 to June 30.
3. This term limit shall also apply to the parent representatives to the Instructional Leadership Team (ILT).
4. A member who is appointed or elected to serve the balance of an exiting member's term shall be considered to have served a first term and may be reappointed to serve a second two-year term.
5. Once a member has reached this limit, they will need to wait a minimum of two years before seeking re-election.
LSDMC RESPONSIBILITIES – ROLE/SCOPE OF WORK

1. Secure membership of parents, community members, teaching and non-teaching staff, students, and partners (if applicable) and submit roster and meeting calendar to Board and Superintendent Designees and hold an organizational meeting no later than September 30.

2. The parent members of the LSDMC shall be responsible to elect two parent representatives to the Instructional Leadership Team (ILT). The LSDMC members and ILT representatives need not be the same.

3. Review the District LSDMC By-Laws annually.

4. Support the school’s transformation to a Community Learning Center, and sustain the maintenance of the CLC. LSDMC recommends the lead agency, resource coordinator, afterschool programming, health, mental health and other support services.

5. Assess the needs of the school by reviewing the State Report Card at the earliest possible date after publication.

6. Set goals for the school consistent with the district vision and mission and based upon the needs assessment of the school.

7. Develop the Ohio Improvement Plan (OIP) to implement goals and measure progress. During calendar year 2020 and thereafter the school’s goals should be aligned with the District's Strategic Plan.

8. Monitor ongoing progress including academic performance through reports from principal, staff, resource coordinator and learning teams for future year planning.

9. Complete progress report on current goals at mid-year and end of school year in time to be available for budget development and for future year planning.

10. Submit an annual evaluation and rating of the LSDMC's performance as a group. The evaluation will be distributed in April to the Principal and LSDMC Chairperson and completed by June 1.
11. Approve any proposed school budget and seek additional resources as needed.
12. Approve any proposed school day schedule changes in conjunction with the principal and ILT.
13. Approve any proposed locally initiated change in school program or focus, e.g. neighborhood to magnet, new curriculum, and uniforms.
14. Participate in the principal selection process by participating in interviews and making a recommendation to the Superintendent as provided in this policy.
15. Participate in the lead agency and school resource coordinator selection process by participating in interviews and making a recommendation to the Superintendent and Board of Education as provided in this policy.
16. Approve any agreements negotiated by the Resource Coordinator and submitted through the principal to the LSDMC.
17. Review and recommend cancellation of any agreements negotiated by the Resource Coordinator and approved by the LSDMC for cause either at the conclusion of the agreement or with sixty (60) days written notice served upon the partnering agency or organization.
18. Act on requests from groups and committees in the school community and report back to constituent groups.
19. Participate in district-sponsored LSDMC trainings regularly and attend District scheduled LSDMC meetings.
20. Ensure school is a Community Learning Center and functions as such.
# LOCAL SCHOOL DECISION-MAKING COMMITTEE ROSTER

Due: September 25 of Current School Year

## SCHOOL:

## PRINCIPAL:

## LSDMC CHAIRPERSON:

Email address:

## ILT CHAIRPERSON:

Email address:

### PARENTS *

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*NOTE – Not Employed by the District

Please fully complete and submit pages 1 AND 2

This document is to be submitted by the Principal and LSDMC Chair to the District LSDMC Point Person
LOCAL SCHOOL DECISION-MAKING COMMITTEE ROSTER

Due: September 25 of Current School Year

SCHOOL: _____________________________________________

Composition/Selection of Members/Membership

Membership shall be made up of a minimum of 12 members to include:

☐ (3) Parents – not employed by the District AND who live within the established neighborhood boundaries
☐ (3) Teachers – licensed members selected by CFT members
☐ (3) Staff Members – non-CFT, one to be the building Principal
☐ (2-3) Students in grades 7-12, if applicable; non-voting members
☐ (3) Community Representatives – not employed by the District AND who live within the established neighborhood boundaries
☐ (1) Representative from school’s Lead Agency, Education Partner, or Business or University Liaison

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Meeting Dates & Time: (Nine meetings per school year are recommended)

1. 4. 7.
2. 5. 8.
3. 6. 9.

Additional Dates:

Please fully complete and submit pages 1 AND 2

This document is to be submitted by the Principal and LSDMC Chair to the District LSDMC Point Person
BY-LAWS

Article I: Name

Cincinnati Public School Local School Decision Making Committee (LSDMC)

Section 1. Cincinnati Public Schools District Vision

Cincinnati Public Schools will be a community that ensures equitable access to a world-class education, unleashing the potential of every student.

Article II: Responsibilities

Section 2. LSDMC Responsibilities – Role/Scope of Work

The purpose of this committee, as the primary local school governing body shall be to:

1. Secure membership of parents, community members, teaching and non-teaching staff, students, and education partners (if applicable) and submit roster and meeting calendar to Board and Superintendent Designees and hold an organizational meeting no later than September 30.
2. The parent members of the LSDMC shall be responsible to elect two parent representatives to the Instructional Leadership Team (ILT). The LSDMC members and ILT representatives need not be the same.
3. Review the District LSDMC By-Laws annually.
4. Support the school’s transformation to a Community Learning Center, and sustain the maintenance of the CLC. LSDMC recommends the lead agency, resource coordinator, afterschool programming, health, mental health and other support services.
5. Assess the needs of the school by reviewing the State Report Card at the earliest possible date after publication.
6. Set goals for the school consistent with the district vision and mission and based upon the needs assessment of the school.
7. Develop the Ohio Improvement Plan (OIP) to implement goals and measure progress. During calendar year 2020 and thereafter the school’s goals should be aligned with the District’s Strategic Plan.
8. Monitor ongoing progress including academic performance through reports from principal, staff, and resource coordinator and learning teams for future year planning.
9. Complete progress report on current goals at mid-year and end of school year in time to be available for budget development and for future year planning.
10. Submit an annual evaluation and rating of the LSDMC’s performance as a group. The evaluation will be distributed in April to the Principal and LSDMC Chairperson and completed by June 1.
Article II: Responsibilities (cont.)

11. Approve any proposed school budget and seek additional resources as needed.
12. Approve any proposed school day schedule changes in conjunction with the principal and ILT.
13. Approve any proposed locally initiated change in school program or focus, e.g. neighborhood to magnet, new curriculum, and uniforms.
14. Participate in the principal selection process by participating in interviews and making a recommendation to the Superintendent as provided in this policy.
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18. Act on requests from groups and committees in the school community and report back to constituent groups.
19. Participate in district-sponsored LSDMC trainings regularly and attend District scheduled LSDMC meetings.
20. Ensure school is a Community Learning Center and functions as such.

Article III: Membership

Section 1. This committee shall reflect diversity. Constituent groups are to strive for diversity in their selection process. Membership shall comprise of both elected and appointed positions to enable multicultural, ethnic, and professional diversity. Membership shall be made up of twelve (12) members. The number of core members may increase but must remain proportional to the original twelve (12).

This LSDMC shall be composed of the following:
1. Three (3) parent members who are not employed by the District. Three (3) to be elected at a general parent meeting which is announced in advance to all parents (or guardians) with students at the school. A parent representative must be a parent, grandparent, or legal guardian of a student at the school. Employees of the District may serve on a LSDMC as representatives of an employee group. At a school where the employee's child attends, the employee must still serve as an employee representative.
2. Three (3) licensed members - three (3) to be selected by the Cincinnati Federation of Teachers members.
3. Three (3) staff representatives (non-CFT) - one (1) of whom shall be the principal; the other two (2) members shall be elected by the non-teaching staff in an election organized by their union representatives.
4. Two (2) but not more than three (3) students from grades 7-12 to be selected by the student body or designated by the student council. Student representatives are non-voting member.
5. Three (3) community representatives who are not employed by the District. One (1) to be selected by the Neighborhood Community Council, and the other two (2) to be selected by LSDMC. In the case where no Neighborhood Community Council member is available or other neighborhood organization exists, the LSDMC may select community residents or property or business owners within the school's attendance boundaries.
6. One (1) representative from the school's lead agency, education partner, or business or university liaison as long as that representative recuses themselves when there is a conflict of interest due to any contractual relationship.

Section 2. Terms of each member shall be two year re-electable terms, except the principal, community representatives, and education partner representative who shall not have term limits. Members can serve two (2) two-year terms for a maximum total of four consecutive years. Terms shall run from July 1 to June 30. This term limit shall also apply to the parent representatives and to the Instructional Leadership Team (ILT). A member who is appointed or elected to serve the

Revised 7/2018
Article III: Membership (cont.)

balance of an existing member’s term shall be considered to have served a first term and may be reappointed to serve a second two-year term. Once a member has reached this limit, they will need to wait a minimum of two years before seeking re-election.

Section 3. Membership is not transferable, and resignations shall be by written notice to the chairperson. The LSDMC shall request a constituent group to designate a replacement to any vacancy within a month after the vacancy has been determined.

Section 4. If a member has been absent three (3) times in a calendar year, membership may be reconsidered by majority vote of two-thirds (2/3) of the quorum present.

Section 5. If a licensed or civil service member resigns her/his employed position before the end of the year, (s)he may no longer serve on the committee in that representative position as the school’s respective bargaining unit, unit shall select a replacement.

Article IV: Meeting and Quorum

Section 1. The dates, times, and locations of all meetings shall be publicly posted using the methods determined by the LSDMC which are reasonably calculated to reach the school community. Meeting notice methods may include, but not limited to: email, robocall, posted in prominent location, etc.

Section 2. Regular meeting dates shall be established by the LSDMC at the first meeting of the school year. Nine (9) meetings per school year are required. One annual meeting to review local school goals, budget, and the purpose of the LSDMC is required. One meeting shall be a joint meeting of the ILT and LSDMC. Additional meetings may be called by the Chair or by at least four (4) members of the LSDMC.

Notice of all special meetings shall be provided using the methods described above. All regular meetings shall be open to the public. The LSDMC may recess into executive session after a roll call vote solely to consider the appointment of a new principal.

Section 3. Each LSDMC should operate according to By-laws that are in alignment with Board policy. The District LSDMC By-laws should provide a method for calling special meetings of the LSDMC by either the Chair or any four (4) members of the LSDMC.

Section 4. Two thirds (2/3) of the entire membership of the LSDMC shall constitute a quorum and shall be necessary for all decision making. Decisions shall be made by majority vote. If less than a quorum is present for a meeting, the LSDMC may meet and share information but no decisions shall be made.

Section 5. The principal shall either reschedule a meeting or have an assistant principal serve in her/his absence at all meetings.

Article V: Election, Term, Duties

Section 1. Officers of the LSDMC shall be elected annually by majority vote of members in attendance at a regular meeting no later than the middle of October. If the chair position becomes vacant, the vice-chair will serve as chair until an election of a new chair occurs within 60 days.

Section 2. There shall be three officers: a chairperson who must be a parent/legal guardian or community member, a vice-chairperson, and a secretary (who may be an employee of the district). The chairperson and the principal will work collaboratively in convening meetings, setting agendas, initiating committee work, monitoring members' decorum, and enforcing Roberts Rules of Order.
Article V: Election, Term, Duties (cont.)

Section 3. The secretary shall keep a record of the attendance, all decisions made and a list of all topics discussed at the meetings. The minutes need not be a verbatim transcript of the proceedings, but must include enough facts and information to permit the public to understand and appreciate the rationale behind the LSDMC’s decisions. These minutes shall be sent to all members at least two (2) days before the meeting and shall be subject to approval as the first item of business of each meeting and published after approval on school website.

Section 4. The chairperson shall make public notices of meetings and agenda, and attend to correspondence and publicity for the LSDMC with secretarial assistance arranged by the principal.

Section 5. LSDMC members shall serve as routine liaison with their constituents. Members shall serve as two-way conduits for expression of ideas, decisions, and programs from parents, families, bargaining units and the neighborhood.

Section 6. Sub-committees may be formed with no more than 50 percent of the members being selected from any one constituent group. Sub-committee decisions are subject to approval of the LSDMC. Sub-committees may be comprised of non-LSDMC members pertaining to needed expertise based on issue.

Article VI: Operational Procedures

Section 1. The following code of conduct shall apply at all meetings:
   A. Everyone on the committee shall have the opportunity to contribute.
   B. Viewpoints of all members shall be respected.
   C. Clarifying questions shall be welcomed.
   D. Diverse opinions shall be encouraged.
   E. Visitors shall be recognized by the chairperson before speaking.

Section 2. All decisions made by the LSDMC shall be by majority vote with at least a quorum of two-thirds (2/3) of the LSDMC members present at the meeting. As an exception and in case of a time sensitive issue, voting may be conducted electronically; a majority must agree to vote electronically, and a motion must pass unanimously in the event of electronic voting.

Section 3. The chairperson shall preside at all meetings. In the absence of the chairperson, the vice-chairperson should preside. In the vice-chairperson’s absence, the secretary should preside. Additional items may be added to the agenda by the chairperson after the items listed from the previous LSDMC meeting.

Section 4. The chairperson along with the principal sets the agenda for the upcoming meeting. Agendas should include new and old business and/or additional topics suggested by the members. Personal issues or concerns shall be referred to the appropriate parties to keep the LSDMC from becoming a grievance committee for resolving individual disagreements.

Section 5. LSDMC minutes and agendas shall be available to constituent groups and the public, and easily available and accessible.

Section 6. In the event the LSDMC is tasked to select a new building principal, the LSDMC committee will meet to determine the school’s needs assessment before interviews are held. The interviews and selection conversations are conducted in executive session.

Section 7. All LSDMC meetings and subcommittee meetings should be open to the public. Individuals shall be given an opportunity to address the LSDMC at the meeting. There will be a two-minute time limit per agenda item with no more than three non-committee members addressing the item. To address a non-agenda item, the chairperson determines recognition.
Article VI: Operational Procedures (cont.)

Section 8. Office staff assistance should be arranged by the principal. The work should be submitted through the chairperson or principal.

Section 9. Meetings are to be held at the school. A meeting may be held at a different location providing the location is determined at the previous meeting and the public is given appropriate notice as described above.

Section 10. The chairperson is to serve as a facilitator and the secretary is to record the minutes of the meeting as defined in Article V. These positions shall not serve as an executive cabinet to building administration.

By-Laws Approved: ______________________________  Date: __________________________
A Summary of Ohio’s Open Meetings Act

LSDMC Manual

Ohio Open Meetings Act – Ohio Rev. Code 121.22

As a general rule, the Open Meetings Act requires public bodies, including the Board of Education, to conduct all official business in open meetings that the public may attend and observe. Subcommittees of the Board are also considered "public bodies" and are required to follow the same rules.

What is a "meeting"?

A "meeting" is defined as any gathering of the Board that is (1) prearranged, (2) includes a majority of the public body, and (3) for the purpose of discussing public business. Under the Open Meetings Act, all discussions and deliberations of public business must occur in open meeting.

"Discussions" means the exchange of words, comments or ideas by members of a public body.

"Deliberation" means the gradual arrival at a decision, thorough discussion of factors involved, weighing of positive and negative factors, and consideration of the ramifications of a proposal.

Notice requirement

The public body must establish by rule a reasonable method for notifying the public in advance of its meetings.

Regular meeting – held at regular intervals, such as an LSDMC’s monthly meeting (i.e., first Monday of every month at 7 p.m. in the school cafeteria). Notice must be provided to the public for a special meeting (see below) if the LSDMC changes the time or location of regular meetings. For example, if a meeting is rescheduled because of inclement weather, the notice for a special meeting must be provided.

Special meeting – any meeting other than a regular meeting. Public notice must be given of the time, place, and purpose of the special meeting. Discussions during the meeting should be limited to the purpose identified in the notice. For a rescheduled regular meeting, the LSDMC may specify in the notice that the meeting will be for general purposes. The LSDMC must provide notice to the public at least 48 hours in advance.

Emergency meeting – may only be called when a situation requires immediate official action. The public body must immediately notify all media outlets that have specifically requested such notice. An executive session cannot be called during an emergency meeting. In general, an LSDMC should not need to call any emergency meetings.
Minutes

The Open Meetings Act requires that public bodies keep full and accurate minutes of meetings. The minutes are not required to be a verbatim transcript of proceedings, but must include enough facts and information to permit the public to understand and appreciate the rationale behind the public body’s decisions. Minutes must be promptly prepared, filed, and made available for public inspection.

Executive Session

An "executive session" is a conference between members of the Board from which the public is excluded. The Board may invite anyone it chooses to attend the executive session.

A. Must be for a specified purpose:

   (1) Certain personnel matters – i.e., appointment, employment, dismissal, discipline, of a public employee or official or the investigation of charges or complaints.
   (2) Sale or purchase of real or personal property
   (3) Pending or imminent litigation
   (4) Collective bargaining matters – preparation or review of strategy
   (5) Security matters or emergency response protocols
   (6) Proprietary information of an applicant for economic development assistance

In general, an LSDMC should only recess into executive session during the appointment process for a school principal vacancy. LSDMC’s should not recess into executive session for any other purpose.

B. Requires a roll-call vote to adjourn into executive session

Meeting must always begin and end in an open session. To begin an executive session, there must be a proper motion approved by the majority of a quorum in an open session. The motion must specifically identify which one of the approved masters listed above are to be considered during the executive session.

For example: "I move to go into executive session to consider the appointment of a public employee – the school principal of [INSERT SCHOOL NAME]."

A roll call vote must be taken. The motion is approved if a majority of the quorum votes to recess into executive session.

The minutes should reflect the reason the public body recessed into executive session (i.e., "to consider the appointment of the principal"). Minutes should not be taken during the executive session.

The public body should return to an open session before the meeting is adjourned.

C. The public body may not take any formal action, such as voting, or otherwise reaching a collective decision in an executive session.

8/7/2015 (DH)
LSDMC
Meeting Agenda
Date

I. Call to Order
II. Roll Call and Introduction of Visitors
III. Approval of Minutes from Previous Meeting
IV. Principal Report
V. Community Learning Center Report
VI. Old/Unfinished Business
VII. Important business previously designated for consideration at this meeting
VIII. Standing Committee(s) Report
IX. Special Committee(s) Report
X. New Business
XI. Announcements
XII. Adjournment
LSDMC
Suggested Agenda Topics

Suggested Topics and Possible Special Committees

1. August and September: LSDMC Training
2. September: State Report Card Results (District and School)
3. September through March: Academic Topics (3rd Grade Reading Guarantee, attendance and mobility, maintaining and recruiting students, AIR tests, end of quarter exams, ACT pre and final, On Track for Graduation)
4. December: School Budgets Discussion Begins for Coming Year
5. February: OnePlan
6. March: Positive School Culture and Behavior Supports
7. May: LSDMC End-of-Year Evaluation
Cincinnati City School District Policies

The Revised Code of the State of Ohio explicitly prohibits conflict of interest situations for all board members, employees and agents of the State and its political subdivisions.

The policy of the Cincinnati Board of Education regarding possible conflicts of interest of employees is based on the principle that decisions made by all employees in the performance of their school system responsibilities must be made in the best interest of the school system. In reaching these decisions, employees must not be influenced by personal considerations which might consciously or unconsciously affect judgments as to what is in the best interests of the Cincinnati Public Schools.

A possible conflict of interest exists when any of the following occurs:

A. When an employee has any personal interest, financial or otherwise, in any organization which might profit from his/her decision made in the execution of school system responsibilities.

B. When an employee has other employment or any responsibility for the operation of any business, or devotes substantial amounts of time to any other income-producing activity where such outside employment, responsibility or activity may interfere with the satisfactory performance of his/her duties with the school system.

C. When an employee solicits or receives any money in addition to that received from the school system for the performance of his/her school duties.

D. When an employee uses or discloses confidential information gained in the course of or by reason of his/her position or activities in any way that could result in personal advantage or financial gain for himself/herself or for any other person.

E. When an employee knowingly authorizes, or uses his/her office to secure authorization of any public contract or to secure the investment of public funds in any security in which s/he or a member of his/her family or a business associate has any interest.

If an employee perceives a possible conflict of interest, it should be discussed with the employee’s immediate superior, who will be responsible for bringing questionable situations to the attention of the Superintendent through appropriate channels.

A question of possible conflict of interest must be regarded as a matter of major importance. The disclosure of such a conflict and the determination of whether it is material are necessary for the protection of both the employee and the school system.

https://www.boarddocs.com/oh/cps/Board.nsf/Public?open&id=policies#
Our students, staff and stakeholders bring their personal backgrounds into our schools and the District is richer for it. Each of them has a legitimate expectation to have a barrier-free learning environment counteracting the contemporary and historical impact of bias, prejudice and discrimination which for generations has produced a predictability of learning outcomes based on race, class, socioeconomic, gender, ethnicity, sex, sexual orientation, gender identity or expression, cognitive/physical ability, diverse language fluency, and religion.

It is the obligation of the District to embrace the diversity within our District while actively eliminating practices that perpetuate the disparities among our students so that all students have the opportunity to benefit equally. These disparities are unacceptable and are directly at odds with the Board’s Vision that Cincinnati Public Schools “is a community that ensures equitable access to a world class education unleashing the potential of every student.”

In order to secure this vision, the District will focus on the individual and unique needs of each student. Therefore, the Board established the following course of action:

- Foster the universal values as expressed and adopted in Board Resolution – Adopting Working Definitions for Diversity, Equity, Inclusion and Excellence in Education so that these values are shared across the District by a wide range of students, staff and stakeholders who are committed to act on these values without bias, prejudice, or discrimination.
- Commit to ensuring that fairness, equity and inclusion are essential principles of our school system fully integrating these principles into all of our policies, programs, operations and practices.
- Adopt a teaching and learning culture that includes high expectations of students and staff, varied teaching and learning styles, and individualized as well as systemic supports for teachers and students.
- Create multiple learning pathways that widen access to educational opportunities and lifelong success.
- Provide high quality, culturally relevant and responsive curricula for all students and teachers regardless of learning sites.
- Eliminate District policies, structures, and practices that perpetuate inequities and contribute to disproportionality of access and outcomes.
- Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students and groups of students in order to reduce prevalent and persistent learning outcome gaps.
- Allocate annually the District’s many financial, capital and human resources equitably.
• Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.

• Engage, include and collaborate with our families, students, residents, communities, and stakeholders as this Board recognizes that their active involvement is essential to the Board's own responsibility for effective and equitable governance.

To that end, the Board holds itself and all District and school site decision makers, faculty, support staff and participants accountable for building a District-wide culture of equity.

The Board directs the Superintendent and Treasurer together to develop a plan with clear and measurable accountability standards and procedures that can be assessed and reported transparently to the public. The Cincinnati Public Schools Equity Plan will be submitted annually to the Board for approval and its subsequent implementation by all departments and school sites will be reviewed by the Board at least semi-annually.

Adopted: 4-11-16

Approved: 3-21-18

Revised date: 3-15-18
2-27-17

Reviewed date: 2-27-17
3-29-16
Cincinnati City School District Policies

Bullying And Other Forms Of Aggressive Behavior

SUMMARY

The following policy shall be in accordance with applicable State and federal laws.

Bullying, harassment, and intimidation, of any student, by any means, by any student or school personnel, on school property, at a school-sponsored event, or on school-provided transportation, is strictly prohibited. Disciplinary action, including the possibility for suspension or expulsion, will be taken against any student found responsible for harassment, intimidation or bullying.

“Bullying, harassment, or intimidation” means either: violence within a dating relationship; or any intentionally written, electronic act (an act committed through the use of cellular telephone, computer, pager, personal communication device, or other electronic communication device), verbal, graphic, or physical act that a student or group of students exhibit more than once, toward another particular student(s) and the behavior both:

- Causes mental or physical harm to the other student(s); and
- Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

“Bullying, harassment, or intimidation” includes, but is not limited to, conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender, gender identity or expression, religion or any other distinguishing characteristics that may be defined by the district or state educational agency. This also includes association with a person or group with one or more of the above mentioned characteristics, whether actual or perceived.

Students and parents/guardians should report prohibited incidents and conduct of bullying, intimidation, and harassment to any teacher, school administrator, or staff member; any incident may be reported anonymously. Any school personnel receiving a complaint shall promptly document the prohibited incident or conduct in writing, including all information provided, and report it to the school principal or other designated administrator. All reported incidents must be investigated and verified promptly under the leadership of the school principal or other designated administrator. Steps will be taken to protect a victim or other person from new or additional harassment, intimidation, or bullying, and from retaliation following a report. The custodial parent or guardian of any student
involved in a prohibited incident shall be notified and, to the extent permitted by FERPA and section 3319.321 of the Revised Code, have access to any written reports pertaining to the prohibited incident.

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying; disciplinary action will be taken for any student responsible for deliberately making a false report of that nature.

The President of the Board shall receive a written summary of all reported incidents semiannually, and this summary will be posted on the District’s website to the extent permitted by FERPA.

Any District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident if the report was made in good faith and in compliance with the District’s procedure.

SUICIDE PREVENTION

Students face a wide range of issues and concerns that can have a substantial impact on their ability to learn and on their engagement with school. Perhaps the most severe issue faced by students is that of depression accompanied by suicidal ideation. The District takes these mental health issues seriously. To further this objective, the Superintendent shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure.
The Board of Education values student involvement in the decision-making process and shall establish a program for students to have a voice in Board decisions. The program shall include representation of students in grades 7-12 from all the District’s high schools. The program shall provide an opportunity for students to report their interests directly to the Board of Education and for the Board to seek input directly from students.

The Board encourages and welcomes student participation in Board meetings and committee meetings. Students are always welcome to participate in the Hearing of the Public portion of meetings.

The Board also supports existing programs and opportunities for students to provide input to the District’s administration. Existing programs that give students an opportunity to communicate with administrators include but are not limited to the Student Advisory Council, M.O.R.E. program, Peer Leadership Collaborative, and the Student Athletic Leadership Conference.
The Board of Education believes that each school should also be a community learning center in which a variety of partners shall offer academic programs, enrichment activities, and health and well being support to students, families, and community members before and after school as well as during the evenings and on weekends throughout the calendar year. Each school’s Community Learning Center shall hereinafter be referred to as CLC. The Board envisions each CLC as the neighborhood’s center of activity as the District pursues equity and excellence in education (Policy 2255, Equity and Excellence in Education).

The Board further believes that in order to serve more fully the needs of students and to support the improvement of their academic and intellectual development, each District public school must actively engage its community.

As the learning center in the community, each school and its partners must demonstrate strong collaboration, set high expectations for all students, embrace diversity, and share the accountability for results as it pertains to academic growth and positive school culture.

Each CLC should have a Resource Coordinator, who develops and coordinates services and programs that serve the students, their families, and the community. The Resource Coordinator shall be appointed in accordance with the Superintendent’s administrative guidelines and shall work collaboratively with the principal and the LSDMC to provide the services and programs that meet the needs and priorities identified by the school’s LSDMC, ILT, and Administration.

Annually, as part of the OnePlan process, each school shall assess the needs of its student population. As a result of that process, each school’s OnePlan shall describe the partnerships deemed necessary to enhance opportunities for student success and community and parental involvement. The LSDMC, ILT, parents, and the school community shall participate in the development of this comprehensive plan.

It shall be the responsibility of the Resource Coordinator to develop written agreements with the agencies and organizations that shall provide the services and programs. The agreements shall include a provision clarifying that the partnering agency or organization shall be responsible for reimbursing the District for actual costs for the services rendered by District custodial or
operations employees that occur outside the employee’s regular scheduled work hours, if applicable, in accordance with Board Policy 7510, Use of District Facilities and Property. These charges shall not apply to the District’s capital partners that maintain exclusive control over and responsibility for the facilities in which their programs and services are provided.

In addition, the agreement shall include a provision that requires the agency/organization to provide evidence that each employee and/or volunteer has submitted to a criminal history records check in accordance with Board Policy 3121, Criminal History Record Check, and Policy 4121, Criminal History Record Check.

Once developed, the agreements shall then be submitted to the LSDMC through the principal for approval. Each agreement shall provide for an annual evaluation of the programs and/or services provided under said agreement. These evaluations will be shared with the LSDMC. The agreement shall include a provision whereby the LSDMC retains the right to cancel said agreement for cause, either at the conclusion of the agreement or with sixty (60) days written notice served upon the agency.

The Superintendent shall be responsible for preparing administrative guidelines necessary to implement this policy.

A.C. 3301-35-01(D)(5), 3301-35-02(C)(1)(C), 3301-35-02(C)(3)

Revised date: 4-19-2018
8-24-2009
Cincinnati City School District Policies

Parent/family engagement is an important part of the educational process. A home/school partnership and greater involvement of families in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism. All families and support systems of students enrolled in the district are encouraged to take an active role in the education of their children.

The District recognizes multiple levels of family engagement, some of which happens and is visible in the school building and still other happens at home or in the community. The district believes each level of family engagement is valuable and important to student growth and the District's pursuit of equity and excellence in education (Policy 2255, Equity and Excellence in Education).

Therefore, every school will implement and sustain opportunities for parents/families to be engaged. Recognizing that a family's opportunity for engagement varies depending on a number of factors, schools will design both in and out of school engagement opportunities that allow families to participate in their children's education including:

A. Encourage strong family / school partnerships
B. Provide consistent and effective communications among parents/families, teachers, and school staff including direct communication regarding students, academics, behavior and attendance
C. Offer parents/families ways to assist and encourage their children to do their best
D. Offer ways parents/families can support classroom learning activities in and out of school
E. Involve parents/families in the design, operation, and evaluation of the educational day and program
F. Provide sufficient and timely information concerning the status and progress of their children’s education

Suggested formal or in-school parent/family opportunities include:

A. Parent representation on the Local School Decision Making Committee
B. Parent / Teacher Conferences
C. Parent Organizations
D. Parent Professional Development
E. Local or Districtwide Parent Councils and advisory groups for specific purposes
F. Booster Clubs
G. Attendance at school functions
H. Volunteering during the school day
A. Social and Advisory Groups
Every school shall have at least one parent organization. These organizations may look different at each school, as they will be designed to fit the specific needs of that school's parent community. At the same time, the district encourages parent organizations to collaborate across schools for sharing of information and best practices. The formation of the parent organization will be included in the School Improvement Plan.

Consideration must be given to English as a Second Language families and the special needs of parents who are physically challenged or sensory impaired to ensure that they also have access to information about their children's education.

R.C. 3313.472

Replaces policy 2111-Parent Involvement

Adopted: 7-13-1992
Revised: 4-19-2018
   7-23-2014
   6-9-2014
   4-28-2014
   3-24-2014
   1-24-2011
   10-9-1995
The Board views community engagement as a strategic, proactive opportunity to strengthen Cincinnati Public Schools and has included community engagement in its plan for District success. Improving communication between stakeholders and district officials is central to any effective community engagement method. Community engagement is an ongoing, continuous and long-term commitment. Such engagement uses a variety of strategies to reach the fullest array of community voices in an effort to find common ground and creative solutions about emerging issues important to its diverse stakeholders. Board community engagement centers on policy-level concerns rather than day-to-day decisions. Encouraging and organizing community engagement at the district level is an essential part of the Board of Education’s role and a major responsibility of the District and site administration and Local School Decision Making Committees (LSDMCs).

Effective engagement principles require the following:

1. Engagement engenders a shared responsibility for big concerns; it is not used only to solicit support for a predetermined or one-time decisions.

2. Engagement involves those who are directly affected by the issue as well as those making such decisions.

3. Engagement requires planning before starting and flexibility during the engagement process.

4. The Board will direct the Superintendent to develop a strategic plan for community engagement and provide the necessary resources.

5. Engagement efforts are well communicated to CPS schools and District staff, and involves staff input.

6. Engagement issues are framed in terms that are understandable and relevant to the public in order for the public’s input to be meaningful.

7. Engagement sessions create dialogue.

8. Engagement is a sustained effort.

The District recognizes community engagement can be a powerful engine for raising student growth by involving all stakeholders in identifying academic goals, standards, resources and measures of progress. As a public body, the Board has an obligation to model appropriate behavior in promoting democratic practices and teaching civic discourse through authentic public engagement. By convening the community around education issues, the Board can take a leadership role in helping people think about and act on ways to improve educational opportunities as well as community life. As a result, the Board has reason to engage its communities and its citizens by giving them a representative voice in public education governance. Therefore, the Board recommends the District incorporate and practice these Engagement Principles in its interactions with its communities.

Equitable Community Engagement Principles:

- **Careful Planning and Preparation**: Actively pursue community groups, through adequate and inclusive planning and outreach, ensuring that the engagement design meets the needs of the participants.
• **Sustained Engagement and Participatory Culture:** Establish and maintain a culture of ongoing and quality community engagement within departments, schools, programs, and partner agencies.

• **Inclusion and Demographic Diversity:** Actively reach out to equitably incorporate diverse people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy.

• **Openness and Learning:** Help all involved listen to each other, explore new ideas unconstrained by predetermined outcomes, learn and apply information in ways that generate best options.

• **Transparency and Trust:** Be clear and open about the process and provide a public record of the organizers, sponsors, outcomes, and range of views and ideas expressed.

• **Collaboration and Shared Purpose:** Support and encourage participants, including government, community institutions, and other key stakeholders to work together to advance the common good.

• **Impact and Action:** Ensure each participatory effort has potential to have a real impact and that participants are aware of that potential.

• **Accountability for Results and Financial Support:** District leaders and staff are held accountable for ensuring meaningful community engagement in the policy making and work of school governance and providing the resources to ensure ongoing success.

Note: These equitable Community Engagement Principles are adapted from the International Association for Public Participation's recommendations for community engagement.

After receiving input from the public and engaging the community as described here, the duly-elected Board of Education will be the ultimate authority for decisions affecting the District. The Superintendent will be held accountable for directing the CPS Office of Communications and Engagement to take the lead and be held responsible for community engagement but is not the sole practitioner of engagement.

The District and School Administration, staff, and stakeholders will:

1. Seek out and facilitate the involvement of those potentially affected by or interested in the decision.

2. Provide community members with all the information needed to participate in a meaningful and consequential way.

3. Promote sustainable decisions by recognizing and communicating the long-term needs and interests of the District and wider community.

4. Communicate to all participants how their input affected the decision making.

5. Annually report on and rigorously evaluate community engagement efforts and activities for effectiveness.

Related District policies: Community Learning Centers (7500), Parent-Family Engagement (9140), Equity and Excellence in Education (2255), Local School Decision Making Committees (9142)
Cincinnati City School District Policies

The Board of Education encourages parent, student and community involvement in public education in the District at three (3) levels: involvement in system-wide affairs; involvement at the local school level; and involvement at the individual student level. Involvement at all levels is to be compatible with other policy determinations of the Board, system-wide administrative procedures of the Superintendent, and the collective bargaining agreements.

Community involvement for the improvement of education is to be periodically evaluated and reported to the Board. Procedures instituted to implement this policy are to be examined to determine the extent to which they have a positive impact on the educational program; they promote representative involvement of staff, students, parents, and other community members; participants perceive their involvement as meaningful; and the activity results in constructive programs and projects for the improvement of education.

Local School Decision Making Committee

Each school principal as part of their responsibility for community engagement shall be responsible for initiating, developing, and maintaining regular meetings of a group consisting of parents, teachers, non-teaching staff, and community members for the purpose of making certain decisions and recommendations affecting that school. This group shall be known as the Local School Decision Making Committee (LSDMC). It is the governance board at the school.

The group may act as a committee-of-the-whole or through ad hoc subcommittees to accomplish its tasks so long as all such tasks are acted upon by the entire group before decisions are made or recommendations are formally conveyed to the principal or referred to appropriate central office staff.

Through this process, the Local School Decision Making Committee shall be recognized and shall function as the primary local school decision making body to develop a school plan as to how the school will pursue the Board / District’s vision and mission statement, set goals for the school, approve the local or district initiated school budget, and recommend a school principal candidate when a vacancy exists in that position.

The LSDMC shall approve any locally initiated change in the school program or focus. The LSDMC may also make recommendations to the principal regarding other school issues.

Composition/Selection of Members
Membership shall be made up of a minimum of twelve (12) members. The number of core members may increase but must remain proportional to the original twelve (12). They include:
1. Three (3) parent members who are not employed by the District. Three (3) to be elected at a general parent meeting which is announced in advance to all parents (or guardians) with students at the school. A parent representative must be a parent, grandparent, or legal guardian of a student at the school. Employees of the District may serve on a LSDMC as representatives of an employee group. At a school where the employee’s child attends, the employee must still serve as an employee representative.

2. Three (3) licensed members - three (3) to be selected by the Cincinnati Federation of Teachers members.

3. Three (3) staff representatives (non-CFT) - one (1) of whom shall be the principal; the other two (2) members shall be elected by the non-teaching staff in an election organized by their union representatives.

4. Two (2) but not more than three (3) students from grades 7-12 to be selected by the student body or designated by the student council. Student representatives are non-voting members.

5. Three (3) community representatives who are not employed by the District. One (1) to be selected by the Neighborhood Community Council, and the other two (2) to be selected by the LSDMC. In the case where no Neighborhood Community council member is available or other neighborhood organization exists, the LSDMC may select community residents or property or business owners within the school’s attendance boundaries.

6. One (1) representative from the school’s Lead Agency, Partner in Education, or Business or University Liaison as long as that representative recuses themselves when there is a conflict of interest due to any contractual relationship.

All LSDMC members shall avoid any outside conflicts of interest as described in Board Policy 1130.

Teachers, staff, students, and parent groups shall select their own representatives, who in turn, shall be responsible for reporting back to the group they represent and for soliciting that group’s views and assistance.

Officers of the LSDMC shall be elected annually. There shall be three officers: a chairperson who must be a parent / legal guardian or community member, a vice-chairperson, and a secretary. The Chairperson and the Principal will work collaboratively in convening meetings, setting agendas, initiating committee work, monitoring members’ decorum, and enforcing Roberts Rules of Order.

Terms
Terms of each member shall be two year re-electable terms, except the principal, community representatives, and Partner in Education representative who shall not have term limits. Members can serve two (2) two-year terms for a maximum total of four consecutive years. Terms shall run from July 1 to June 30. This term limit shall also apply to the parent representatives to the Instructional Leadership Team (ILT). A member who is appointed or elected to serve the balance of an exiting member’s term shall be considered to have served a first term and may be reappointed to serve a second two-year term. Once a member has reached this limit, they will need to wait a minimum of two years before seeking re-election.

Meetings
Nine (9) meetings per school year are recommended. One annual meeting to review local school goals, budget, and the purpose of the LSDMC is required. Additional meetings may be called by the Chair or by at least 4 members of the LSDMC.

All regular meetings shall be open to the public except as allowed by law to recess in executive session (e.g., principal selection). The dates, times, and locations of all meetings shall be publicly posted using methods determined by the LSDMC which are reasonably calculated to reach the school community. Meeting notice methods may include, but are not limited to email, robocall, posted in prominent locations, etc.

Two thirds of the entire membership of the LSDMC shall constitute a quorum and shall be necessary for all decision making. Decisions shall be made by majority vote. If less than a quorum is present for a meeting, the LSDMC may meet and share information but no decisions shall be made.

Each LSDMC should operate according to the District LSDMC Bylaws that are in alignment with Board policy. The District LSDMC Bylaws should provide a method for calling special meetings of the LSDMC by either the Chair or any five members of the LSDMC.

Accountability
The LSDMC shall, at mid-year, and at the end of the school year, complete a progress report regarding the goals of the local school. The report will include an explanation of goals accomplished, or accomplished in part, goals not accomplished, any recommendations to improve performance on the goals and any amendments to the goals. The LSDMC will also submit to an annual evaluation and rating of its performance by designees of the Board and Superintendent.

Role/Scope of Work
Bearing in mind that the Board of Education has the final decision making authority for matters affecting the District and its schools, the purpose of the LSDMC is to be the primary local school governing body and shall do the following:

1. Secure membership of parents, community members, teaching and non-teaching staff, students, and partners (if applicable) and submit roster and meeting calendar to Board and Superintendent Designees and hold an organizational meeting no later than September 30.
2. The parent members of the LSDMC shall be responsible to elect two parent representatives to the Instructional Leadership Team (ILT). The LSDMC members and ILT representatives need not be the same.

3. Review the District LSDMC By-Laws annually.

4. Support the school’s transformation to a Community Learning Center, and sustain the maintenance of an existing CLC. The LSDMC recommends the lead agency, resource coordinator, afterschool programming, health, mental health and other support services.

5. Assess the needs of the school by reviewing the State Report Card at the earliest possible date after publication.

6. Set goals for the school consistent with the district vision and mission and based upon the needs assessment of the school.

7. Develop the Ohio Improvement Plan (OIP) to implement goals and measure progress. During calendar year 2020 and thereafter, the school's goals should be aligned with the District's Strategic Plan.

8. Monitor ongoing progress including academic performance through reports from principal, staff, resource coordinator and learning teams at least quarterly.

9. Complete progress reports on current goals at mid-year and end of school year in time to be available for budget development and for future year planning.

10. Submit an annual evaluation and rating of the LSDMC’s performance as a group. The evaluation will be distributed in April to the Principal and LSDMC Chairperson and completed by June 1.

11. Approve any proposed school budget and seek additional resources as needed.

12. Approve any proposed school day schedule changes in conjunction with the principal and ILT.

13. Approve any proposed locally initiated change in school program or focus, e.g. neighborhood to magnet, new curriculum, and uniforms.

14. Participate in the principal selection process by participating in interviews and making a recommendation to the Superintendent as provided in this policy.

15. Participate in the lead agency and school resource coordinator selection process by participating in interviews and making a recommendation to the Superintendent and Board of Education as provided in this policy.

16. Approve any agreements negotiated by the Resource Coordinator and submitted through the principal to the LSDMC.

17. Review and recommend cancellation of any agreements negotiated by the Resource Coordinator and approved by the LSDMC for cause either at the conclusion of the agreement or with sixty (60) days written notice served upon the partnering agency or organization.

18. Act on requests from groups and committees in the school community and report back to constituent groups.

19. Participate in district-sponsored LSDMC trainings regularly and attend District scheduled LSDMC meetings.

20. Ensure the school is Community Learning Center and functions as such.

**Principal Selection**
The LSDMC shall participate in the principal selection process as provided by Board Policy 1520 and make recommendation of a school principal candidate to the Superintendent.

**Program Changes**
The LSDMC shall approve any locally initiated changes in the school’s program or focus.

**Professional Learning Communities: Teams and Elected Team Leaders**
The LSDMC’s role with school teams is as follows: 1) to review the overall team plans; 2) to concur with the school community’s request for exemption from the prevailing team organization.

**Combined Meetings**
One (1) of the LSDMC meetings shall be a combined meeting held annually with the ILT.

**Training and Implementation**
The Board’s Student Achievement Committee will be responsible to ensure funding for training of LSDMCs. The Superintendent will provide a manual written by staff of the District.

Adopted: 11/23/1981

Revised: 06/21/2018
02/24/2014
06/24/2013
12/21/2009
08/13/2007
05/11/1998

https://www.boarddocs.com/oh/cps/Board.nsf/Public?open&id=policies#
School Support Organizations are independent from the District and the Board of Education, but exist exclusively for the benefit of students. The Auditor of State refers to these groups as Non-School Organizations (NSOs) due to them being distinct and separate from the school District. Cincinnati Public Schools (CPS) has clearly identified groups that are recognized as NSOs. Examples of NSOs currently in operation throughout the District include: parent/teacher organizations and associations, booster clubs, alumni groups, social committees, foundations and “friends of”. The Board has adopted the School Support Organization policy and established parameters within which these groups should operate. This policy specifies that the:

1. Activities of these groups do not involve public funds.

2. Groups clearly distinguish themselves from the CPS school district in all activities.

3. Guidelines and procedures related to the use of school grounds, school District personnel, and students in fundraising activities of the groups are strictly followed.

4. Purchases by the groups are not represented as school District expenditures and do not use the identification numbers of the school District (Tax I.D. numbers, sales tax exemption forms, school District purchase orders, etc.).

5. Donations to the school District, in the form of cash or merchandise by such groups, only be accepted by board resolution that is reflected in the Treasurer’s Report.

6. Checks made payable to the school District or a school District building should be deposited into the applicable fund within 24 hours of receipt.

According to Ohio Revised Code Section 3313.811, the State Board of Education has established the following guidelines to be used by the Board in determining the appropriateness of the sale of items by organizations other than a school District.

1. The organization has a purpose which will benefit the school District and its students.

2. The organization’s planned activities are clearly in the best interest of the school District and its students.

3. The organization has submitted the following information and assurances:

   a. A statement noting the purpose of the organization, including but not limited to:
i. Organization name,

ii. Stated purpose, which must benefit District students,

iii. Provisions for student involvement,

iv. Names and terms of officers, along with the procedures for elections, and

v. There will be at a minimum a president, treasurer and secretary elected.

b. Financial accountability assurances that the organization:

i. Utilizes a proper bookkeeping procedure by recording revenues & expenditures, review of monthly bank statement by someone without check writing authority, checks require dual signatures, etc.

ii. Has identified persons who have financial responsibilities,

iii. Will not commingle funds with student activities accounts,

iv. Will use funds within the framework of the purpose of the organization whereby funds will not be considered public monies, and

v. Will guarantee that at least seventy percent of funds collected will be spent on student activities.

c. Use of facility assurances that the organization:

i. Will obtain permission from the principal to use school property and obtain a permit if needed,

ii. Will have a faculty member or principal on the advisory board as a sponsor,

iii. Will use teacher volunteers, students, or members to conduct activities only if approved by the Superintendent or the Superintendent’s designee, and

iv. Will be willing to pay for any or all additional expenses incurred by the activity.

4. District employees may not be compensated by NSOs for school-sponsored activities; specifically, school employees compensated by the Board are prohibited from receiving compensation for the same services from any other source, including a booster group or other support organization. District employees are prohibited from serving as a signatory on NSO checking or savings accounts.

5. Any NSOs desiring to use the District’s name, logo, trademarks, copyrights, etc. must first obtain approval from the Superintendent or the Superintendent’s designee. Such approval shall also be required for the NSO’s use of the District’s intellectual property and good will on social media websites.

6. Student participation on athletic teams or in co-curricular activities is completely independent of any fundraising activities, and students cannot be denied participation on athletic teams or in co-curricular activities based solely on participation in fund-raising activities.

7. Schools gratefully accept support from these organizations, but they are bound to a one-way flow policy in the sense that, although they may accept and benefit from such support, they may not return the favor by making payments to, making purchases for, or materially enriching a NSO by otherwise using District resources.

**NSO Fundraising Activities Permitted (no student participation)**

A NSO, with the approval of the Principal, may conduct fundraising projects such as the following:

1. The school is used as a distribution center to send materials (candy, wrapping paper, a catalog to sell magazines, raffle tickets) home for sales by parents to friends and neighbors. Students are not involved in the process at all, including but not limited to, the sales, neither as sellers nor buyers. The NSO must provide its own volunteers to implement the distribution, as it is not entitled to—nor is the District permitted to provide—the publicly financed labor of school District employees. All the revenue is handled, and all bills paid, by the NSO. It is clearly a fundraiser of the NSO.

2. A building permit to use the school building is obtained by the NSO outside school-day instructional hours, for a fundraising social event—such as a fundraising dinner, or a benefit concert. In this case, because the permit has been issued to the NSO, and because the event is held outside instructional hours—it is clear to auditors and to other concerned parties that the outside organization, not the school, is sponsoring the event, handling
the revenues, and paying the bills. Evening and weekend events for which a building permit is issued are, by definition, functions of the NSO. Building permits can be obtained from Facilities.

**Fundraising Activities Which Must be Handled Through Student Activity Funds (student participation)**

1. Bake sales, and sales of candy, popcorn, or inexpensive novelties, for example—sold to students during the school day, must be sponsored by the school (through an SAF project), as non-school organizations are prohibited from sponsoring such sales.

2. The students are provided with items—for example, candy, wrapping paper, magazine subscription forms, raffle tickets—and asked to sell them to family, friends, and neighbors. This kind of fundraiser must also be sponsored by the school (through an SAF project), as non-school organizations are prohibited from sponsoring such sales. This is a school fundraiser, with the funds to be deposited into and expended out of the given schools student activity fund account.

Policy 9212 replaces Board Policy 9211-District/Outside Support Organizations.
The Role of the LSDMC in CPS Community Learning Centers

Schools and neighborhoods are inextricably linked — one seldom succeeds if the other fails. Schools are stronger when families and community members participate in students’ education, and neighborhoods are stronger when schools are centers of the community.

Cincinnati Public Schools were designed with the intent of creating places where students learn and achieve, and the community feels at home.

To accomplish this, the CPS Board adopted Board Policy No. 7500 – Community Learning Centers, establishing the goal that all Cincinnati Public Schools will be Community Learning Centers (CLCs). The goal of CLCs is to support student success while revitalizing neighborhoods and maximizing the community’s return on its investment in public schools.

A full-time Resource Coordinator, hired by a lead agency, with a recommendation from the LSDMC, will know the specific needs of the school, its families and the community. The Resource Coordinator is key to the success of a CLC, as partnerships must be recruited, developed and supported to meet the individual needs of students, impact school success and reflect on community interests.

LSDMCs have a significant role in working to establish and maintain CLCs at each school. These responsibilities are specifically outlined in Board Policy No. 9142 – Local School Decision Making Committee (LSDMC) and include the following:

- Support the school’s transformation to a Community Learning Center, and sustain the maintenance of an existing CLC. The LSDMC recommends the lead agency, resource coordinator, afterschool programming, health, mental health and other support services.
- Monitor ongoing progress including academic performance through reports from principal, staff, resource coordinator and learning teams at least quarterly.
- Participate in the lead agency and school resource coordinator selection process by participating in interviews and making a recommendation to the Superintendent and Board of Education as provided in this policy.
- Approve any agreements negotiated by the Resource Coordinator and submitted through the principal to the LSDMC.
- Review and recommend cancellation of any agreements negotiated by the Resource Coordinator and approved by the LSDMC for cause either at the conclusion of the agreement or with sixty (60) days written notice served upon the partnering agency or organization.
- Ensure the school is Community Learning Center and functions as such.
- For more information on Community Learning Centers, please contact Ife Bell, Community Partnership Manager, Community Learning Center Engagement Team/Office of Secondary Education at 513-363-0301 or bellife@cps-k12.org.

08-28-19 Ife Bell
Parent Glossary
A Guide to Academic and Accountability Terms

504 Plan: Specific accommodations, supports or services for children with certain learning disabilities.

Accommodation(s) — Changes designed to assist children with disabilities in meeting academic standards. These may include modifications in the way materials are presented or the way children respond to the materials, as well as changes in setting, timing and scheduling.

Adequate Yearly Progress (AYP) — The term used in the federal No Child Left Behind Act to indicate that a school or district has met reading and math progress goals.

Alternate Assessment — A non-test method showing access to grade-level standards by students with significant learning disabilities at an alternative standard of achievement.

AMIS – Academy of Multilingual Immersion Studies

Assessment — A formal or informal evaluation of student learning.

AWL – Academy of World Languages

Benchmark Assessments — A series of low-stakes tests given to students in our district to track progress toward the academic standards that will be included in higher-stakes state tests. The results from the benchmark assessments help teachers identify areas of need and better prepare students for the state tests.

Charter Schools, Community Schools — Non-traditional public schools made possible by Ohio law that are free from many of the regulations of traditional public schools. Instead of having an elected school board, charter schools operate through a contract with a sponsoring organization. They receive the state funding that would have gone to the traditional public school district in which their students live.

Classroom Walk Through — A professional development strategy mainly used by principals to help them become more effective instructional leaders. As principals visit classrooms, they collect focused and specific information, such as the effectiveness of lesson plans supporting learning materials; patterns of teaching; and whether students are engaged in learning. Classroom Walk Throughs are not evaluations but are used to help principals, teachers and their schools work collaboratively to improve instruction.

Community Learning Center (CLC) — Community Learning Centers are the term that Cincinnati Public Schools uses for a strategy that supports student achievement while reconnecting schools with the communities they serve. Community Learning Centers expand the traditional notion of school by operating beyond traditional school hours to provide
services to support families and neighborhoods. The specific services are determined by each school and community through an extensive engagement process designed to identify needs, resources and partnerships.

**Comprehensive Continuous Improvement Plan (CCIP)** — The name of the district improvement plan that Cincinnati Public Schools submits to the Ohio Department of Education to show the goals, strategies and action steps our district is taking to improve student achievement. It also is the name of a unified state and federal grants application and verification system.

**Credit Recovery** — A term used to describe programs designed to help high-school students who are behind grade level in course credits to catch up, or “recover,” missing credits. In Cincinnati Public Schools, many credit recovery opportunities involve online learning programs supported by an instructor.

**Cross Cultural Competence** — The ability to think, feel and act in ways that acknowledge, respect, and build upon ethnic, social, cultural and linguistic diversity.

**Culturally Responsive Practices** — Educational practices, curriculum and instructional strategies that have been shown through research to increase the achievement of historically underachieving culturally diverse students.

**Differentiated Instruction** — Differentiated instruction means that teachers vary their teaching strategies depending on an individual student’s learning style and progress toward the standards. It’s based on the idea that teachers can no longer just teach in the traditional lecture style and expect all students to meet high academic standards.

**English Language Learners (ELL)** — Students whose native language or home language is not English who are acquiring English language skills.

**English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL)** — English language instructional support provided to students who’s native or home language is not English.

**The Every Student Succeeds Act (ESSA)** — is a US law passed in December 2015 that governs the United States K–12 public education policy. The law replaced its predecessor, the No Child Left Behind Act (NCLB), and modified but did not eliminate provisions relating to the periodic standardized tests given to students.

**Extended-Learning Area (ELA)** — An Extended-Learning Area is a design concept used in Cincinnati Public Schools’ Facilities Master Plan to support the district’s standards-based educational model. In this design, typically a cluster of four, enclosed classrooms is grouped with an Extended-Learning Area, which offers space to support such instructional strategies as small-group learning; intervention for students needing extra help; and project-based learning.

**FAFSA (Free Application Federal Student Aid)** — is a form that can be prepared annually by current and prospective college students (undergraduate and graduate) in the United States to determine their eligibility for student financial aid.

**Formative Assessments** — Assessments that provide constructive feedback to students so they can modify their approach to learning.

**Framework** — Framework refers to a model that does not involve new initiatives or programs, but, rather, it structures existing initiatives in a more systemic, effective way.
**Functional Behavior Assessment** — A question-driven problem-solving process that identifies factors impacting student behavior. The focus is on identifying the underlying causes of the behavior.

**Futures Planning** — Planning designed to assist students with disabilities prepare for additional training and/or jobs after high school.

**GED (General Educational Development)** — A high-school equivalency program through which students who did not complete high school can earn a high-school equivalency diploma.

**Gifted Program** — Educational services designed to meet the needs of children who have exceptional levels of performance or potential in one or more of four areas: cognitive ability, academic ability in specific subject areas, creativity in thinking and superior ability in visual or performing arts.

**Grouping (and Regrouping)** — An instructional strategy through which students are grouped according to a learning standard they need to learn, then regrouped once they have mastered a standard.

**Horizontal Team** — A team of teachers from the same grade level that works collaboratively to support student learning.

**IDEA, IDEIA (Individuals with Disabilities Education Act, Individuals with Disabilities Education Improvement Act)** — A federal law requiring that districts provide a free, appropriate, public education designed to meet the individual needs of students with disabilities. The law was most recently amended in 2004 as the Individuals with Disabilities Education Improvement Act.

**Individualized Education Program (IEP)** — An IEP, or Individualized Education Program, is a term used to describe a written plan for a child with a disability. This includes a statement of plans for the child’s future; the child’s current level of performance; needs that require specially designed instruction; and the frequency, location and duration of those services.

**Inclusive Practices** — Practices through which children with disabilities are educated to the extent possible with non-disabled peers, being provided with appropriate support and access to the general education curriculum.

**Instructional Leadership Team (ILT)** — An Instructional Leadership Team is a team formed by each school in our district designed to share instructional leadership decisions to improve student achievement. The ILT is composed mostly of educators at the school, but it also includes two non-teaching staff and two parent representatives selected by parent members of the school’s Local School Decision Making Committee (LSDMC). The ILT makes budget recommendations, which then need LSDMC approval to occur.

**Instructional Support Team (IST)** — A professional development strategy used in our district through which an expert team including a principal, teachers and coaches works with and in schools to improve teaching and learning. Cincinnati Public Schools has seven Instructional Support Teams, each of which works with a group of schools.

**Intervention** — Targeted instruction given to children who are at risk of academic or social failure.
Job-Equipped Professional Development — A term used to describe training that is delivered in schools, as teachers and administrators go about their normal day, to help them become more effective at their jobs.

Kindergarten Readiness Assessment–Literacy (KRA-L) — An assessment of incoming kindergartners required by the Ohio Department of Education to measure the degree to which children have developed early reading skills.

Least Restrictive Environment — A principle used in federal law regulating the education of children with disabilities in which children with special needs are educated with non-disabled peers to the greatest extent possible.

Language Enrichment and Academic Proficiency (LEAP)

Limited English Proficiency (LEP) — Students whose native or home language is not English and whose limited English speaking, writing and listening ability may deny them the opportunity to participate effectively in school if English is the exclusive language of instruction.

Local School Decision Making Committee (LSDMC) — Local School Decision Making Committee is the name used in Cincinnati Public Schools to describe the group responsible for school governance decisions. Members include a minimum of 12 and a maximum of 16 people according to the following breakdown: three teachers, three non-teaching staff members, including the principal; three parents; and three community members. Optional additional members may include up to three students and one Partner in Education representative. Major LSDMC roles include setting school goals, approving school budget recommendations and helping to select the school principal.

Multi-Age, Multi-Age Classroom — An instructional grouping that includes students of different ages and grade levels.

National Board Certification — A prestigious, voluntary certification from the National Board for Professional Teaching Standards that is widely regarded as the highest honor in the teaching profession. Teachers earn national certification by successfully completing a rigorous, performance-based assessment that takes between one and two years. More than 100 teachers in our district have earned this honor.

No Child Left Behind Act — Ended in December 2015 and was replaced by The Every Student Succeeds Act (ESSA).

Ohio CORE — A state initiative passed into law in December 2006 strengthening the academic credits students must have to graduate from high school. The Ohio CORE includes four years of math, including Algebra II or its equivalent; three years of science, with lab experience; four years of English; three years of social studies; a half unit of health; a half unit or two semesters of physical education; and a combination of five credit units selected among foreign language, fine arts, business, technology and career technical courses.

Ohio EdChoice — A voucher program sponsored by the state through which students in schools that have been rated in Academic Watch or Academic Emergency for two of the past three years are eligible for tuition vouchers to non-public schools.
Ohio Improvement Plan (OIP) — Comprehensive strategic plan developed and adopted by each school annually. The LSDMC, ILT, parents and school community are to participate in the creation of the plan, with final approval by the LSDMC.

OnePlan — The term used by Cincinnati Public Schools to describe each school’s comprehensive plan to improve student achievement. It is a school’s equivalent of the district’s strategic plan.

OTELA (Ohio Test of English Language Acquisition) — A test used to measure English-language proficiency of students who are classified as Limited English Proficient (LEP), also known as English Language Learners (ELL).

PTO/PTA — Parent Teacher Organization/Parent Teacher Association is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school.

Portfolio — A collection of student work that could include such items as writing assignments and projects.

Positive Behavior Supports — A model for setting, modeling and supporting clear, consistent expectations of desired behavior in schools.

Positive School Culture, Positive School Culture Plans — Positive School Culture is the term used by Cincinnati Public Schools to describe a proactive approach to student discipline. It involves strategies that focus on individual, classroom and school levels to promote positive behavior that keeps students engaged in learning. Every school develops its own Positive School Culture Plan based on its specific needs.

Professional Learning Community — In Cincinnati Public Schools, a Professional Learning Community is a term used to describe schools that use elements of teaming to create a culture of collaboration to support student learning.

Pyramid of Interventions (POI) — The framework used by our district to provide both academic and behavior supports to children. There are three levels of support in this model: Schoolwide, Targeted Group and Intensive Individual Interventions.

Public School Choice (PSC) — Public School Choice is a provision in the federal No Child Left Behind Act that may offer a student enrolled in a Title I school designated as in Need of Improvement the option to attend a school not in that designation, even as the student’s original school is improving.

Rubric(s) — A description of a level of performance toward mastery of a standard. Rubrics typically are used in sets that describe ranges of performance from low to high.

SCPA – School for the Creative and Performing Arts

SEAL (Standards/Examine Data/Assessment/Learning Experiences) — A framework used to develop lessons that identify and support high levels of student proficiency on academic standards.

Standards in Practice — Standards in Practice (SIP) is a professional development strategy used by Cincinnati Public Schools that is based on looking closely at the assignments that teachers give students. Working under the premise that, “Students can do no better than the
assignments they are given,” teachers use SIP to analyze and strengthen student assignments to make sure they are helping students reach academic standards.

**Standards** — A set of common expectations of skills and knowledge that all students need to master to be competent learners. Cincinnati Public Schools has adopted the academic standards set by the Ohio Department of Education. Standards-based instruction means that teachers must help each and every student reach the standards for every subject.

**State Report Card Ratings** — Ratings based on state test passing rates and other performance measures for schools and districts. The Ohio Department of Education rates schools according to five categories, which are (in highest-to-lowest-order): Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency.

**STEM/STEAM** – Science, Technology, Engineering and Math / Science, Technology, Engineering, Arts and Math

**Strategic Plan** — A comprehensive, multiyear plan used to guide systemic improvement.

**Student Based Budgeting** — A budgeting system used in Cincinnati Public Schools whereby the majority of district revenue follows the student to the school rather than being centrally controlled, and schools have responsibility for many budget decisions.

**Summative Assessments** — Summative assessments are tests that occur at the end of instructional terms to provide a summary of student learning over a period of time. Examples include midterms, final exams and state grade-level tests.

**Teacher Evaluation System** — The system developed and used by Cincinnati Public Schools to describe good teaching and evaluate teachers’ performance. It is based on nationally recognized standards of good teaching. Teachers receive annual evaluations and a more comprehensive evaluation every five years.

**Title I** — Title I is a federal aid program for schools. The goal of Title I is to ensure a high-quality education for every child, by providing extra help to students who need it most. Title I funds are intended to supplement (add to), not replace, state and federal funds.

**Transition** — Movement of a student from one setting to another; for example, preschool to elementary school, elementary school to high school, or high school to college, other postsecondary options or the workplace.

**Vertical Team** — A team of teachers from different grade levels (such as kindergarten through third grade, or fourth through sixth grade) that works cooperatively to prepare students for successively higher learning standards.
CPS Board of Education and
Cincinnati Federation of Teachers

Collective Bargaining Agreement - 2017

Pages pertaining to LSDMC
7. Notice of Citizen Examination of a Personnel File

Upon receipt of a citizen request for access to a teacher's personnel file under O.R.C. §149.43, the Human Resources Office shall notify the teacher in writing, including the date of the request and the name of the person making the request.

§145

PROFESSIONAL LEARNING COMMUNITIES

The Board and Federation are both committed to improving student achievement by establishing Professional Learning Communities (PLC) in which all stakeholders take collective responsibility to ensure student learning and to promote a collaborative educational culture focused on continuously improving results. The dominant models for PLCs are teaching teams and learning teams. Unless specifically requiring district governance, schools may organize their teams according to the structure that best suits the needs of the students in that school's programs. Limits on the number of teams per school will be determined by the ILT and reviewed by the LSDMC based on the financial constraints established by the district budget requirements.

1. Professional Learning Communities: Teams and Elected Team Leaders

Elected Team Leaders will facilitate meetings and professional discourse that focus on the analysis of current school data. The teams will determine professional development activities based on the data analysis. If requested and approved by the principal, the Team Leader will be trained in professional discourse at extended pay rate for one day.

a. LSDMC Composition

The District shall ensure that every school has an LSDMC constituted according to Board policy.

b. School Team Structures

The prevailing organization for schools in the district shall be through teams as described below:

However, if a school community wishes to be organized differently, they may request an exemption by the Superintendent. A request for exemption shall require a two-thirds (2/3) affirmative vote of the ILT, two-thirds (2/3) affirmative vote of the faculty, concurrence by the LSDMC, and informing the EIP. The exemption shall require renewal every three (3) years and shall be made by March 1 for the following school year.

2. Description of Teams

a. Teams

A team shall consist of three (3) or more teachers sharing a common group of students.

Teams may utilize teacher leader positions differently and some schools may create more teams than other schools, but team configuration or number of teams does not necessarily mean greater funds from the district.

(1) Teams for Grades K-6 and K-8

All schools shall be organized with either vertical or horizontal teams sharing the same students for at least two (2) years unless they have received an exemption from the Superintendent pursuant to §1451b.

- Each team shall select a Team Leader from among the team to serve two years according to the process outlined in 2b. Two or more leaders may alternate leadership within the year, but not share it simultaneously.

(2) Teams for Middle Grades 6-8 or 7-8

All elementary schools with grades 7-8 shall adopt the following structural and organizational features, unless they are Montessori or have received an exemption from the Superintendent according to §145 1b above.

- If the school has fewer than eight (8) academic teachers (math, science, social studies, English), then there shall be one middle school team.
§145 Professional Learning Communities

department chairs if the department numbers at least five (5). Department chairs will serve as the
department leaders. Their role is to carry out the Board adopted curricular standards and evaluate student
performance within their department’s discipline. Within each core discipline department, math, science,
social studies and English, the department chair will also serve as the content innovation specialist.

High School Department Chairs (also referred to in Appendix D as “Subject Area Leaders”) shall be
selected by the process outlined in Appendix D (“Career in Teaching Program Agreement”) – Selection of
Lead Teachers for School-Wide Positions.

3. Team Composition and Plans

Once the school has received its annual budget, the staff will develop team structures according to §145 or to other
organizational structures approved by the Superintendent, above, and submit team plans by January 15. The ILT will
either approve or reject the staff’s overall and individual team plans. The principal must also concur. If either has
concerns or objections, the team or teams will reconvene and resolve the objections by January 25. The ILT and principal
shall determine team assignments by February 1.

After existing staff has been assigned to teams, the transfer and staff selection procedures in §250 will be used to fill
remaining team vacancies and to fill vacancies in positions that serve the school as a whole.

4. Role of Teams

a. Team Rights and Responsibilities

A team shall be responsible for teaching its students to help them meet or exceed state standards. The team shall
determine instructional methods, consistent with the school’s adopted program focus, if any, and shall determine
how to group and schedule students for instruction in the subjects covered by the team. The team shall determine
disciplinary procedures consistent with the district’s Code of Conduct and the Positive School Culture Plan.
Continuity in student-teacher relationships shall be a primary consideration.

b. Assigning Students to Teams

Students with disabilities shall be assigned to teams as determined by the Least Restrictive Environment outlined
in their IEPs. For students who are not in specialized units (Autism, Multiple Disabilities, Strides) managed by
the DSS, the case coordinator, principal, and intervention specialists shall assign students with disabilities to
teams to ensure equity of assignments across teams. The assignment of students to teams shall be in alignment
with the school’s continuum of service delivery. The student services manager, principal, case coordinator,
general education teacher(s), and intervention specialist(s) shall meet at the beginning of the school year to resolve
concerns specifically related to students with disabilities, continuum of services and assignment of students to
teams taking into account the student’s IEPs and ETR data.

c. Assigning Teachers and Staff

Along with the school administrative team, the ILT will determine the most efficient use of teachers and staff
based on servicing students.

5. Budget Allocations for Schools and Teams

School budget allocations shall be made according to the Board’s adopted budgeting process. The ILT, with the approval
of the LSDMC, shall use the school’s funds to support the school’s academic mission. The ILT, with the approval of the
LSDMC, will allocate a percentage of the school’s budget for teams’ use in the instruction of their students.

With the approval of the principal, teams may agree to combine resources in order to requisition goods or services or
dollars for personnel. Teachers shall be entitled to choose among vendors selected by the Board for transportation for
field trips or related curricular, co-curricular or extracurricular or recognition events.

If a team agrees to provide coverage for a teacher’s absence for personal/family illness, personal leave, or for approved
absences for training or professional meetings where grant money or the Professional Development Funds would pay for
the substitute, the funds that the substitute would have cost the District shall be transferred to that team’s budget.
§150 School Leadership

SCHOOL LEADERSHIP

1. Instructional Leadership Teams (ILT)

An Instructional Leadership Team shall be formed at each school.

a. Role of the ILT

Instructional Leadership Teams (ILT) shall be established so that the principal, teachers, parents and other members may share leadership and make decisions in the following areas:

- develop, review, and evaluate the instructional program;
- monitor and improve school operations and procedures that impact instruction;
- plan and monitor training of staff;
- develop and monitor school budget as approved by the LSDMC;
- create and maintain a safe and orderly school environment;
- oversee the formation of teams within given parameters;
- perform all other responsibilities assigned by this contract to the ILT; and
- meet to review budget and implementation of ILT decisions quarterly.

The principal and all staff members shall implement decisions of the ILT when it acts within the scope of its authority and in compliance with applicable laws, regulations, contractual requirements and Board policies. Discipline of teachers or other staff and other personnel matters shall not be handled by the ILT, except as provided in this agreement.

b. ILT Composition

The Instructional Leadership Team shall include:

- the principal;
- up to two assistant principals;
- two parent representatives selected by the parent members of the LSDMC;
- two non-teaching staff members elected by the non-teaching staff of the school;
- teacher members, as follows:
  - The Federation Building Representative.
  - Any lead teacher serving as program facilitator or in another school-wide lead teacher position.
  - At least one (1) elected representative of special education teachers.
  - Each team, department (of four or more), or level shall have a representative selected through the process outlined in the Career in Teaching Agreement (Appendix D).
  - One (1) elected representative for the Educational Support Personnel teachers in a school. (For this purpose, Educational Support Personnel shall include District employed nurses, speech pathologists, psychologists, school social workers, occupational therapists, physical therapists and counselors.)
  - One (1) elected representative for the specialist teachers in a school. Specialists include art, music, physical education, health, drama, dance, media specialist, technology teachers and building substitutes.
  - Content Innovation Specialists as non-voting members,
  - In addition, at secondary schools the math, science, communications arts, and social studies departments shall have a representative on the ILT. The ILT shall combine other departments (including foreign language, career paths/business, health) that have fewer than four (4) members each for the purpose of representation.
  - Additional teachers shall be elected at large to bring teacher membership to sixty (60) percent on the ILT.
- The Instructional Leadership Team shall include ESL representation on ILT for ESL specialists and/or teachers if a school has a team or department that consists of four (4) or more ESL certificated service providers, in schools with less than four (4) ESL certificated service providers, they shall be represented by an existing team leader within the school; however, the representative must be employed by CPS.

c. Operation of ILT

(1) ILT Voting Procedures

The ILT will determine how it will make decisions. Decisions of the ILT shall be made when a quorum of ILT members are present. A quorum shall be fifty-one (51) percent of the members of the ILT and shall
include the principal. All meetings of the ILT shall be open and shall be held outside of the student day, except under urgent or emergency circumstances.

(2) Faculty Approval of ILT Decisions

Faculty approval of the ILT's recommendations, by majority vote unless otherwise indicated, shall be required for the following decisions. These areas are:

- lesson plan format under §220.11,
- approval of the school's budget for submission to the LSDMC,
- distribution of instructional supply funds,
- extra-curricular activities plan,
- adoption of a new program focus,
- approval of Title I School Wide Project (2/3 vote),
- approval of the school's One Plan (2/3 vote)
- Positive School Culture Plan

Teachers shall elect faculty liaisons to parent organizations and teacher representatives to the LSDMC.

(3) ILT Subcommittees

The ILT may appoint subcommittees to assist in carrying out its responsibilities, including developing policies and procedures listed above. However, the ILT shall act on the reports and/or recommendations of any subcommittees. Such subcommittees may include non-ILT members.

(4) ILT Agendas and Minutes

The Principal and a teacher co-chair, selected by the teacher members of the ILT, shall jointly prepare an agenda for ILT meetings. The agenda shall be distributed to all teachers, staff, and parent ILT members twenty-four (24) hours prior to each regular ILT meeting; and minutes shall be taken and distributed to all ILT members, LSDMC members, and staff within three (3) days. The minutes shall include all decisions made by the ILT.

If a school has an externally funded Ohio Department of Education coach, the coach will report periodically to the ILT on progress in improving student achievement.

d. ILT Training

The Board and Federation encourage ILT training through the Mayerson Academy for schools requesting training.

Further, the parties shall provide assistance and mediation if the members of an ILT so request or if the parties agree that an ILT is having difficulty working together or making decisions.

e. Policies and Practices

Policies and practices, which are implemented at the building level, shall not be inconsistent with the terms of this contract. However, if an issue specifically related to instruction can be mitigated by a short-term request for suspension of specific provisions for less than twenty (20) school days, the following process may be used to permit the deviation from strict adherence to the contract.

The faculty member(s) shall consult simultaneously with the principal and building representative to place the issue before the ILT. The ILT will discuss the requested change. A two-thirds (2/3) vote is required for approval. Upon approval, the change will be submitted to the Superintendent and Federation for approval. The timeline for approval shall be ten (10) calendar days.

After the time requested for the suspension has passed, all terms of the contract affected shall be reinstated. A request for suspension may be renewed once following the same process.

After one (1) year from the ratification of this agreement, this provision may be ended by a forty-five (45)-day notice of either party.
§150 School Leadership

f. **Parallel Structures**

No other structure shall be established by the administration or the teachers to supersede or parallel the ILT.

g. **Role of LSDMC**

Nothing in this section shall detract from the role or the authority currently granted to the LSDMC by Board Policy.

If a school has an externally funded Ohio Department of Education coach, the coach will report periodically to the LSDMC on progress in improving student achievement.

§155 FLEXIBLE ACCOUNTABILITY SYSTEM

1. **Purpose**

Individual schools in the district perform at different levels. As a consequence, the level of support and degree of flexibility, as well as oversight, may be unique. The Cincinnati Federation of Teachers and the Board of Education agree that the district shall provide resources, tools and services to schools to produce rigorous learning environments and improved academic achievement for all students. This section establishes the parameters the district shall use to determine the various levels or tiers into which schools will be placed and the unique assistance that may be offered to schools based on that identification. However, services to schools in the same category may differ.

2. **Cohesive Leadership Characteristics**

- The Board is committed to a central office focused on support rather than management, aligned policies through all levels in the district, wide and meaningful engagement of stakeholders, and aligned improvement initiatives that determine and deliver resources specific to sites.

- The parties support school use of timely and relevant data, job embedded professional development and greater focus on instruction.

3. **Partnership for Excellence**

The parties agree to establish the Partnership for Excellence to be operated by the Board and Federation under guidelines mutually developed. The Partnership will be comprised of CPS corporate and civic partners. Its role will be to focus on raising funds and enlisting expertise in order to enhance recruitment, retention and reward of excellent classroom teachers.

4. **Support to Schools**

The parties shall develop plans that push the boundaries of how schools typically function, rethink how schools operate, reduce barriers to innovation, and develop a plan that will sustain change. Provided funding is available and approval of the LSDMC, all schools may apply through EIP to be a site to introduce:

- New or specialized curriculum
- Concentrated professional development
- Innovative pedagogy
- Models of positive building culture
- Increased attention on one or more subgroups of students

5. **Resource Stability**

The district shall provide needed resources in personnel, training, and program adoption.

6. **Staffing**

a. **Redesign Schools**

In a school that is a candidate for redesign, a full school audit shall be performed the year prior. The results of the audit will be reviewed by the EIP and used to assist the Superintendent in formulating a recommendation to the Board of Education.

*CPS BOE and CFT Collective Bargaining Agreement - 2017*
3. **District Funding of Schools**

   School budgets shall be charged the average salary and benefits per FTE for each job classification in its budget.

   The school district shall send the annual budget packet and quarterly budget reports to the LSDMC members and ILT co-chairs.

4. **Money for Instructional Supplies**

   Funds allocated by the Board for consumable classroom materials and supplies shall be spent for that purpose. The amount allocated to each school for this purpose shall be reported to the principal and to the Federation building representative annually. The dollar apportionment for supplies made available to the school or unit shall be made on an equitable basis system-wide.

5. **Adequacy of Supplies**

   Supplies, equipment and instructional material necessary for the implementation of all programs and course work shall be provided to teachers for each school year. The Board shall ensure that teachers have reasonable access to copy machines at each school for the reproduction of teaching materials. The ILT may allocate funds from their instructional supply money for consumable supplies for the copy machine. ILTs shall be responsible for ensuring the adequacy of supplies to each teacher.

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**§200 TEACHER CERTIFICATES AND CONTRACTS**

Believing that higher standards are needed for schools, teachers and administrators in order to provide an outstanding education for all students, the Board and Federation affirm their commitment to the legal guidelines for licensure in Ohio.

1. **New Teachers**

   New teachers shall hold a Provisional License, successfully complete the Entry-Year Program and performance assessment within two (2) years, and obtain a five (5) year Professional License.

2. **Teaching Outside Area of Certification**

   No teacher shall be required as a condition of employment to teach outside his/her area of certification/licensure.

3. **Renewal of Certificate/License**

   Teachers who have a certificate or license on file in the Human Resources Office, which needs to be renewed, shall be informed by the administration of the necessity to renew in January of the year of renewal.

4. **Re-Employment of Limited Contract Teachers**

   Limited contract teachers who are re-employed shall be offered contracts before the close of the school term.

5. **Contract Renewal**

   A contract shall be considered automatically renewed unless notification is given by June 1, except that supplementary contracts shall terminate upon completion of the assigned duties and payment therefore and are not subject to notification to the employee of non-renewal. The Board shall use reasonable efforts to provide earlier notification to limited contract teachers whose contracts will be non-renewed.

6. **Continuing Contracts**

   The Cincinnati Teacher Evaluation System (CTES) and Career in Teaching Agreement (CITA) outlines the criteria and procedures for attaining a continuing contract. A teacher who has previously held a continuing contract in Ohio shall become eligible for a continuing contract after serving a two (2)-year period in the Cincinnati Public Schools, provided the teacher’s Credentialing Evaluation has affirmed that he/she meets the criteria for continuing contract and the teacher holds a valid or appropriate Ohio Teaching Certificate or professional license.
§215 Discipline and Dismissal

2. Notice and Site of the Conference

Disciplinary conferences may be held either at the Education Center or at the school. The teacher shall receive at least three (3) days’ notice in writing of the conference and said conference will be arranged at a mutually convenient time for all parties.

3. Conference Timing

The conference shall precede the discipline as stated in paragraph above except in extreme circumstances where removal from duties may need to precede such conference.

4. Rights under State Law

If the conference results in an administrative recommendation of dismissal, the affected teacher shall have the rights afforded him/her under state law, except where the parties have established specific rights and procedures which are provided in lieu of statutory proceedings.

5. Discipline

As a form of disciplinary action, the Superintendent may recommend to the Board that a teacher be disciplined. Such discipline may include: administrative leave with pay from one (1) to ten (10) days and up to a three (3)-day suspension without pay. However, a teacher may file a grievance challenging the suspension.

§220

TEACHING ASSIGNMENTS

1. Change in Assignments Defined

A change in assignments shall be defined as a change within a building, a teacher’s team assignment or, for teachers not assigned to teams, as a change in a teacher’s level and/or subject area within a building or unit.

2. Certification/Licensure

A teacher shall be assigned classes according to his/her certification/licensure.

3. Vacancies in Buildings

Vacancies are subject to assignment within the building using the procedure below before any vacancies are posted district-wide. After teaching assignments within the building are determined, remaining vacancies, if any, shall be posted district-wide.

4. Assignment to Teams

A teacher who wishes to change teams must submit his request to the team leader and principal. All other requests for changes in assignment must be submitted to the principal to the extent possible by January 10.

Once the school has received its annual budget, the staff will develop team structures according to §145 or to other organizations approved by the Superintendent, and submit team plans to the extent possible by January 15 to the ILT. The ILT will either approve or reject the staff’s overall and individual team plans. The principal must also concur. If either has concerns or objections, the team or teams will reconvene and resolve the objections to the extent possible by January 25. The ILT and principal shall determine team assignments to the extent possible by February 1. The LSDMC shall review the overall team plans.

Vacancies, which occur after initial assignment to teams, shall be subject to assignment procedures above.

5. Principals’ Role

Principals are expected to confer with departments regarding assignments for the following school year, including when assignment changes become necessary or vacancies occur.

Principals shall direct each department in secondary schools and primary, intermediate, and special education departments in elementary schools to separately meet for the purpose of recommending teaching assignments for the following school
§220 Teaching Assignments

(2) Where the school is organized on a six (6) class period schedule of fifty-five (55)-minute class periods, each non-career technical classroom teacher will be assigned no more than five (5) regular classes and one (1) period for preparation.

(3) Where the school is organized on an eight (8) class period schedule, each non-career technical classroom teacher will be assigned no more than six (6) regular classes and one (1) period for preparation. This form of organization shall be used only for magnet schools or programs with unique requirements.

(4) High schools may adopt schedules different from the three (3) options above, provided the schedule is recommended by the principal and ILT and approved by a two-thirds (2/3) vote of the entire faculty. After presentation of the proposed schedule, approval by the LSDMC and final approval by the Superintendent is required.

(5) All teachers in grades 9-12 shall be assigned no less than two hundred twenty-five (225) minutes per week of preparation and/or conference time or one class period daily, whichever is greater. This preparation and/or conference time shall not be assigned outside the limits of the students' school day.

g. Team Planning

At schools, the ILT shall adopt a schedule in which teachers assigned to a team are scheduled for team planning, if possible, no less than one (1) class periods/week. The Board shall not be required to employ additional teachers solely to comply with this provision.

h. School Day

The daily schedule shall be determined by the ILT and LSDMC. The Superintendent shall determine which schools will be early and late starts and the daily schedule must be within §220 7a.

K-12 schools shall adopt master schedules that accommodate the different needs of elementary and secondary students. The secondary and elementary divisions they designate shall adhere to the provisions in this section. The ILT shall seek recommendations from the level when making decisions affecting only that level.

i. Leaving School or Work Center

Teachers may only leave the school or work center with the approval of the principal or his/her designee, or during the thirty (30)-minute duty-free lunch. The teacher shall always notify the office of departure and arrival.

j. Number of Preparations - Secondary Teachers

Teachers (7-12) shall not be assigned more than three (3) preparations in each marking period, including one-quarter course. In the event that the principal is unable to schedule classes in compliance with this provision, the principal may, after consultation with the teacher and the department chair involved, schedule additional preparations by distributing them in an equitable manner, including the academic level of the classes assigned, within a department.

A preparation is defined as a grade level designation or a specific course within a subject area, requiring a separate textbook and/or specific "curriculum bulletin."

k. Assignment of Specialists/Librarians

Elementary Teacher-Librarians/Media Specialists

Each elementary school shall be staffed with a full-time Teacher-Librarian or licensed Media Specialist. In the event a properly licensed Teacher-Librarian or Media Specialist is not available to fill a vacancy, the school may choose another specialist to fill the vacancy. Teacher-Librarians or Media Specialists shall work an additional five (5) days beyond the standard teacher contract. In schools of seven hundred (700) students or more, a paraprofessional shall be assigned to the library for one (1) hour a day to assist the teacher/librarian. This paraprofessional should be proficient in the use of technology.

A single job description/category shall be developed to allow all K to 12 certified/licensed librarians to transfer between elementary, middle, and secondary schools without the requirement of changing position categories.

Specialists Service to All Schools

CPS BOE and CFT Collective Bargaining Agreement - 2017
To view the full guide, please visit our website at: https://www.cps-k12.org/schools/policies-guidelines/discipline/code-of-conduct
Ohio’s New Class of 2023 Graduation Requirements

Students entering 9th grade for the first time on or after July 1st, 2019 must meet these three requirements. Students in the classes of 2022 & 2021 also have access to these options as alternative graduation options.

1. **Complete State & District Course Requirements** (ODE Requirements = Minimum of 20 credits in specific subjects)

2. **Earn a competency score on both the Algebra I and ELA II State End-of-Course Exams** *(See slide two for more details)*

3. **Earn at least two state diploma seals** *(one of the diploma seals must be from diploma seals 1-9)*

   - State Seal of Biliteracy
   - OhioMeansJobs Readiness Seal
   - Industry Credential Seal
   - Military Enlistment Seal
   - Citizenship Seal
   - Science Seal
   - Honors Diploma Seal
   - Technology Seal
   - Community Service Seal
   - Fine/Performing Arts Seal
   - Student Engagement Seal

See Page Two For More Details
# New Class of 2023 Graduation Requirements

## 1. Complete State & District Course Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>State Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits¹</td>
</tr>
<tr>
<td>Physical education</td>
<td>½ credit²</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits³</td>
</tr>
<tr>
<td>Social studies</td>
<td>3 credits⁴</td>
</tr>
<tr>
<td>Electives</td>
<td>5 credits⁵</td>
</tr>
</tbody>
</table>

Other Requirements

You also must receive instruction in economics and financial literacy⁶ and complete at least two semesters of fine arts⁶.

## 2. Earn a competency score on both the Algebra I and ELA II State End-of-Course Exams

*If students do not earn a competency score on their first attempt:*

1. Districts shall offer remedial support
2. Students must take EOC a second time

### Alternative Options:

1. Earn College Credit Plus credit; or
2. Evidence of enrollment in an armed services branch; or
3. Two of the below (with at least one foundational option):
   - Score of proficient on three career tech. assessments in the same career field
   - Industry approved credential
   - Apprenticeship or pre-apprenticeship
   - Post-secondary apprenticeship

### Supporting options

- 250 hours of work-based learning experience w. positive evaluations
- OhioMeansJobs Readiness Seal
- Workforce Readiness Seal

## Diploma Seals

<table>
<thead>
<tr>
<th>Diploma Seals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Seal of Biliteracy ODE Website</td>
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<tr>
<td>2. OhioMeansJobs Readiness Seal ODE Website</td>
</tr>
<tr>
<td>3. Industry Recognized Credentials Seal (Awaiting more details from ODE)</td>
</tr>
<tr>
<td>4. College Ready Seal (Remediation Free Scores on ACT or SAT)</td>
</tr>
<tr>
<td>5. Military Enlistment Seal (post-secondary enlistment in armed services branch or participation in junior ROTC)</td>
</tr>
<tr>
<td>6. Citizenship Seal-Proficient scores on Am. History &amp; Am. Government EOC or equivalent AP, IB, CCP option</td>
</tr>
<tr>
<td>7. Science Seal-Proficient score on Science EOC or equivalent AP, IB, CCP option.</td>
</tr>
<tr>
<td>8. Honors Diploma Seal_ODE Website</td>
</tr>
<tr>
<td>9. Technology Seal (Awaiting more details from ODE)</td>
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<tr>
<td>10. Community Service Seal</td>
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<tr>
<td>11. Fine/Performing Arts Seal</td>
</tr>
<tr>
<td>12. Student Engagement Seal</td>
</tr>
</tbody>
</table>

Districts must define guidelines for at least one of these three seals: 10. Community Service Seal, 11. Fine/Performing Arts Seal, 12. Student Engagement Seal

Full details on Ohio’s course requirements: [http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Courses-and-Requirements](http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Courses-and-Requirements)