

District-Wide LSDMC

- If you are joining virtually please type the following in Chat: your name, school, and LSDMC role.
- In Chat, you will find a link to the slide deck, for your convenience. Remember, you must first download the slide deck to your device, then you may take notes.

November 15, 2023
6PM-7:30PM



AGENDA

PARLIAMENTARY PROCEDURES 6:15

Dan Hoying, General Counsel

THE ONE PLAN 6:30

Erin Kernohan, Director of School Improvement

LSDMC SPOTLIGHT 6:40

Shauna Murphy, Chief of Student, Family & Community Engagement

PARENT ENGAGEMENT PLAN 6:50

LaRonda Thomas, Parent Champion

BE PRESENT VOLUNTEER PLAN 7:10

Casey Fisher, Community Partnership Manager & LaRonda Thomas, Parent Champion

EXIT SURVEY 7:20 - 7:30

Kendra Daugherty, Senior Executive Secretary





All Schools Anti-Racism Book Collective

Are you looking for suggestions for your Anti-Racism Committee?

Are you interested in being a part of creating an All school-wide Anti-Racism Collective?

If you are interested, come and check out PWM's Anti-Racism Committee for ideas and/or suggestions.

PWM is reading Biased by J. Eberhardt, Ph.D.

Snippet: Dr. Eberhardt offers us the language and courage we need to face one of the biggest and most troubling issues of our time. She exposes racial bias at all levels of society-in our neighborhoods, schools, workplaces, and criminal justice system. Yet, she also offers us tools to address it....

|

If interested or need support, contact Thembi Carr at pwm.lsdmc@gmail.com



Equity Plan

Dr. Derek Little
Chief of Staff



PREPARING STUDENTS
FOR LIFE



ELANA
CLARK MONTESSORI, CLASS OF 2023

Provide data protocol & guidance to LSDMCs

Supporting LSDMCs to ensure equitable outcomes in line with the Goals/Guardrails

Recommended Cadence & Data Source

| | | |
|-----------|---|---|
| September | → | State Report Card |
| October | → | One Plan Review |
| November | → | Action 5.1 Implementation Update (LSDMC chairs) |
| December | → | One Plan Review |

Guiding Questions for Data Review

1. Where are the areas to celebrate?
2. As you review the data, what do you notice?
What do you wonder?
3. Where are the opportunities for improvement?
4. How can the LSDMC support the work in these areas?

Provide data protocol & guidance to LSDMCs

Supporting LSDMCs to ensure equitable outcomes in line with the Goals/Guardrails

Recommended Cadence & Data Source

January → One Plan Review

February → Action 1.2 Implementation Update (LSDMC chairs)

March → Action 4.3 Implementation Update (LSDMC chairs)

April → TBD

May → One Plan Review

Guiding Questions for Data Review

1. Where are the areas to celebrate?
2. As you review the data, what do you notice? What do you wonder?
3. Where are the opportunities for improvement?
4. How can the LSDMC support the work in these areas?

Guardrail 2

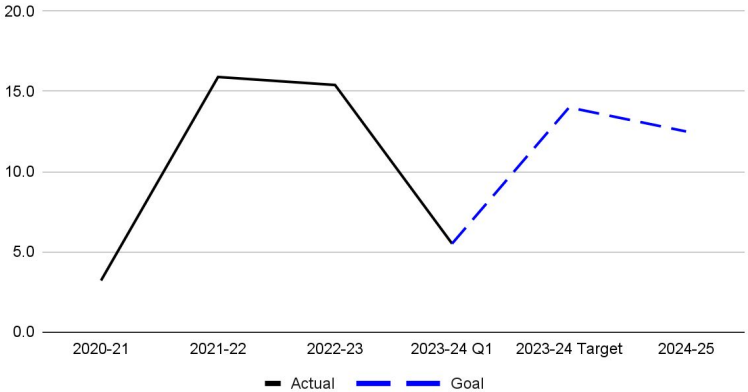
Guardrail 2a: The percent of K-12 Black, Hispanic and Multi-Racial students with a category two infraction compared to white students will decrease from 15.4 ppts in May 2023 to 12.5 ppts by May 2025.

| | 2020-21 | 2021-22 | 2022-23 Actual | 2023-24 Q1 | 2023-24 Target | 2024-25 Target |
|----------------------------|----------|-----------|-------------------|---------------|-------------------|-------------------|
| Combined Delta | 3.2 ppts | 15.9 ppts | 15.4 ppts | 5.5 ppts | 14 ppts | 12.5 ppts |
| Combined Students of Color | 4.6% | 22.6% | 21.9% | 8.0% | | |
| Black | 5.0% | 25.5% | 25.0% | 9.5% | | |
| Hispanic | 1.8% | 8.1% | 10.1% | 1.3% | | |
| Multi-Racial | 3.6% | 16.8% | 16.2% | 3.6% | | |
| White | 1.4% | 6.7% | 6.5% | 2.5% | | |

District Demographics: 59.1% Black; 10.8% Hispanic; 7.4% Multi-Racial; 21% White; 1.2% Asian; 0.37% Other Groups

On Track

Pathway to Goal



Note: 1. For the 2020-21 school year the district was mostly remote due to COVID. 2. School-by-school discipline data can be viewed at these links: breakdown by student group [here](#), all discipline actions [here](#) and exclusionary only actions [here](#). 3. ppts means percentage points throughout

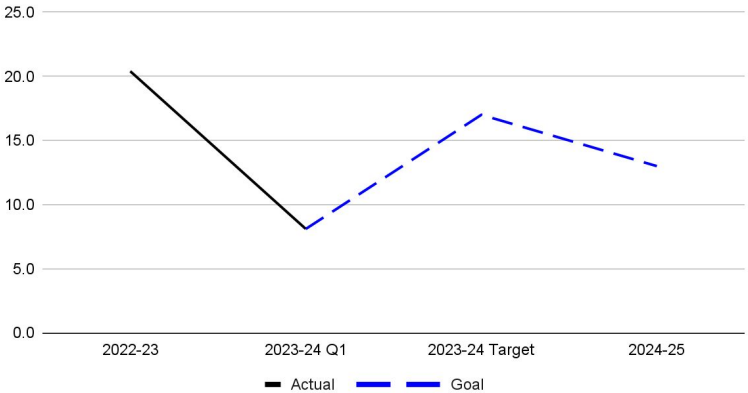
Guardrail 2

Guardrail 2b: The percent of K-12 Black male students with a category two infraction compared to white male students will decrease from 20.4 ppts in May 2023 to 13 ppts by May 2025.

| | 2020-21 | 2021-22 | 2022-23 Actual | 2023-24 Q1 | 2023-24 Target | 2024-25 Target |
|-------------------|---|---------|-------------------|---------------|-------------------|-------------------|
| Combined Delta | No Prior Data available by gender | | 20.4 ppts | 8.1 ppts | 17 ppts | 13 ppts |
| Black male | | | 29.1% | 11.6% | | |
| White male | | | 8.8% | 3.5% | | |

On Track

Pathway to Goal



Note: 1. Accurate and comparative data is not available prior to 2022-23. 2. School-by-school discipline data can be viewed [here](#). 2. School-by-school discipline data can be viewed at these links: breakdown by student group [here](#), all discipline actions [here](#) and exclusionary only actions [here](#). 3. ppts means percentage points throughout

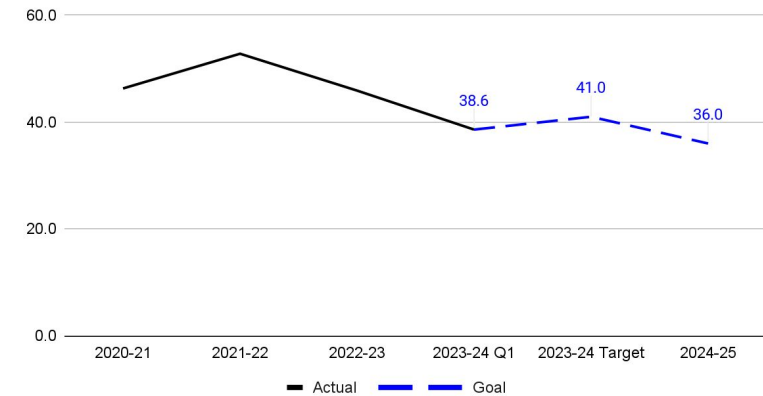
Guardrail 5

Guardrail 5a: The percent of K-12 students with chronic absenteeism will decrease from 45.9% in May 2023 to 36% by May 2025.

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 Q1 | Change (ppt) | 2023-24 Target | 2024-25 Target |
|---------------------|---------|---------|---------|---------|---------|------------|--------------|----------------|----------------|
| All students | 36.9% | 19.9% | 46.3% | 52.8% | 45.9% | 38.6% | (7.3) | 41.0% | 36.0% |
| Black | 43.1% | 23.9% | 55.5% | 60.6% | 53.2% | 44.7% | (8.5) | | |
| Hispanic | 32.0% | 17.7% | 48.9% | 48.9% | 44.3% | 38.3% | (6.0) | | |
| White | 23.9% | 11.2% | 21.7% | 33.9% | 27.1% | 23.4% | (3.7) | | |
| Multi-Racial | 33.8% | 18.1 | 33.6% | 44.8% | 35.5% | 37.7% | 2.2 | | |
| Gen. Ed. | 35.1% | 18.7% | 44.3% | 51.1% | 44.0% | 36.8% | (7.2) | | |
| Spec. Ed. | 44.4% | 24.9% | 54.8% | 60.4% | 53.7% | 46.5% | (7.2) | | |

On Track

Pathway to Goal



Note: 1. The 2019-20 data impacted by COVID. For the 2020-21 year the district was mostly remote 2. Q1 data is for the first quarter only. Future data reports will be cumulative throughout the year. 3. Q1 shows students who were absent at least 4 days in the quarter (10% of the number of quarter 1 days).

Parliamentary Procedures

Dan Hoying

General Counsel



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ISAIAH
WALNUT HILLS, CLASS OF 2023

Board Policy 9142 – LSDMCs



Optimized
Capabilities

Full description of LSDMCs in Board Policy 9142.

[Link to Board Policy 9142 - LSDMCs](#)

- a. Composition / Membership / Terms
- b. Procedures for Meetings
- c. Role / Scope of Work



Composition

Membership:

Principal

3 Parents (non-employees)

3 Teachers / Certificated

2 Non-teacher employees

3 Community Members

1 Lead Agency Representative

Students (non-voting members)

Term Limits - 2 x two-year terms



Optimized
Capabilities



Procedures for Meetings



Optimized
Capabilities

Quorum – two-thirds of entire membership.

12 members (at least 8 are present)

Principal or principal's designee (NEW)

Majority – decisions made by $\frac{1}{2}$ members in attendance plus one (i.e. - if 8 attendees, need 5 votes)

Officers – President shall be a parent / community member

“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.”

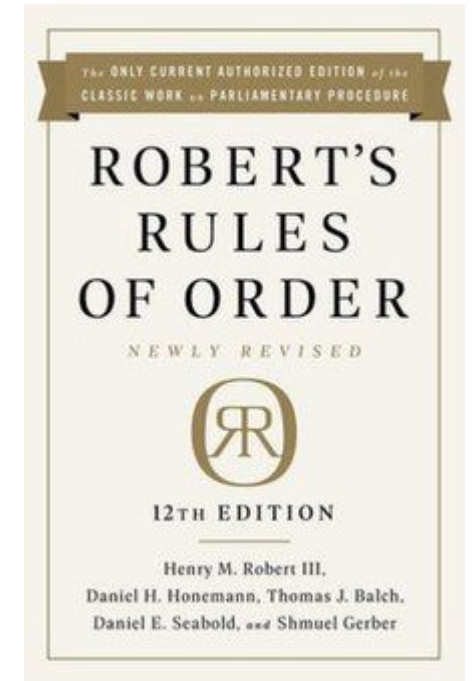


Parliamentary Procedure



Optimized
Capabilities

- To facilitate the orderly transaction of business during a meeting and ensures that all members have the opportunity to be heard
 - Consider only one question / issue at a time
 - Chair recognizes one speaker at a time – everyone, including the chair - is given an opportunity to express an opinion and vote on any issue
 - General decorum should be maintained at all times



Rules of Debate



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Capabilities

1. The speaker must be recognized by the chairperson before speaking
2. If necessary, each speaker may be limited to a prescribed time – unless the members decide otherwise
3. The chairperson cannot close debate before every member who wishes to speak is able within a reasonable period of time
4. Carry on the debate in an orderly manner without personal attacks on other members
5. After each member has had an opportunity to speak, a motion may be made to close debate and “call the question.” If a majority agrees, a vote is taken on the motion



“Open to the Public”

Policy 9142 – All meetings “shall be open to the public” except as allowed by law.

Ohio Open Meetings Act – Ohio Rev. Code 121.22

1. Provide notice to members of the school community
2. Keep meetings open to the public

Hearing of the Public

Right to “hear” not to be “heard”

-Time / topical limits are okay.



Optimized
Capabilities



The One Plan: Connection to the Goals & Guardrails

Erin Kernohan

Director of School Improvement
& Strategy



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FOR LIFE



PEDRO
WESTERN HILLS, CLASS OF 2023

2023-24 Equity Plan Overview

The plan takes a Technical and Adaptive approach to pursuing equity and anti-racism

Technical Components

Discrete, bounded actions to take in 2023-24 (more tactical and process focused)

| DESCRIPTION | | POLICY ALIGNMENT |
|-------------|---|---|
| T-1 | Standardize disaggregated data analysis aligned to the Goals/Guardrails | <p>“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.” (2255)</p> <p>“Develop and conduct an annual Racial Disparities Assessment and Audit to identify processes and practices that cause inequitable outcomes based on race.” (2256)</p> |
| T-2 | Provide data protocol and guidance to LSDMCs in alignment with Goals/Guardrails | <p>“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.” (2255)</p> <p>“An ongoing school site committee in each school regarding anti-racism efforts and accountability should be a subset of the LSDMC that includes students, employees, administration, families and community members.” (2256)</p> |



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Implementation
Update (LSDMC chairs)
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What do you wonder?
3. Where are the opportunities for improvement?
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We have created strong connections between our Equity work and the One Plan



Cincinnati Public Schools Building One Plan: PRM

READ ONLY: Board Approved Goals

Goal 1

The percent of third graders proficient in reading on the Ohio State Test will increase from 45% in June 2023 to 61% by June 2027.

a. Annual Target: 2024: 48% (+3)
b. Annual Target: 2025: 51% (+3)
c. Annual Target: 2026: 56% (+3)
d. Annual Target: 2027: 61% (+3)

Goal 2

The current gap in reading proficiency between 6th grade African American, Hispanic and Multi-Racial students and 6th grade white students on the Ohio State Test will shrink from 37% in June 2023 to 17% by June 2027

a. Annual Target: 2024: 32%
b. Annual Target: 2025: 27% (-5)
c. Annual Target: 2026: 22% (-5)
d. Annual Target: 2027: 17% (-5)

Goal 3

The percentage of first time Algebra I test takers proficient on the Ohio End-of-Course Exam will increase from 30% on June 2023 to 50% by June 2027.

a. Annual Target: 2024: 35% (+5)
b. Annual Target: 2025: 40% (+5)
c. Annual Target: 2026: 45% (+5)
d. Annual Target: 2027: 50% (+5)

Goal 4


The percent of African American, Hispanic and Multi-Cultural students graduating with College Credit Plus credit or a workforce credential will increase from 16% in June 2023 to 56% by June 2027

a. Annual Target: 2024: 26% (+10)
b. Annual Target: 2025: 36% (+10)
c. Annual Target: 2026: 46% (+10)
d. Annual Target: 2027: 56% (+10)

Goal 5

The percentage of students who meet the requirements for graduation will increase from 85% in June 2023 to 97% by June 2027.

a. Annual Target: 2024: 85%
b. Annual Target: 2025: 89%
c. Annual Target: 2026: 93%
d. Annual Target: 2027: 97%



Cincinnati Public Schools Building One Plan: PRM

READ ONLY: Board Approved Guardrails

The Superintendent will not...

1. ignore the needs and talents of the "whole child" by providing for students' mental and physical well-being through academics, the arts, athletics, civic engagement, career opportunities and leadership development.


2. allow discriminatory or culturally insensitive disciplinary treatment that results in disproportionate punishment among students to go unaddressed.

3. allow district communication to be unresponsive or lacking in inclusive transparency, community sensitivity or inconsistent with the expressed values of the district

4. propose or recommend the acquisition or distribution of resources that are unanalyzed or unrated for quality or the favored status granted to local, women, or minority marketplace providers of goods or services.

5. ignore district-wide chronic absenteeism at school sites; paying special attention to family involvement.

6. in pursuit of equity, ignore the value and number of community partnerships, community access to facilities, and decision-making at school sites.



Cincinnati Public Schools Building One Plan: PRM

This slide will be completed by the School Team.

Directions: In collaboration with your LSDMC, ILT and staff, describe what success looks like, sounds like and feels like in your building by the end of SY23-24.

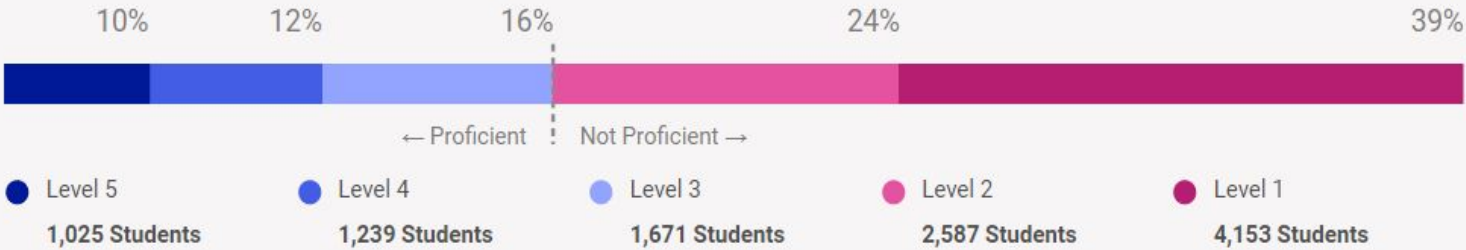
| Academics Instruction & Students with Disabilities | Behavior Safe & Healthy Schools | Culture Learning & Classroom Respect, Celebration, & Support |
|---|---|---|
| Students are able to access the curriculum for the amount of time the school day is designed for. | Adults and children are respectful to each other | Focus on providing feedback to students to strengthen the connection between staff and students |
| Appropriate amount of differentiation allows for student enrichment | All are engaged in lesson and learning | Supporting students with being self aware of their own learning and being honest about where they are |
| SWDs given access to on grade level work with the appropriate support | Adults hold themselves to the same expectations that are required of the students (modeling) | Taking the time to build community through specific activities and relationships |
| Maximizing instructional time so that adults and students set high expectations for themselves | Positive reinforcement of the desired behaviors | Offering field experiences and enrichment to learn beyond the classroom |
| Decrease the achievement gap between SOC and Caucasian students | Adults and students holding themselves responsible for their own behaviors | Investing in building and nurturing staff relationships through specific activities |
| Support students with maximizing work completion opportunities | Specific tools and direct instruction around the use of the Peace Corner and self regulation strategies | Opportunities for collaboration |
| Successful transition from PRM to their high school of choice | Consistency within our team structures for behavior expectations | School-wide events encourage getting to know all staff, families, and students |
| | More students being self-reflective with meaningful discussion with adults | |
| | Decreasing the number of exclusionary consequences assigned to SOC | |

21

Reading: Projection if Student Achieve Typical Growth *(all students)*

Students with Projection/Total: 10,675/10,923

Proficient: **37%**
(Level 5 + 4 + 3)



| Grade | Projection if Students Achieve Typical Growth | % Proficient (Level 5 + 4 + 3) | Proficient | | | Not Proficient | | Students with Projection/Total |
|---------|---|--------------------------------|------------|-----|-----|----------------|-----|--------------------------------|
| | | | L5 | L4 | L3 | L2 | L1 | |
| Grade 3 | <div></div> | 36% | 12% | 10% | 14% | 21% | 43% | 2,446/2,480 |
| Grade 4 | <div></div> | 38% | 9% | 14% | 15% | 20% | 42% | 2,502/2,539 |
| Grade 5 | <div></div> | 41% | 13% | 13% | 15% | 23% | 36% | 2,495/2,550 |
| Grade 6 | <div></div> | 37% | 8% | 11% | 17% | 32% | 32% | 2,371/2,428 |
| Grade 7 | <div></div> | 26% | 2% | 7% | 17% | 28% | 46% | 413/443 |
| Grade 8 | <div></div> | 24% | 0% | 4% | 20% | 27% | 48% | 448/483 |

Reading: Projection if Student Achieve Typical Growth *(by Equity Group)*

| All | Projection if Students Achieve Typical Growth | % Proficient (Level 5 + 4 + 3) | Proficient | | | Not Proficient | | Students with Projection/Total |
|---|--|--------------------------------|------------|-----|-----|----------------|-----|--------------------------------|
| | | | L5 | L4 | L3 | L2 | L1 | |
| American Indian or Alaska Native | <div><div></div><div></div><div></div><div></div><div></div></div> | 33% | 4% | 8% | 21% | 25% | 42% | 24/24 |
| Asian | <div><div></div><div></div><div></div><div></div><div></div></div> | 54% | 18% | 19% | 16% | 18% | 28% | 98/102 |
| Black or African American | <div><div></div><div></div><div></div><div></div><div></div></div> | 27% | 3% | 8% | 16% | 28% | 44% | 6,142/6,300 |
| Native Hawaiian or Other Pacific Islander | <div><div></div><div></div><div></div><div></div><div></div></div> | 67% | 10% | 24% | 33% | 24% | 10% | 21/22 |
| Two or More Races | <div><div></div><div></div><div></div><div></div><div></div></div> | 48% | 13% | 16% | 19% | 24% | 28% | 837/856 |
| White | <div><div></div><div></div><div></div><div></div><div></div></div> | 50% | 20% | 16% | 14% | 17% | 32% | 3,552/3,618 |
| Not Reported | <div><div></div></div> | 0% | 0% | 0% | 0% | 100% | 0% | 1/1 |



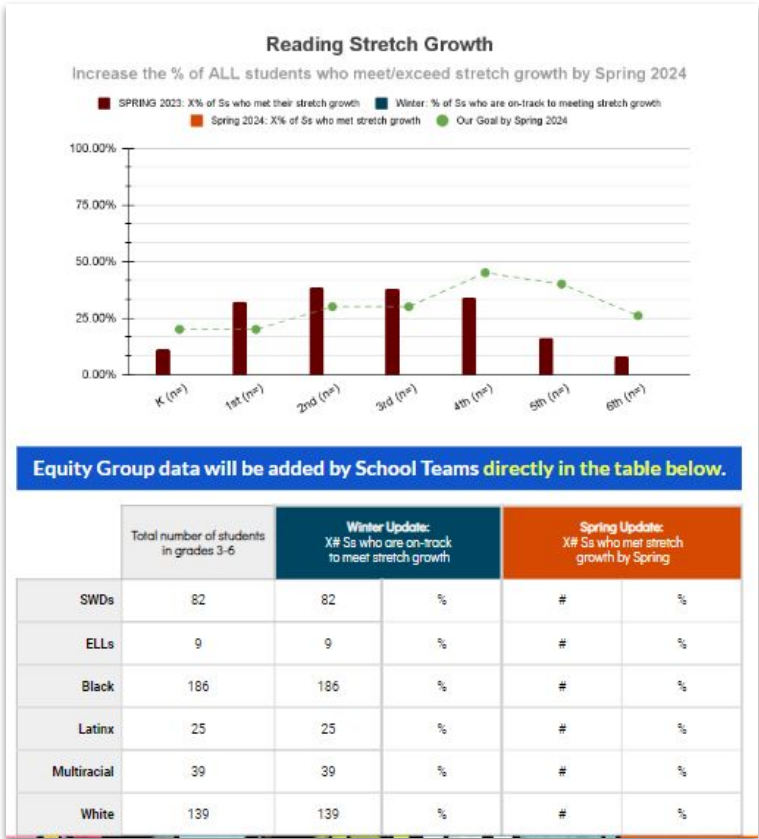
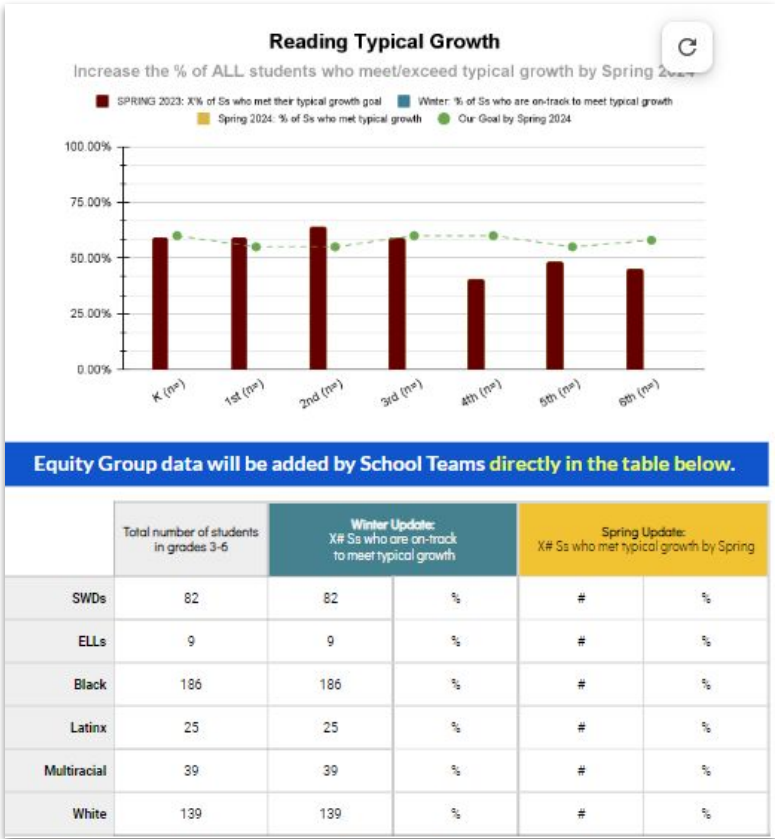
Reading: Projection if Student Achieve Typical Growth *(by Equity Group)*

| All | | Projection if Students Achieve Typical Growth | % Proficient (Level 5 + 4 + 3) | Proficient | | | Not Proficient | | Students with Projection |
|-----------------------|--|---|--------------------------------|------------|-----|-----|----------------|-----|--------------------------|
| | | | | L5 | L4 | L3 | L2 | L1 | |
| Yes - English Learner | | | 5% | 0% | 1% | 4% | 21% | 74% | 1,237/1,260 |
| No - English Learner | | | 41% | 11% | 13% | 17% | 25% | 34% | 9,438/9,663 |

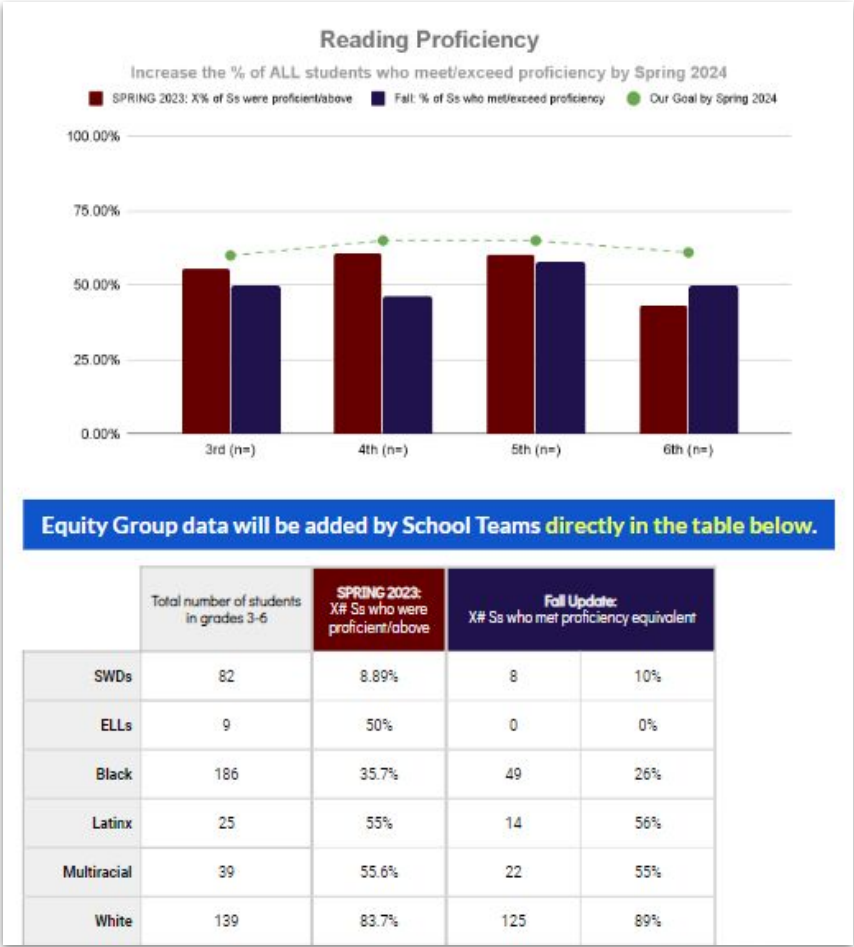
| All | | Projection if Students Achieve Typical Growth | % Proficient (Level 5 + 4 + 3) | Proficient | | | Not Proficient | | Students with Projection/T |
|-------------------------|--|---|--------------------------------|------------|-----|-----|----------------|-----|----------------------------|
| | | | | L5 | L4 | L3 | L2 | L1 | |
| Yes - Special Education | | | 10% | 1% | 3% | 5% | 16% | 75% | 2,220/2,340 |
| No - Special Education | | | 44% | 12% | 14% | 18% | 26% | 30% | 8,455/8,583 |



Pleasant Ridge Montessori One Plan is a model for making school-wide data & improvement visible to all stakeholders



Pleasant Ridge Montessori One Plan is a model for making school-wide data & improvement visible to all stakeholders



| | <div></div> | Based on the data, what ONE evidence based strategy/action will the adult(s) do to improve student outcomes? How will you measure it? | What students will benefit from this strategy? - All students - Some students: Name them - Few students: Name them | Do the strategy/action. Update the next 3 sections before next mon | How is it going? Briefly summarize the adult implementation data & student outcome data. In a few sentences, what are you learning from the data? | PLUS: What do the students say has helped them learn? DELTA: What do the student think will help them learn even more? | What will you do next? - Try it longer or make some small tweaks - Keep implementing the strategy as is - Stop...it's not having the intended impact. |
|--------------------------------|-------------|---|---|--|--|--|--|
| September 16 - October 10 | | Ts will identify and record students in ELA & in MTH targeted for Typical and Stretch growth measures. | Some Students: Google Form Responses | | Adult implementation data: Students are moving towards 45 min iReady MyPath times Student outcome data: Noticeable improvement based on standards from grade-level to grade level in iReady reports | Report Card Glows | Keep implementing the strategy as is |
| October: ELA Focus (one month) | | ELA Focus: Ts will increase student Tier II (RTI) support) by planning 45 min (per week, per subject) of dedicated work time in MyPath measured by student scores at/above 80% RTI, Hattie Effect 1.29 Ts will use professional learning to implement vertically aligned writing (questioning strategies) | All students RTI, Hattie Effect 1.29 | | Adult implementation data: Students are moving towards 45 min iReady MyPath times Student outcome data: Noticeable improvement based on standards from grade-level to grade level in iReady reports | | |



LSDMC Spotlight

Shauna Murphy

Chief of Student, Family & Community Engagement



PREPARING STUDENTS
FOR LIFE

PRM Equity Group

November 15, 2023



Mission

To foster dialogue among the Pleasant Ridge Montessori Community about diversity, inclusion, and equity in a safe space that respects diverse beliefs and backgrounds and to work together to inspire unity and build bridges.



Origin

- Neighborhood Children's March
- Other equity groups at other schools
- First Town Hall on the CPS Anti-Racism Policy in January 2021



Vision - You Belong Here!



- Monthly meetings of parents, staff, community members
- Focus on discussion and dialogue

Our Team

- Principal Amber Simpson
- Monique Crosby, Resource Coordinator
- Amanda Bennett, parent champion
- Other parent input and involvement from our volunteer coordinator



Meeting Prep

- Brainstorming, email, inviting speakers, asking the community
- Week before, meet as a team to finalize and work on advertising, coordinate with PTO President
- Look at resources within our school to help provide content



Advertising

- Important to broadcast far and wide - robo calls, emails, PTO page (FB), flyers, website, in person



**PLEASANT RIDGE MONTESSORI
EQUITY GROUP**
PRESENTS:

Did you know
15-20% of the
world's
children
have
Dyslexia?

**WHAT DO
YOU KNOW
ABOUT
DYSLEXIA?**

Bust
myths
about
Dyslexia!

It is
estimated
that 1 in 10
adults have
dyslexia

NOVEMBER 17TH
6:30PM

Special Guest: Ms. Sarah Kleymeyer

Join us for a screening of the most-watched dyslexia awareness film in history, Mica! Afterward, we will discuss the movie and learn more about the current Ohio legislation changes occurring to support students with Dyslexia.

CHILD CARE IS PROVIDED

Meeting Format

- Welcome, mission, norms
- Presentation topic
- Discussion time
- Charge



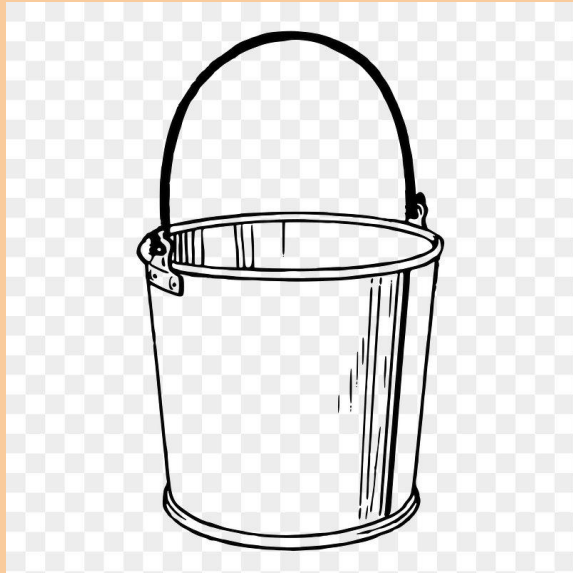
Meeting Norms

- Be Intentional
- Experience Discomfort
- Speak Honestly and Receive Feedback
- Stay Engaged
- Listen, Challenge, and Explore
- Expect and Accept Non-closure

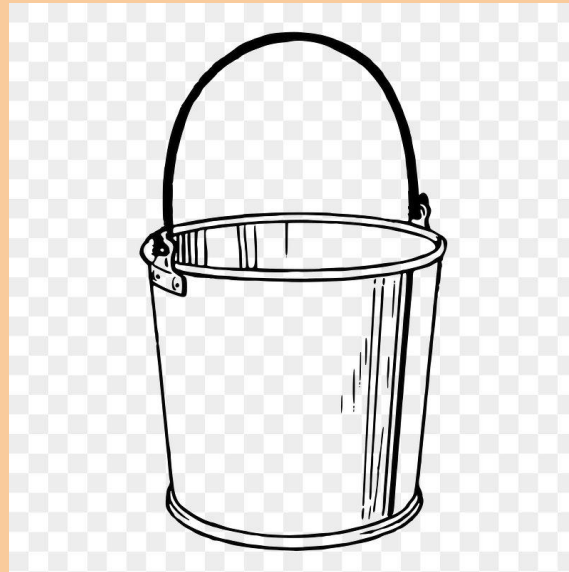


Possible Topics

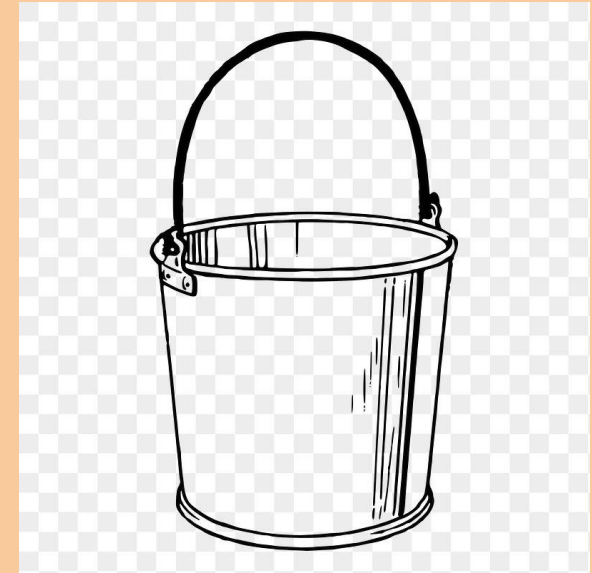
Parent Education



Cultural Celebrations



Current Events



Our Challenges and Opportunities

- Growth and inclusivity
- Reaching all members of our community
- Make our childcare more interactive
- Inspire more leadership



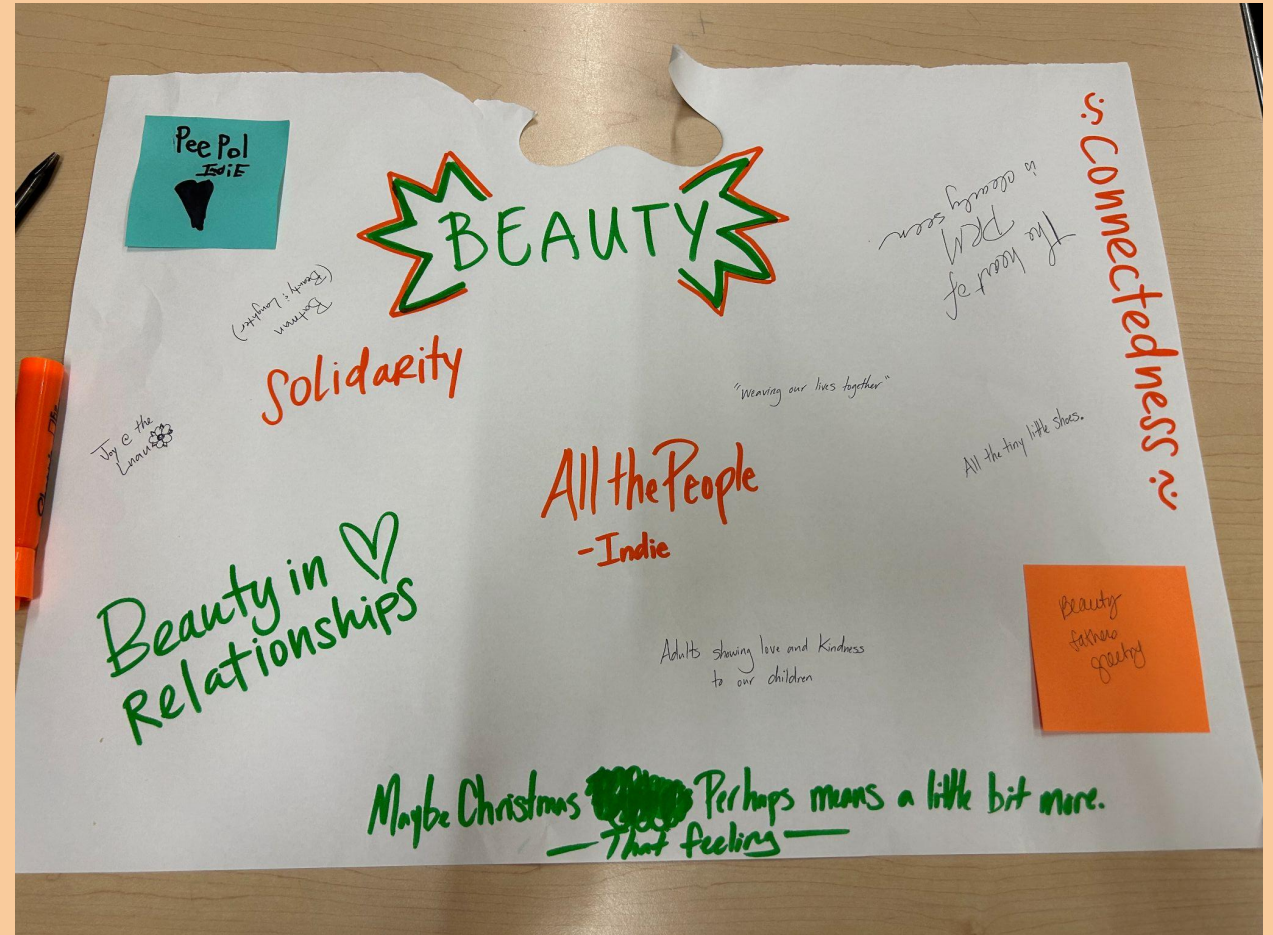
Impact on Our Community

- Equitable placement policy for our classrooms
- Intentionality in our event planning
- Empowering the voices in our community



Charge

- Promote internal work in our community and be conscious of the role they play
- Leave with an action



Questions?

- Amanda Bennett, AmandaABennett@gmail.com
- Resource Coordinator, Monique Crosby,
johnmon@cpsboe.k12.oh.us
- Principal Amber Simpson, simpsoa@cpsboe.k12.oh.us



Parent Engagement Plan

LaRonda Thomas
Parent Champion



PREPARING STUDENTS
FOR LIFE



ELANA
CLARK MONTESSORI, CLASS OF 2023

Happy National Parent Engagement Month!



THANK YOU FOR CHOOSING TO BE PRESENT!

Parent Organizations

Board Policy 9140 <http://go.boarddocs.com/oh/cps/Board.nsf/goto?open&id=AJ5T4H758B12>

We currently have **56** Active Parent Organizations
What do these organizations look like...

- **Traditional**

- PTA, PTO, PTSA, Consist of a Board (President, VP, Secretary, Treasurer)
- Nationally recognized PTA's also have dues

- **Non-Traditional**

- Parent Organizations which provide space for parents to have the opportunity to lead various engagement activities within the school monthly and will be given the opportunity for mentoring to lead in their school space.



Every school will provide a space and opportunities for parents and families to engage.

65x2024 Parent Organization Bliz

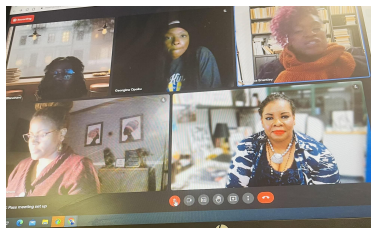
CALL TO ACTION: ENGAGE, RECRUIT, & EQUIP EVERY CPS PARENT, GUARDIAN AND CAREGIVER TO LEAD IN THIS IMPACTFUL SPACE.

Parent Organizations are a critical piece to every community learning center in our district.

**North Avondale
Montessori**



**Hughes Stem
High School**



**Woodford
Academy**



**College Hill
Fundamental Academy**



Evanston Academy



**Woodward Career
Technical High School**



The WORLD of CPS Parent Engagement

- Parent Voice Academy launched in October! (**10 sessions/events and trainings and counting**)
- Advocacy Hours offered Mondays & Wednesdays in-person or virtual!
- Districtwide Parent Leader Meetings held 2nd Tuesday of every month! (**2 sessions held**)
- BE PRESENT Volunteer Orientation/Training held 1st Thursday of each month! (**4 sessions and counting**)



facebook

Parent Voice Community
Help us reach 1000 Families
JOIN TODAY



Get Support with Parent Advocacy Hours

Are you looking for support or assistance navigating CPS?

We are now offering virtual office hours with CPS' District Parent Champion, LaTonda Thomas.

Appointments are 15 minutes and give you space to ask questions, discuss any concerns or how CPS can support you and your child.

Parent Advocacy Office Hours:

Mondays and Wednesdays
10:00 a.m. - 11:00 a.m.
2:00 p.m. - 3:00 p.m.
6:00 p.m. - 7:00 p.m.

Please contact LaTonda Thomas to schedule an appointment at parentvoice@cps-k12.org or 513-377-2167. Interpreter Services available

Join a Parent Organization!
Make a difference at your student's school! Join a Parent Organization today!

School Parent Organizations give you the opportunity to:

1. Activate your voice
2. Support your students' academic and social-emotional success
3. Share your expertise
4. Build community
5. Learn and have fun!

Contact your school's Parent Chair or School Resource Coordinator for more information

Create a Parent Organization at Your School!

Help us reach our goal of 65 parent organizations by 2025! Contact LaTonda Thomas, CPS Parent Champion, for information on establishing or becoming involved in a Parent Organization at your school!

To learn more visit <https://bit.ly/parentresources>

Email ParentVoice@cps-k12.org
Join our Parent Community on Facebook <https://bit.ly/CPSParentVoiceGroup>



[Parent Voice Academy Registration](#)

Email: thomlar@cps-k12.org

[Orientation/Training Registration](#)

Be Present Volunteer Plan

Casey Fisher, Community Partnership Manager

LaRonda Thomas, Parent Champion

Be Present Volunteer Data

4 Be Present Sessions have been hosted

587 volunteers have taken the Be Present Pledge

- Includes Parent/Caregivers, Community Organizations and Staff

556 volunteers have been connected to volunteer at a school

Increased Read 2 Lead volunteer engagement





Orientation/Training Cadence and Next Steps

Blended meetings are held the 1st Thursday of every month from 4-5pm here at the ED Center.

Volunteers can register for training here with this link
https://docs.google.com/forms/d/e/1FAIpQLSc3emti6FUs2N2GnEqPXcPGwWG759Q3iHHjk_K-49rKqhc10A/viewform

Volunteers will received a email invitation:



Please take this time to take the “Be Present”
pledge and get engaged:





BE PRESENT!

WITH SUPERINTENDENT WRIGHT

TOWN HALL SERIES

Join **Iranetta Rayborn Wright**, CPS Superintendent and CEO, for a series of monthly community conversations about **Academics, Behavior and Culture**. Some town halls may focus on a special topic, but all meetings will provide attendees the opportunity to ask questions and learn about the district's new strategic priorities as they pertain to the Board's Goals & Guardrails.

| DATE | TIME | LOCATION |
|----------------|----------------|--|
| Sept. 14, 2023 | 5:30-7 p.m. | College Hill Recreation Center |
| Oct. 17, 2023 | 5:30-7 p.m. | Community Action Agency |
| Dec. 6, 2023 | 5:30-6:30 p.m. | CPS Ed Center - Budget Roundtable Engagement Session |
| Jan. 11, 2024 | 5:30-7 p.m. | Kilgour School |
| Feb. 8, 2024 | 5:30-6:30 p.m. | Urban League of Greater Southwestern Ohio Cincinnati |
| March 14, 2024 | 5:30-7 p.m. | Recreation Center at Stewart Park |
| April 11, 2024 | 5:30-7 p.m. | ARCO Cincinnati |
| May 1, 2024 | 5:30-7 p.m. | Gamble Montessori High School |



To preregister, submit a question in advance or request translation support or other special assistance, please visit: bit.ly/BePresentTownHall




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How to Get Involved

There are many ways for parents, community members, businesses and organizations to get involved with Cincinnati Public Schools.

Check with Your Local School

Opportunities abound at each Cincinnati Public school. Different schools need help in different ways. Check with the school's Resource Coordinator or principal about what a school might need.

Here are some ways to get involved:

- **Volunteers:** Schools may need people to help out in classrooms, lunchrooms and on the playground, as well as volunteers to help with field trips or in the office.
- **Parent Organizations:** Many schools have Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) that organize events and fund-raising efforts and are looking for active members.
- **Guest Speakers:** Schools may want volunteers to speak on Career Days or to share special talents or skills with young people.
- **Donations:** Donations of money are always welcomed, and, in addition, schools can often benefit from donations of materials such as wood, fabric, paint, etc. for children to use in art classes and for class projects.
- **Decision-Making Committees:** Each school has a Local School Decision Making Committee (LSDMC) responsible for making suggestions on the school's budget, helping to set school goals, and sometimes selecting a new principal.
- **Alumni Associations:** Some high schools have active alumni associations that help with various functions to improve school environments.
- **Tutoring:** By volunteering as a tutor and spending a small amount of time at a school each week, you provide individual help to a student, reinforcing basic concepts and taking the time to explain complex lessons. For information on tutoring, contact a Community Partnership Specialist, (513) 363-0301.



Survey & Closing Remarks



PREPARING STUDENTS
FOR LIFE



OLIVIA
PRESCHOOL, MT. AIRY

Questions?



Optimized
Capabilities



LSDMC Office Hours



Optimized
Capabilities

Wednesday, November 22, 2023

10:00 - 11:00 AM

- Video Call Link: <https://meet.google.com/eoq-vnre-urs>
- Dial In: (US) +1 339-645-9150
- PIN: 627 821 114#



LSDMC District-Wide Meeting Survey



Optimized
Capabilities

We Want To Hear From YOU!

- Link to survey will be dropped in chat or scan the QR code to be directed to a brief Qualtrics Survey:
- URL to the November 15, 2023 LSDMC District-Wide Meeting Survey:
https://cpsk12.qualtrics.com/jfe/form/SV_dnUvOrrSQNFuMNU
- The survey will close this **Saturday, November 18, 2023.**



AMAZING FUTURES IN THE MAKING.



PREPARING STUDENTS
FOR LIFE