



BE PRESENT!

BE PREPARED TO BE AMAZED



LSDMC Manual

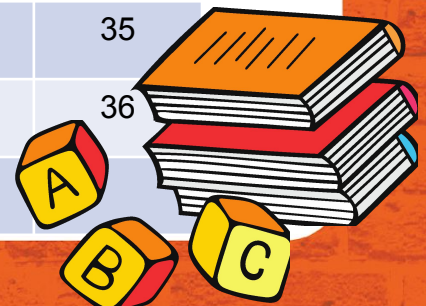
Effective August 2023





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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.





LSDMC By-Laws

In accordance with CPS Board Policy 9142:

Article I: Name

Cincinnati Public Schools 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.





Article II: Responsibilities (continued)

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 the 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 5.





Article II: Responsibilities (continued)

11. Approve any proposed locally initiated change in school program or focus, e.g. neighborhood to magnet, new curriculum, and uniforms.
12. Participate in the principal selection process by participating in interviews and making a recommendation to the Superintendent as provided in this policy.
13. 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.
14. Approve any agreements negotiated by the Resource Coordinator and submitted through the principal to the LSDMC.
15. 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.
16. Act on requests from groups and committees in the school community and report back to constituent groups.
17. Participate in district-sponsored LSDMC trainings regularly and attend District scheduled LSDMC meetings.
18. 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 multi-cultural, 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 members.





Article III: Membership (continued)

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 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.





Article III: Membership (continued)

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(s), 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.





Article IV: Meeting and Quorum (continued)

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 Robert's Rules of Order.

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.





Article V: Election, Term, Duties (continued)

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 the 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 liaisons 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 the 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.





Article VI: Operational Procedures (continued)

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 (continued)

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 Meeting 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 meetings.

"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.





A Summary of Ohio's Open Meeting Act

LSDMC Manual

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.





A Summary of Ohio's Open Meeting Act

LSDMC Manual (continued)

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.

Meetings 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.





A Summary of Ohio's Open Meeting Act

LSDMC Manual (continued)

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.

(8/16/2021 BRD)

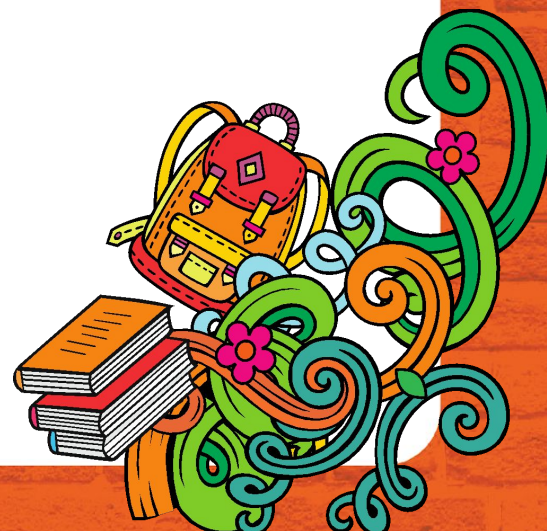




LSDMC Meeting Agenda Date

EXAMPLE

- I. Call to Order
- II. Roll Call and Introductions 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 designed for consideration at the 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

By focusing on the following topics with the suggested questions and prompts, the LSDMC will be taking action in line with the equity and anti-racism policies.

1. September: **District-Wide Meeting**, State Report Card Results, and 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)
2. October: Academic Topics (reference September Academic Topics) and One Plan Review
3. November: **District-Wide Meeting**, Academic Topics (reference September Academic Topics), and [CPS Strategic Plan Action 5.1 Implementation Update](#) (LSDMC chairs)
4. December: Academic Topics (reference September Academic Topics), School Budgets Discussion Begins for Coming Year, and One Plan Review
5. January: Academic Topics (reference September Academic Topics) and One Plan Review
6. February: **District-Wide Meeting**, Academic Topics (reference September Academic Topics), OnePlan, Review, and [CPS Strategic Plan Action 1.2 Implementation Update](#) (LSDMC chairs)
7. March: Academic Topics (reference September Academic Topics), Positive School Culture and Behavior Supports and [CPS Strategic Plan Action 4.3 Implementation Update](#) (LSDMC chairs)
8. April: **District-Wide Meeting** and LSDMC End-of-Year Evaluation
9. May: LSDMC End-of-Year Evaluation and One Plan Review

Note: We may ask to meet with LSDMC chairs on a more frequent basis to discuss equity work.





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:





The Role of the LSDMC in CPS Community Learning Centers (continued)

- 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 Casey Fisher, School Community Partnerships Manager, at 513-363-0301 or fisherc@cpsboe.k12.oh.us.





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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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.

Cultural Competence — Cultural competence means being aware of your own cultural beliefs and values and how these may be different from other cultures - including being able to learn about and honor the different cultures of those you work with.

Culturally Responsive — Being culturally responsive requires having the ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively with children, families, and communities whose cultural contexts are different from one’s own..

Differentiated Instruction — Differentiated instruction means designing and delivering instruction to meet individual needs.

English Language Learners (ELL)/Multilingual Learners (MLL) — Multilingual learner (MLL) is a student whose home, primary, and/or first language is a language other than English and includes those who scored proficient in English. English language learners (ELL) are MLL who have not scored proficient in English (i.e., did not score proficient on OELPs or OELPA).

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





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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.

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 — The state of Ohio defines a gifted student as one who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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 inclusive of those who have historically been excluded as because of their race, gender, sexuality, and/or ability..

Instructional Leadership Team (ILT) — An Instructional Leadership Team is established at each school so that principals, teachers, parents and other members may share leadership and make instructional decisions.

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

Job-Embedded 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.

LEAP - Language Enrichment and Academic Proficiency (LEAP)

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.

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 Committees are a group consisting of parents, teachers, non-teaching employees, and community members for the purpose of making certain decisions and recommendations affecting that school. LSDMCs have clear, consistent protocols and guidance needed to carry out their work which are in alignment with CPS Board Policy 9142.

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





Parent Glossary A Guide to Academic and Accountability Terms (continued)

Multi-Tiered System of Supports (MTSS) - A multi-tiered system of Supports (MTSS) is an integrated framework used to respond to the academic, behavior, and social emotional needs of each student. The District's MTSS integrated framework uses high-quality, universal instruction and evidenced based interventions/enrichment to support the success of each student.

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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 One Plan unifies our District and Building improvement efforts. It is our tool for ensuring full alignment between the Board approved Goals and Guardrails, student outcome data, Title 1 funding, and our improvement process. The One Plan outlines our most important work, improving outcomes for all students!

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).

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

Positive Behavior Interventions and Supports (PBIS) — An evidence-based, tiered framework for supporting student's behavioral, academic, social, emotional, and mental health. PBIS falls under the umbrella of MTSS.

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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.

PTA - PTA is a dues-paying group run by parents and teachers in a school that organizes social events and helps the school in different ways. PTA is a network of caregivers, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of family engagement in schools.

PTO - The PTO gives caregivers and teachers the opportunity to work together to supplement and enrich the educational experience

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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.

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.

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.





Parent Glossary A Guide to Academic and Accountability Terms (continued)

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.





Links to Important Documents

[CPS Board Policies relating to LSDMC \(link\)](#)

- CPS Board Policy 1130 – Conflict of Interest
- CPS Board Policy 2255 – Equity and Excellence in Education
- CPS Board Policy 2256 – Anti-Racism Policy
- CPS Board Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity
- CPS Board Policy 5410 – Promotion and Retention
- CPS Board Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior
- CPS Board Policy 5820.01 – Student Involvement in School Board Decision Making
- CPS Board Policy 7500 – Community Learning Centers
- CPS Board Policy 9140 – Parent/Family Engagement
- CPS Board Policy 9141 – Community Engagement
- CPS Board Policy 9142 – Local School Decision Making Committee (LSDMC)
- CPS Board Policy 9212 – Non-School Organization

[CPS Cincinnati Federation of Teachers Collective Bargaining Agreement \(links\)](#)

- [CPS CFT CBA, Effective July 1, 2021 to June 30, 2024](#)
- [CPS CFT CBA Sections containing LSDMC language](#)
 - §145 – Professional Learning Communities
 - §150 – Collaborative Decision Making
 - §155 – Flexible Accountability System
 - §180 – School Budgets
 - §220 – Teaching Assignments

[CPS 2023-24 Code of Conduct K-12 \(link\)](#)

[CPS Strategic Plan \(link\)](#)





Local School Decision Making Committee Roster

- The [Local School Decision Making Committee Roster](#) is due September 27, 2023.
- Please fully completed and submit pages 1 and 2.
- The document is to be submitted by the Principal and LSDMC Chair to the District LSDMC Point Person, Kendra Daugherty, daughek@cpsboe.k12.oh.us.
- Please remember to first download the form, then complete electronically.

SCHOOL:				PRINCIPAL:		
LSDMC CHAIRPERSON:				ILT CHAIRPERSON:		
PARENTS *						
Name	Address	Zip Code	Phone #(s)	Email Address	Year Elected	Term Year
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
COMMUNITY *						
Name/Organization	Address	Zip Code	Phone #(s)	Email Address	Year Elected	Term Year
TEACHERS						
Name	Address	Zip Code	Phone #(s)	Email Address	Year Elected	Term Year
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
STAFF						
Name	Address	Zip Code	Phone #(s)	Email Address	Year Elected	Term Year
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2

*NOTE - Not Employed by the District

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Composition/Selection of Members/Membership

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

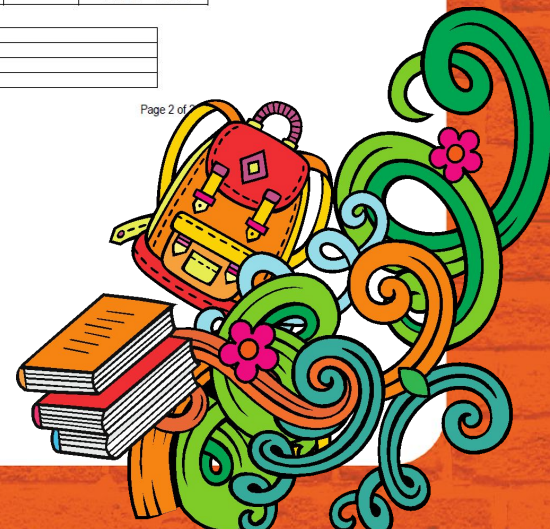
- (3) Parents – not employed by the District AND who live within the established neighborhood boundaries
- (3) Teachers – licensed members selected by CFT members
- (3) Staff Members – non-CFT, one to be the building Principal
- (2-3) Students in grades 7-12, if applicable; non-voting member
- (3) Community 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

STUDENTS						
Name	Address	Zip Code	Phone #(s)	Email Address	Year Elected	Term Year
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2
REPRESENTATIVE (Lead Agency, Partner in Education, or Business or University Liaison)						
Name/Organization	Address	Zip Code	Phone #(s)	Email Address	Year	Term Year
						<input type="checkbox"/> 1 of 2 or <input type="checkbox"/> 2 of 2

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

Additional Dates:

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LSDMC Office Hours & Contact Us

LSDMC Office Hours:

September 27, 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#

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#

February 28, 2024

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#

April 24, 2024

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#

Contact Us:

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