

## REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

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

### ATTENDEES

#### Student Achievement Committee Members

Chairperson Eve Bolton, Ozie Davis III, Mike Moroski

#### Administration/Staff

Scott Adams, Chief Operations Officer; Tianay Amat, Assistant Superintendent; Ife Bell, Community Partner Manager; Susan Bunte, Assistant Superintendent; Lori Cargile, Interim Manager, Mathematics; Emily Campbell, Director, Curriculum; Brittany Cousins, Career Based Learning, Curriculum; Joyce Fischer, Executive Communications Assistant; William Johnson, M.O.R.E. Coordinator; Paul McDole Jr., Human Resources Director; Bill Myles, Assistant Superintendent; Kayla Ritter Rickels, College Manager, Curriculum; Laura Sanregret, District Wide Lead Teacher; Martha Walter; Jennifer Williams, Science Curriculum Manager; Hiawatha Francisco, Assistant Principal of Instructional, Curriculum; Lauren Worley, Chief Strategic Communications Engagement Officer

#### Cincinnati Children's Hospital Medical Center

Jilda Vargas-Adams, Pediatric Physiatrist

#### Community Learning Center Institute

Kate Eisenpress

#### Cincinnati Federation of Teachers (CFT)

Kendra Phelps, Professional Issues Representative

#### Community Members/Parents

Marlena Brookfield; David Brenner; Craig Rozen

#### Cincinnati Fire Department

Raffel Prophett, District 1 Fire Chief

#### Mayerson Academy

Beth D'Amico, Mayerson Academy

#### Cincinnati Health Department

Martha Walters, Health and Wellness Program

### **Six American Institutes for Research (AIR) Recommendations on Improving Ohio Teacher Evaluation System (OTES)**

The Student Achievement Committee, at their July 19, 2018 SAC meeting, assigned the Administration to review the six recommendations and provide an update at the September 2018 SAC meeting.

Mr. McDole reported that the Administration has discussed the recommendations. He also reported that the District has an interest in the information and will be working to provide more detail at the October 18, 2018 SAC meeting.

Chairperson Bolton reiterated that the recommendations were provided by [AIR Ohio Educator Standards Board Recommendations for Revising the Ohio Teacher Evaluation System](#), at the request of the State of Ohio Superintendent of Public Instruction, Paolo DeMaria.

Ms. Phelps reported that the recommendations were passed through House Bill 316 and that in school year 2019-2020 there will be pilot school districts. The recommendations will be fully implemented in school year 2020-2021.

**ACTION:** The Administration will discuss their recommendations and information about the District being a possible pilot at the October 18, 2018 SAC meeting.

**Percentage Breakdown of CPS Teacher Evaluation**

**ACTION:** The Administration will provide an update on the breakdown at the October 18, 2018 SAC meeting.

**Teacher Workforce Index Compared to Ohio Urban**

Yenetta Harper, Teacher/Principal Evaluation Manager, updated the Committee on the following Workforce Index Reports at the July 19, 2018 SAC meeting.

- Workforce Index Report 2016-17 (State)
- Every School in the District Workforce Indicators
- Compliance to Equitable Access to Excellent Educators Component

**ACTION:** Mr. McDole reported that the Administration will provide an update that includes comparison with other urban school districts in relation to the above data that was provided by Ms. Harper at the July 19, 2018 SAC meeting.

**NSBA/CUBE Presentation**

Assistant Superintendent Bunte informed the Committee that she, Committee Chairperson Bolton, Susan Kami Moore Hill, Lead School Psychologist, Susan Shelton of Mindpeace, and Sara Maurer will be doing a 90-minute presentation on Mental Health Services at the Council of Urban Boards of Education (CUBE) Annual Conference, September 27, 2018 in Las Vegas, Nevada.

**ACTION:** The group presenting will provide an update of their presentation at the October 18, 2018 SAC meeting.

**Professional Development (PD) Monies for Preschool Workforce**

Ms. Phelps reported that funding has been approved for the PD and will be disbursed the week of September 24, 2018. Mr. McDole will follow up to ensure that the funding gets distributed.

The funding is to provide PD for preschool providers in order for them to remain and become five-star providers.

**Gates Grant**

Emily Campbell, Curriculum Director, reported that the Gates Foundation spoke with StrivePartnership about partnering with eight of the District's high schools to offer mathematics for 8<sup>th</sup> grade students to equip them with a strong math foundation before entering high school. Ms. Campbell provided the Committee with the below information provided by the organization.

StrivePartnership, in partnership with Cincinnati Children's Hospital Medical Center (CCHMC) and Cincinnati Public Schools (CPS), is applying for funding from the Bill & Melinda Gates Foundation to support one year of planning for Network for School Improvement (NSI). This opportunity (BMGF) shall allow StrivePartnership, CCHMC, and CPS to build a program to use continuous quality improvement (CQI) to identify, test, and refine solutions that help improve outcomes among Black, Latino, and low-income students that are predicative of high school graduation and postsecondary success.

The StrivePartnership Network for School Improvement will focus on Middle School On-Track, and the indicator of 8<sup>th</sup> grade math proficiency, as measured by the percent of students demonstrating 8<sup>th</sup> grade student ability on benchmarked math assessments aligned with high-quality curricula. This outcome is a priority because a 2014 review of student data from urban districts attending regional colleges and universities, nearly 67 percent required math remediation, twice that of English remediation. Statistically, only 33 per cent of that group will then ultimately graduate.

If awarded, this funding will provide \$750,000.00 for one year and invite StrivePartnership to apply for another opportunity of Type 1 funding in 2019. While StrivePartnership and CCHMC have been building CQI capabilities in local leaders and education stakeholders over the past several years, this influx of funding shall focus on CPS and allow all partners to build and test the framework to do more, and more quickly, than would have been accomplished in the absence of the additional financial support.

Ms. Campbell advised that StrivePartnership will be the fiscal agent and CPS will be the partner school and she will know in the month of October 2018 if CPS is granted the award

Ms. Campbell will also share this information with the Finance Committee at their October 18, 2018, 4:00 p.m. meeting.

### **Advanced Placement (AP) and College Credit Plus (CCP)**

Kayla Ritter Rickels talked about the Curriculum Department building a mutual accountability of students being college-ready and colleges being student-ready.

She reported that an AP bootcamp was hosted for the Blended-Learning team at Northern Kentucky University. This will be the third year for the camp.

Ms. Ritter Rickels reported that 3,482 students took the AP test in school year 2017-2018 and 60.88 percent of the students scored a three or better on the test. A score of three is passing.

She also reported that on August 21, 2018, 27 Western Hills High School students tested eligible for CCP, which is a 100 percent passing rate at the school. Those students will be taking English classes.

In school year 2017-2018 1,034 students enrolled in CCP at Cincinnati State which equated to 1,721 CCP courses. She also reported that 72.7 percent of the students received college credit.

Ms. Rickels reported that every high school in the District has at least one AP class, and that work is being done to include more classes. She reported that an AP Steering Committee will begin in early October 2018 to work on an AP Program. An overview of that program will be conducted in the spring of 2019 with students and families to make them aware of what supports are in place.

Chairperson Bolton added that in her view there are not enough courses being offered throughout the District. There are not enough students taking AP courses. There are way too few students taking AP courses at Walnut, SCPA and at the two Montessori High Schools. She also said that AP offerings should be expanded with career education in mind.

**ACTION:** Committee member Moroski would like to see an AP and CCP report broken down by school, gender, and race to see the ethnicity of those students taking AP and CCP courses.

ACTION: Committee member Davis asked if the District tracks what neighborhoods students are taking AP classes, and if they are coming from neighborhood schools.

ACTION: The Administration will report back to the Committee in a few months about the work of the Steering Committee and Mr. Davis' and Mr. Moroski's requested reports.

### **High School Bell Schedule**

Mr. Myles reported that all high schools now have seven bells and budget items must be addressed to expand curriculum.

### **Advanced ED Accreditation**

Mr. Myles updated the Committee on the schools that were accredited. Hughes STEM, Riverview East Academy, Robert A. Taft Information Technology, Shroder, Walnut Hills, Western Hills, Withrow, and Woodward High Schools are already accredited.

He reported that Clark Montessori and James N. Gamble Montessori High Schools are in line to get their official Montessori accreditation. Aiken, Gilbert A. Dater, and Oyler schools received their accreditation last school year. He also reported that Virtual High School does not qualify for accreditation.

Mr. Myles will be checking to see if there are accreditations for Arts schools. If SCPA gets accredited, then all of the District high schools will be accredited.

He reported that the Administration is working with the Office of Communications and Engagement to have signage hung at schools indicating that they are an accredited school.

### **Later Starts for High Schools Draft SAC Report**

Ms. Vargas-Adams, a member of the Later Starts for High Schools (LSFHS) advocate group, updated the SAC on their review of the Student Achievement Committee's draft report on Later Starts for High Schools that was discussed at SAC's August 16, 2018 Committee meeting.

Ms. Vargas-Adams reported that the advocacy group was in touch with their City allies that included staff in City Councilmen PG Sittenfeld's office and the Office of Performance and Data Analytics. She reported that they are still enthusiastic about the transportation hackathon. Ms. Vargas-Adams stated that the advocacy group will be assisting with some of the data labeling and processing and hope to get a date for the event scheduled soon thereafter.

Ms. Vargas-Adams provided the SAC with the following *community advocate comments* dated August 31, 2018 regarding the Student Achievement Committee's draft report:

First and foremost, our group is delighted to see the SAC moving forward with an official report on this highly impactful issue. We agree that time is of the essence and significant action is needed in the coming weeks. We applaud Board Member Eve Bolton and her colleagues for their efforts and focus on this issue.

*Among the most important points made in the report are:*

- The need to make **decisions for the 2019-2020 school year** by early 2019
- The need to **reach all high school communities** to share information and gauge support

- The robust and high-quality **evidence supporting later start times** regarding health, safety, and other outcomes for students and communities
- The need to quantify transportation costs and explore pragmatic **solutions for transportation**

We made the following specific suggestions to amend or augment the report for greater clarity:

1. Points 1 and 2 and FIRST and SECOND RECOMMENDATIONS – the focus here seems to be on community engagement and awareness. We would like to see more information about progress to date within the district which includes:
  - a. An online survey of CPS high school students in March 2018 (results not available to us).
  - b. A community meeting March 15, 2018 which filled a room with concerned citizens, the vast majority of whom were in support of later start times.
  - c. An online community thought exchange in April 2018 involving 1181 contributing individuals who supplied 1,310 ideas and 29,290 ratings. All of the ideas that had ratings over 4 (out of 5) stars were in support of later school start times – which was the first 329 ideas. Many, perhaps most, of the remaining ideas were also supportive, but we did not count them.
  - d. Outreach by our group of advocates to high schools and elementary schools in the District as well as partnership with CPS to share information at Black Family Reunion and Hispanic Fest. These have been very positive.
  - e. Absolutely no organized opposition to later high school start times in our community.

We would also suggest a specific recommendation that our advocacy group be provided contact information for all impacted school LSDMCs and PTOs so that we can begin outreach efforts immediately.

2. Points 3, 4, 5, and 6 and THIRD and FOURTH RECOMMENDATIONS – we support this section as the key basis for enacting change. We agree that impacts on child health should be the primary emphasis. If additional research or quantified outcomes would be helpful to cite, we would happily provide them.
3. Point 7 and FIFTH RECOMMENDATION – equity is a very important issue but school start times are not an either-or proposition with equity. Some research suggests that the harms perpetrated by early high school starts have even greater impact for students in lower SES groups or with other challenges in their lives. For this reason, we suggest that school start times be seen as a part of an effort to ensure equity and to minimize the deleterious effects of poverty, racial inequality, insecurity around food or housing, and other vulnerabilities. We are angry to see that many CPS high school students are starting school earlier for 2018-19 and generally well in advance of the recommended 8:30 start time. The benefits of greater instructional time or academic support may well be entirely offset by the price these children pay with sleep deprivation. This is a poor argument for equity.
4. Point 8 and SIXTH, SEVENTH, EIGHTH, and NINTH RECOMMENDATIONS – we see these items as the arena in need of the greatest and most immediate attention.
5. Point 9 and TENTH RECOMMENDATION – we agree.
6. Point 10 and ELEVENTH and TWELVTH RECOMMENDATIONS – we view the policy of high schools of choice and magnet schools as largely separate from school

start times, but acknowledge that all changes result in at least modest ripples of adjustment. We would like to see this item framed as an acknowledgement of the fact that many systems may need to adjust, but that these disruptions should be expected, accepted, and minimized.

If our group can provide additional input or assistance with this report, please let us know. We would be honored to aid in writing/revising/reorganizing the text, to provide supportive data and/or descriptions of efforts to date, to meet with interested parties, or to supply any other contribution that would forward the submission of this report.

We look forward to working together to improve the educational experience and quality of life enjoyed by our CPS high school students.

Lauren Worley updated the Committee on engagement initiatives for LSFHS. She reported that a community-wide meeting took place earlier in the year as well as an on-line thought-exchange. She reported that the District partnered with CommEN Strategies to collect qualitative and quantitative data to further inform the LSFHS Project.

CommEN's primary focus will be on engaging high school students and their parent/guardians/caretakers in 14 high schools through a variety of tactics including grassroots, forums/meetings, data tracking, and digital marketing.

For school year 2019-2020, Administration will need a decision in February 2019 if LSFHS will move forward in order to begin planning and budgeting.

Ms. Worley will be drafting a letter for the SAC to send to Metro regarding their follow-up in evaluating a busing plan for LSFHS.

Ms. Vargas-Adams also provided the SAC with the following information about the *Effects of School Start Times for High School students* dated 9/14/2018.

School start times have a profound effect on the health and well-being of high school students. Additional impacts address academic performance and achievement, public safety, and even economics. Below are some of the evidence-based conclusions regarding high school start times.

Sleep is fundamental to health. Unfortunately, contemporary American society creates many impediments to adequate teen sleep. Although teens need around 9 hours of sleep each night, their biological rhythms are such that they are not ready for sleep until 11pm or later. Because schools generally start early and therefore teens need to awaken early, the majority of high school students sleep fewer than 8 hours per night during the school week.

Shortened sleep has profound effects. In the arena of mental health and thought, science has demonstrated that shortened sleep results in sleepiness as well as impaired attention and learning. Moreover, depression, anxiety, and suicide risk increase. In fact, shortened sleep is associated with many risky behaviors including unsafe driving. Student physical health also suffers when teens don't get adequate sleep. Sleep-deprived high schoolers have more illness (and missed school days), more obesity, and more athletic injuries/reduced athletic performance.

Robust scientific evidence has demonstrated that later high school start times lead to more sleep for students.

When CPS moves to a healthy start time of 8:30 or later for all high school students, we can expect improvement in student mental health, student health, student safety, student and family happiness, attendance, retention, grades, and test scores. In addition, the Cincinnati community will benefit from fewer motor vehicle collisions and higher earning potential of students, which have substantial economic consequences.

The American Academy of Pediatrics and at least a dozen additional national organizations have policy statements recommending a start time of 8:30am or later for all high school students because the evidence for the many benefits to teens is overwhelming.

For additional information, the following websites are particularly useful: [AAP Policy Statement](#); [Start School Later](#); and [Rand Economic Analysis](#).

### **School / District Calendars 2019-2020 and 2020-2021**

Mr. McDole reviewed the 2019-2020 and 2020-2021 Districtwide School Year Calendars with the Committee for recommendation of approval. He reported that Professional Development Days have been moved to the beginning of the school year before students report.

**ACTION:** The SAC reviewed the calendars and advised the Administration to provide a report on the amount of contact time with students over the past ten years.

**ACTION:** The SAC agreed with calendars and will recommend approval of them at a Board Business meeting.

Attached please find a draft of the calendars.

### **Public Safety Academy (PSA) Available Career Paths and Credentials**

Committee Chairperson Bolton informed the Committee that Western Hills High School is the home campus for the Public Safety Academy.

Brittany Cousins updated the Committee on resources that are available through the Ohio Department of Education. She informed the Committee about career pathways for Loss Prevention Managers and Paramedics. The report provides information on startup grade levels, salaries, job growth, and average tuition.

Attached please find a copy of the pathways.

Cincinnati District One Fire Chief Raffel Prohett emphasized that the Academy is a partnership and collaboration with the City, the District and the community and will help diversify the police and fire department.

### **Health Curriculum Development Status**

Dr. Jennifer Williams, Science Curriculum Manager, informed the group that health and wellness is now part of Curriculum. The Board passed a new Policy 5311 – Wellness Curriculum on August 16, 2018 that includes meeting the needs of students in nutrition, health, and physical activity.

She reported that Curriculum will be using the 2017-2018 Social Studies template to create the instruction and recommend the plan to the SAC in March 2019 for their review and recommendation to the Board.

**Community Learning Centers (CLC) Review Starting Information**

Committee Chairperson Bolton reported that the CLCs will be going under review. Ife Bell, Community Partner Manager, updated the Committee about the review that her department will undertake. She reported that there are CLCs in 44 out of 62 of schools in the District and that there are 700 partners in the District.

Ms. Bell reported that a High School Resource Coordinator Impact Conference took place in September and will take place in October 2018. She reported that a meeting with all Resource Coordinators across the District took place on September 19, 2018. The Resource Coordinators will be meeting on a monthly basis, as well as quarterly.

She informed the group that Lead Agency quarterly meetings have been planned and scheduled for the year. The CLC evaluation will be launching this year in partnership with Innovations to get a baseline of the status of CLCs, and a planning team is designing a new partner learning dashboard (2.0) to continue tracking the work, as well.

Ms. Bolton is interested in the revenue flow, job titles and the role of the Lead Agency.

Committee member Davis emphasized the importance of developing relationships with the neighborhoods in order to utilize the CLCs with the neighborhoods.

Committee member Moroski expressed the need for the Administration to evaluate Principals on the use of CLCs in their neighborhoods, because *some* schools are utilizing the CLCs with their communities.

ACTION: The SAC will continue discussions on CLCs at their October 18, 2018 meeting.

The meeting adjourned at 4:05 PM.

**Student Achievement Committee**

Eve Bolton, Chair  
Ozie Davis III  
Mike Moroski

**Staff Liaisons**

Tianay Amat, Assistant Superintendent  
Bill Myles, Assistant Superintendent





**DRAFT 9/19/2018**

## 2019 – 2020 Districtwide School Year Calendar

AUGUST				
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FEBRUARY				
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2019-20 Calendar	
Aug 12	Professional Meeting Day. No Students
Aug 12 - 16	Staff Professional Development Day. No Students.
<b>Aug 19</b>	<b>Schools Open. Students Report.</b>
Sep 2	Labor Day. Holiday. Schools Closed
Sep 9	Midterm Week
Sep 23 - Oct 11	Fall Gifted Screening
Sep 31 - Oct 11	INVIEW / Terra Nova (Elementary)
Oct 9	PSAT (High Schools)
Oct 11	End of First Quarter. Students Report. (39 Instructional Days, 44 Staff Days).
Oct 21	Conference Comp Day - School Closed
Oct 23 - 29	3 <sup>rd</sup> Grade Fall ELA.
Nov 5	Election Day - Conference Day. No Students.
Nov 11	Veterans' Day. Holiday Observation. Schools Closed.
Nov 12	Midterm Week
Nov 27	Conference Day. No Students.
Nov 28	Thanksgiving. Holiday Observation. Schools Closed.
Nov 29	
Dec 2 - 13	Fall HS End of Course
Dec 16-20	Semester 1 Exams (High Schools)
Dec 20	End of Second Quarter. Students Report. (44 Instructional Days, 46 Staff Days).
Dec 23-Jan 3	Winter Recess. Schools Closed. (10 days).
Dec 24	Christmas Eve. Holiday Observation.
Dec 25	Christmas Day. Holiday Observation.
Jan 1	New Year's Day. Holiday Observation.
Jan 6	Schools Reopen. Students Report.
Jan 9 - Mar 2	MAP K-3 <sup>rd</sup> Winter
Jan 20	Martin Luther King Jr. Day. Holiday. Schools Closed.
Jan 27 - Feb 14	Winter Gifted Screening
Feb 3	Teacher Learning Teams. No Students.
Feb 4 - Mar 27	OELPA
Feb 10	Midterm Week
Feb 17	Presidents' Day. Holiday. Schools Closed
Feb 18 - Apr 10	Alternative Assessments
Feb 19	ACT (High Schools)
Mar 10 - May 22	MAP K-3 <sup>rd</sup> Spring
Mar 13	End of Third Quarter. Students Report. (47 Instructional Days, 48 Staff Days).
Mar 23-27	Spring Recess. Schools Closed. (5 days).
Mar 30	Schools Reopen. Students Report.
Apr 6 - 17	Spring HS End of Course ELA
Apr 20	Midterm Week
Apr 20 - May 8	Spring HS End of Course M/S/SS
Apr 27 - May 21	Semester 2 Exams (High Schools)
May 4 - 15	Advanced Placement Exams
May 21	End of Fourth Quarter. Last Day for Students. (44 Instructional Days, 45 Staff Days).
May 22	Professional Meeting Day. Last Day for Teachers.
May 25	Memorial Day. Holiday. Schools Closed.
June 1-26	Elementary Summer School. (20 Instructional Days).
June 1-26	Senior Summer School. (20 Instructional Days).
July 3	Independence Day. Holiday Observation. Schools Closed.
July 8	Summer 3 <sup>rd</sup> Grade ELA
July 13 - 17	Summer HS End of Course

- Legend**
- ★ Schools Open for School Year
  - ☐ Days of Instruction
  - Q End of Quarter
  - ❖ Holiday/Break
  - M Midterm Week
  - ✓ Teacher & Parent Conference Day
  - Staff Professional Development Day
  - ⊕ Elementary Summer School
  - ⊞ Senior Summer School
  - ◇ Professional Meeting Day

**Notes:**

- 174 Student Days / 191 Teacher Days
- 1131 instructional Hours



## 2020 – 2021 Districtwide School Year Calendar

AUGUST				
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FEBRUARY				
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SEPTEMBER				
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OCTOBER				
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MAY				
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DECEMBER				
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### 2020-21 Calendar

Aug 17	Professional Meeting Day. No Students
Aug 18 -21	Staff Professional Development Day. No Students.
Aug 24	<b>Schools Open. Students Report.</b>
Sept 7	Labor Day. Holiday. Schools Closed
Sep 14	<b>Midterm Week</b>
Sep 21 -Oct 9	<b>Fall Gifted Screening</b>
Sep 28- Oct 9	<b>INVIEW / Terra Nova (Elementary)</b>
Oct 14	<b>PSAT (High Schools)</b>
Oct 16	End of First Quarter. Students Report. (39 Instructional Days, 44 Staff Days).
Oct 21 - 27	<b>3<sup>rd</sup> Grade Fall ELA.</b>
Nov 9	Conference Comp Day -School Closed
Nov 9	<b>Midterm Week</b>
Nov 10	Election Day - Conference Day. No Students.
Nov 11	Veterans' Day. Holiday Observance. Schools Closed.
Nov 25	Conference Day. No Students.
Nov 26	Thanksgiving. Holiday Observance. Schools Closed.
Nov 27	
Dec 1 - 11	<b>Fall HS End of Course</b>
Dec 14 -18	<b>Semester 1 Exams (High Schools)</b>
Dec 18	End of Second Quarter. Students Report. (39 Instructional Days, 43 Staff Days).
Dec 21-Jan 1	<b>Winter Recess. Schools Closed.</b> (10 days).
Dec 24	Christmas Eve. Holiday Observance.
Dec 25	Christmas Day. Holiday Observance.
Jan 1	New Year's Day. Holiday Observance.
Jan 4	<b>Schools Reopen. Students Report.</b>
Jan 7 - Mar 1	<b>MAP K-3<sup>rd</sup> Winter</b>
Jan 18	Martin Luther King Jr. Day. Holiday. Schools Closed.
Jan 25 - Feb 12	<b>Winter Gifted Screening</b>
Feb 8	Teacher Learning Teams. No Students.
Feb 2 - Mar 26	<b>OELPA</b>
Feb 8	<b>Midterm Week</b>
Feb 15	Presidents' Day. Holiday. Schools Closed
Feb 16 - Apr 9	<b>Alternative Assessments</b>
Feb 17	<b>ACT (High Schools)</b>
Mar 10 - May 22	<b>MAP K-3<sup>rd</sup> Spring</b>
Mar 12	End of Third Quarter. Students Report. (47 Instructional Days, 48 Staff Days).
Mar 22 - 29	<b>Spring Recess. Schools Closed.</b> (6 days).
Mar 30	<b>Schools Reopen. Students Report.</b>
Apr 5	Conference Comp Day-School Closed
Apr 5 - 16	<b>Spring HS End of Course ELA</b>
Apr 19	<b>Midterm Week</b>
Apr 19 - May 7	<b>Spring HS End of Course M/S/SS</b>
Apr 26 - May 27	<b>Semester 2 Exams (High Schools)</b>
May 3 -14	<b>Advanced Placement Exam</b>
May 27	End of Fourth Quarter. Last Day for Students. (47 Instructional Days, 48 Staff Days).
May 28	Professional Meeting Day. Last Day for Teachers.
May 31	Memorial Day. Holiday. Schools Closed.
June 2-29	Elementary Summer School. (20 Instructional Days).
June 2-29	Senior Summer School. (20 Instructional Days).
July 5	Independence Day. Holiday Observance. Schools Closed.
July 9	<b>Summer 3<sup>rd</sup> Grade ELA</b>
July 12 - 16	<b>Summer HS End of Course</b>

#### Legend

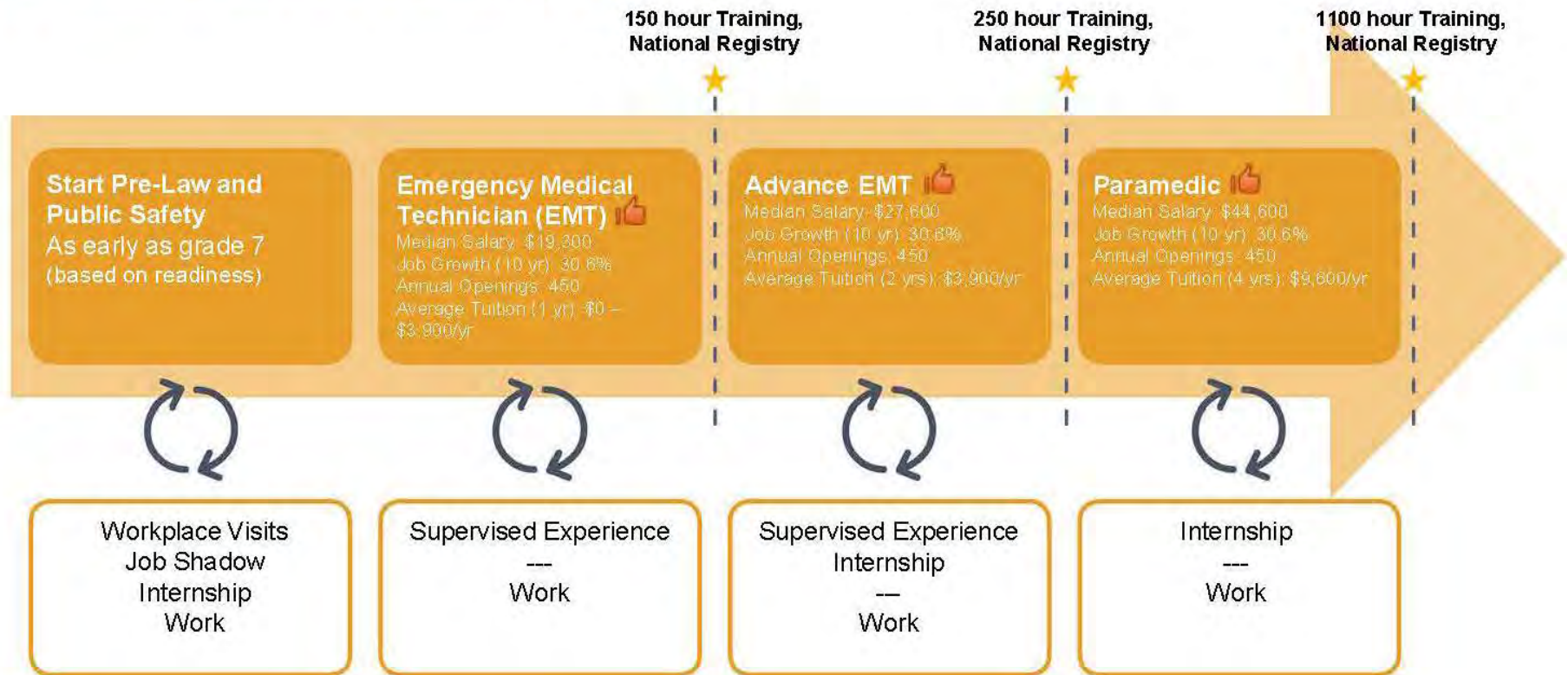
- ★ Schools Open for School Year
- ☐ Days of Instruction
- Q End of Quarter
- ◆ Holiday/Break
- M Midterm Week
- ✓ Teacher & Parent Conference Day/Learning Team
- Staff Professional Development Day
- ⊕ Elementary Summer School
- ⊞ Senior Summer School
- ◇ Professional Meeting Day

#### Notes:

- 172 Student Days / 191 Teacher Days
- 1118 Instructional Hours



# Law and Public Safety Career Pathway



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

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

Ohio In-demand Occupations

Data reflects 2014 Ohio labor statistics and public institutions of higher education for 2013-2014. For specific tuition costs, visit [ohiohighered.org](http://ohiohighered.org).



# Law and Public Safety Career Pathway

Secondary Pathway: **Firefighting and Emergency Medical Services**

Postsecondary Program: **Emergency Medical Services**

## An Example of Courses with Secondary and Postsecondary Credits

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

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

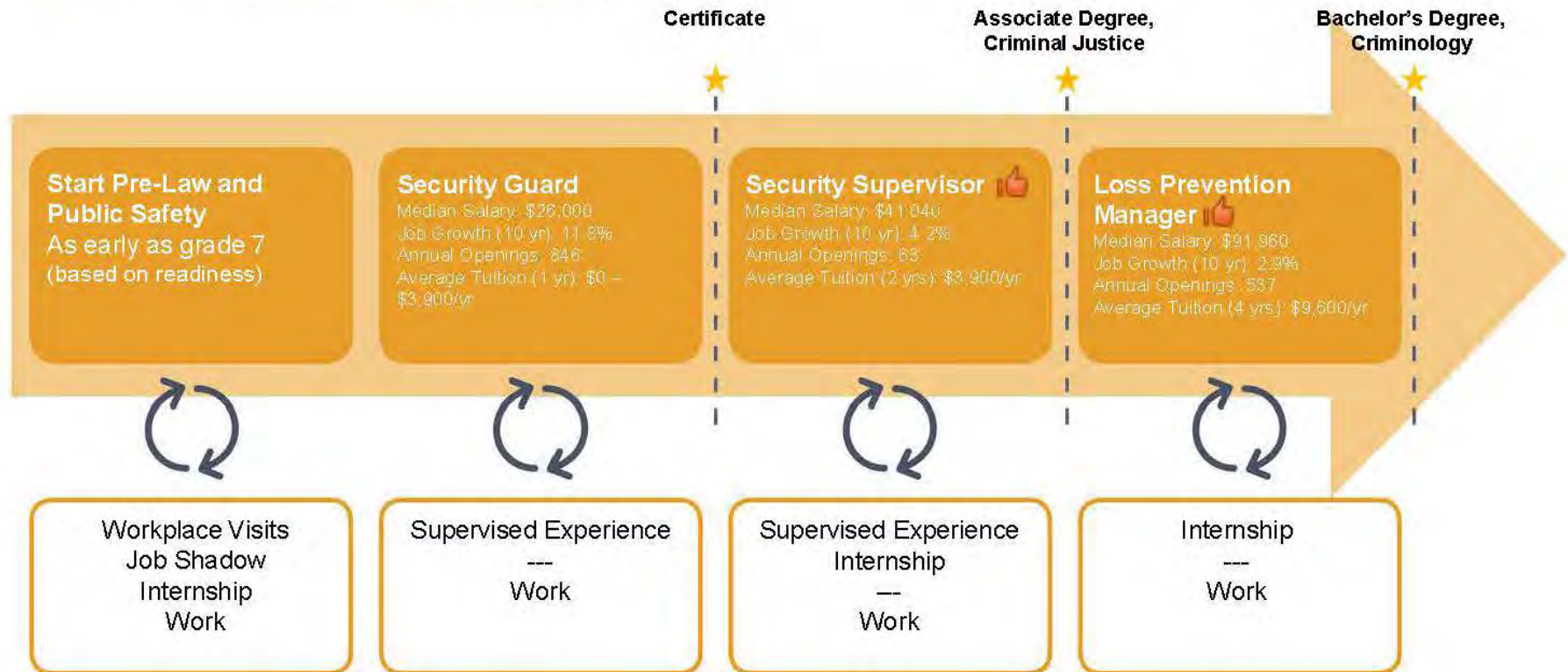
Visit [education.ohio.gov/CareerConnections](http://education.ohio.gov/CareerConnections) for reference information.

Course titles and sequences will vary between schools.

11/2014



# Law and Public Safety Career Pathway



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# Law and Public Safety Career Pathway

Secondary Pathway: Criminal Justice

Postsecondary Program: Criminal Justice

## An Example of Courses with Secondary and Postsecondary Credits

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

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

Visit [education.ohio.gov/CareerConnections](http://education.ohio.gov/CareerConnections) for reference information.

Course titles and sequences will vary between schools.

6/2015