



Ready to Serve

School Board School Presents

CINCINNATI PUBLIC SCHOOL BOARD

CANDIDATE GUIDE



Election Resources

KEY DATES

OCT. 10: Voter Registration Deadline

OCT. 11 - NOV. 6: Early Voting
Board of Elections
4700 Smith Rd 45212

OCT. 31: Absentee Voter
Application Deadline

NOV. 7: Election Day
Polls open 6:30am - 7:30pm

Check your registration at
<https://votehamiltoncountyohio.gov/>

FOR MORE INFORMATION

and to access election resources,
visit:
schoolboardschool.org/election-action

School Board Candidate Guide

In this guide, candidates provide answers to questions about some of the most pressing issues in our district.

Candidates are listed in alphabetical order by last name. All candidates were asked the same questions and responses are printed exactly as they were submitted.

School Board Candidate Forum

To hear more from the candidates on important issues facing our school community, register for our virtual candidate forum.

September 28, 2023
7:00 - 8:00 Virtual Forum
Spaces are limited. Register today!

[CANDIDATE FORUM REGISTRATION](#)

School Board School is a nonprofit organization and does not endorse candidates.

This guide was created in partnership with the following organizations:



COMMUNITY
MATTERS



EVE BOLTON

No website available



Why are you running for school board and what are the 2-3 major goals you want to accomplish in your term?

I am seeking reelection in order to continue my work on fiscal/financial sustainability, help lead the overall district geographic and programming redesign in order to provide equitable access, and advocate for CPS's leadership in Whole Child Education Green Responsibility.

CPS passed one of the first equity policies in the country in 2016. Where have you seen progress since then in building a more equitable district, and what are the specific things you would do as a board member to help build a more equitable district?

We will, through the work of the Board Ad Hoc Committee build a more equitable district. I have seen very limited success in building equity. Part of our failure has occurred as a result of administrative turnover, systemic weaknesses in budgeting process and ineffective personnel management. All of those areas need major reform.

Across the country and here in our district, there is a student mental health crisis. Even with additional mental health workers added to our schools last year, there were still waiting lists at many schools that were dozens of students long. What are some ideas you have for how to address the mental health needs of our students?

While I've been on the Board I've helped lead placing School Based Health Centers and expanded Mind Paed services in the district. I will do everything I can do to reduce the reliance on exclusionary discipline. It is also critical that families are encouraged to agree to consent forms so mental health services can be provided.

Right now, if you were a caregiver looking for a school and went to a school-finder, the only real datapoint you'd find to tell you whether or not a school is "successful" is a report card rating based on state testing. If you were to define a "successful" school, how would you do that? And, what are some of the things you would measure?

The last data point I would use is the State Report Card which measures wealth not achievement. I would want to know and measure reading levels, teacher building seniority and whether or not that there is a parent organization.





EVE BOLTON

No website available



CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. Last year, the board and superintendent engaged the community to come up with goals and guardrails in order to, "get clear on a small number of top priorities." Those can be found here: <https://www.cps-k12.org/Page/2241>. In your role as a school board member, how will you hold the superintendent accountable for meeting these goals? And, how will you let the public know progress toward these goals?

Most oversight and innovation by the Board occurs in committee. I will prioritize the Boards committee work. We can hold both our Treasurer and Superintendent through rigorous evaluative tools. In both committees and board action the public's work will be done in public.

CPS received a once in a lifetime influx of federal dollars from the post-Covid American Rescue Plan (ARP) funding- more than \$250 million. That money must be obligated by the end of 2024 and spent by the end of 2026, even though we know that we will see the impacts of the pandemic on our students for many years to come- well past 2026. How will you decide what stays and what goes from the budget?

I would prioritize direct support to the Whole Child, improve transportation service delivery and radically readjust the equitable distribution of resources by eliminating district wide formula and report back to the public the monies actually spent at the school level rather than the aggregate dollars at the district level.

Do you have any additional comments or concerns?

I believe now more than ever my experience and advocacy is needed at CPS.





BRYAN CANNON

Bryancannonforcps.org



Why are you running for school board and what are the 2-3 major goals you want to accomplish in your term?

I'm one of five children raised by a single mother in the Bromley Heath Projects in Boston, Massachusetts. I began school in the Boston Public School system and my Mom later enrolled me in the Metropolitan Council for Educational Opportunity (METCO), the states desegregation program which provided me with the opportunity to attend Sudbury Public Schools and obtain the best education possible. I am running for school board because I see myself in the face of each Cincinnati school student who attends a failing school. That was me, 49 years ago before my mother sought out an alternative educational option. It was the quality education I received that changed the trajectory of my life and I feel that it is my duty to make CPS a quality school district where all students receive the best education possible.

Two major goals that I want to accomplish in my term as a board member are:

1. Develop policies that will improve school safety/culture and student achievement.
2. Develop policies to increase local/business community partnerships that will enhance students learning experiences

CPS passed one of the first equity policies in the country in 2016. Where have you seen progress since then in building a more equitable district, and what are the specific things you would do as a board member to help build a more equitable district?

The Policy and Equity Committee created a very comprehensive policy. The policy mentions that people bring their personal background, deserve to have a barrier-free learning environment, countering historical bias, prejudice and discrimination based on race, class, socioeconomics, gender, ethnicity, sex, sexual orientation, gender identity or expression, cognitive/physical ability, diverse language fluency and religion.

This policy describes a utopian environment that would allow any person to thrive. Here is CPS, I feel that this policy has not blossomed into the flower that it can be. Recently, Equity has been assigned a task for the CPS Chief Education Officer. Their response to the current board is that it will take a year to develop a plan to begin to achieve policy goals.

So the progress that I have seen is that equity is still at the conversational and dream level. Some people want it to happen in the near future but our students deserve it now. It lives in the policy documents in section 2255, and is periodically referred to during board meetings. If you take a walk through many of the cps buildings, you will not see the utopia described in the policy. We have a long way to go.

One of the first things that I would do is to create a Diversity Equity and Inclusion Committee. The composition of the committee will be 2 board members, 2 district level staff, the treasurer, several teachers, parents and students. This committee will be responsible for reviewing curriculum, school data, and the written request for additional resources that will be submitted by the LSDMC/Principal. Another thing that I would do is to get a list of our diverse groups from our district and schedule celebration weeks to highlight the diversity. I would commit to ensuring that fairness, equity and inclusion are happening by creating a system that allows students, teachers and parents to report concerns of inequity that they witness in their schools. This system will also review policies, structures and practices that perpetuate inequities and contribute to disproportionality of access and outcomes. Have the administration perform classroom walkthroughs that look for evidence of teaching that demonstrates high expectations of students and staff.





BRYAN CANNON

Bryancannonforcps.org



Across the country and here in our district, there is a student mental health crisis. Even with additional mental health workers added to our schools last year, there were still waiting lists at many schools that were dozens of students long. What are some ideas you have for how to address the mental health needs of our students?

I would increase Mental Health Resources by advocating for additional funding to hire more school counselors, psychologists, and social workers, and partner with local mental health organizations and healthcare providers to provide additional support to students in need. This can involve offering counseling services, workshops, and resources within the school community, assuring students have access to the support they need. I would implement comprehensive mental health education programs in schools to destigmatize mental health issues. This includes incorporating mental health topics into the curriculum and organizing workshops for students, teachers, and parents. I would also promote peer support programs where students can connect with and support each other. These types of programs can provide a safe space for students to discuss their mental health struggles and seek advice. I would see to it that teachers, staff, and administration receive training on recognizing signs of mental health issues and the significance of responding and acting or reacting appropriately. This will help create a supportive environment for students, enable early intervention, and develop trusting relationships. I would establish designated areas in schools where students can relax, decompress, or seek support. These spaces will be comfortable and conducive to emotional well-being. I'd engage parents and guardians in discussions about mental health and organize workshops or seminars to educate them about the importance of supporting their children's mental well-being. Finally, I would regularly assess the effectiveness of implemented policies and initiatives by collecting data on student outcomes and make necessary adjustments based on the feedback received from students, staff, administrators and parents

Right now, if you were a caregiver looking for a school and went to a school-finder, the only real datapoint you'd find to tell you whether or not a school is "successful" is a report card rating based on state testing. If you were to define a "successful" school, how would you do that? And, what are some of the things you would measure?

A "successful school" can be defined in various ways, as it depends on the goals and values of each individual or community. However, some of my personal indicators of a successful school are academic achievement, school climate, parent and community involvement, teacher quality satisfaction, the allocation of resources, student engagement, graduation rates, and reading and math proficiency increases. To measure these things, I would measure the performance of students in standardized tests, graduation rates, college acceptance rates, and other academic benchmarks. I'd evaluate the overall atmosphere and environment of the school, including factors like student behavior, discipline rates, bullying incidents, and student-teacher relationships. I would measure the level of engagement and support from parents and the wider community. This can be assessed through participation in school events, volunteer work, and parent-teacher associations. I'd gauge the effectiveness and satisfaction of teachers through surveys, performance evaluations, and measures of professional development and growth. I would assess how efficiently and effectively the school utilizes its resources, including funding, technology, facilities, and personnel. I'd assess student involvement in extracurricular activities, clubs, sports, and community service. This can be measured through participation rates and levels of student interest and motivation





BRYAN CANNON

Bryancannonforcps.org



CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. Last year, the board and superintendent engaged the community to come up with goals and guardrails in order to, "get clear on a small number of top priorities." Those can be found here: <https://www.cps-k12.org/Page/2241>. In your role as a school board member, how will you hold the superintendent accountable for meeting these goals? And, how will you let the public know progress toward these goals?

As a board member I would create a progress monitoring tool similar to one the current board has created. My tool would allow the superintendent the opportunity to self evaluate. The board would then compare the two observations and finalize the report. We would then have a post observation meeting to allow the Superintendent and the board the opportunity to develop the plan for improvement and highlight her accomplishments. Accountability requires communication and dialogue between both parties (like on the teacher evaluations) so that the path forward is clear to everyone. Accountability is not a "gotcha" but a tool that should be used for growth.

CPS received a once in a lifetime influx of federal dollars from the post-Covid American Rescue Plan (ARP) funding- more than \$250 million. That money must be obligated by the end of 2024 and spent by the end of 2026, even though we know that we will see the impacts of the pandemic on our students for many years to come- well past 2026. How will you decide what stays and what goes from the budget?

Here are some steps I would take in deciding what stays or goes after ARP funding ends in 2026:

1. Review the impact and outcomes of the programs and initiatives funded by the American Rescue Plan. Assess their effectiveness in achieving the district's goals and priorities in addressing equity in education.
2. Evaluate the sustainability of each program or initiative without external funding. Consider factors such as financial resources, staff capacity, community support, and the long-term benefits to students.
3. Prioritize programs or initiatives based on their alignment with the district's strategic plan and vision for educational equity. Identify those that have shown the most promise and potential for long-term success.
4. Seek input from various stakeholders, including teachers, administrators, students, parents, and community members. Gather their perspectives on the programs and initiatives and use their insights to inform decision-making.
5. Consider alternative funding sources or partnerships to sustain valuable programs or initiatives that may not be viable without the American Rescue Plan funding. Explore possibilities for collaboration with other organizations, grant opportunities, or reallocating existing resources.
6. Make informed decisions based on the collected data, stakeholder input, and the district's goals and priorities. The board should carefully weigh the pros and cons of continuing or discontinuing each program or initiative and make choices that maximize educational equity and long-term impact.
7. Communicate the decisions to all relevant stakeholders, providing a rationale for each choice. Transparency is key in ensuring understanding and support from the community.

Do you have any additional comments or concerns?

Who is Bryan Cannon? Bryan Cannon is a 32 year educator. He has 10 years of teaching and 22 years as a Principal. He is currently teaching in the Mt. Healthy School District. He is a Mt. Healthy Teachers Union member. He currently hold an Ohio State Superintendents License. He is a Army veteran. As a principal he has experience turning around failing schools. He holds a BA degree win Physical Education, from the University of Rhode Island, a masters degree In Education Leadership with a concentration in Human Resource Development from Towson University. He completed all doctoral coursework and is in the middle of writing his dissertation. He is a passionate and transformative leader who has devoted his career to his students, parents and the community.



BEN LINDY

www.benlindy.com



Why are you running for school board and what are the 2-3 major goals you want to accomplish in your term?

I believe that education is the most important civil rights and social justice issue of our time. There are enormous educational disparities in our community. For example, last year over 87% of eighth graders in suburban Sycamore passed the state's eighth grade math test, but only 16% of eighth graders in CPS passed the same exam. There's no question in my mind that our students are just as capable and just as deserving, but we are not yet providing them with the kind of opportunities they need. My experience as a teacher and in working these past twenty years in education have shown me time and again that all children are capable of excellence if we have high expectations and if we work together collectively and effectively. I am running because I believe that one day, every child in every zip code can have access to an excellent public education, and it's our job to help make that happen.

Success for me turns on whether we have produced measurable student results for our community. Over the past two years, we have engaged thousands of community stakeholders in the process of selecting our new superintendent and adopting a set of three-year student outcome goals for the district. That engagement process involved open town halls, targeted focus groups, and two different community-wide online surveys (where we tracked respondent demographics to ensure that we were receiving responses from a diverse cross-section of the city). The goals we set truly reflect the key themes that we heard from our stakeholders. My number one goal – if elected – is to maintain our focus on these student outcomes and hold the administration accountable for making progress.

CPS passed one of the first equity policies in the country in 2016. Where have you seen progress since then in building a more equitable district, and what are the specific things you would do as a board member to help build a more equitable district?

Progress: (a) consistently standing up for the rights of LGBTQ+ students and staff (e.g., resolutions that we've passed in opposition to proposed legislation in Columbus), (b) making Juneteenth a CPS holiday, (c) being among the first districts in the country to offer AP African American studies, (d) creating a cabinet-level position with DEI-focused responsibilities and so much more.

Opportunities: (a) meet our ambitious goals for reductions in discipline disparities, (b) improve racial and gender diversity of staff, (c) provide public accountability (through our policy committee) for ensuring that the equity policy and antiracism policy are being implemented across the board.

Across the country and here in our district, there is a student mental health crisis. Even with additional mental health workers added to our schools last year, there were still waiting lists at many schools that were dozens of students long. What are some ideas you have for how to address the mental health needs of our students?

Addressing this crisis requires a coordinated approach across a wide range of stakeholders. We need to maximize public funding streams to cover the cost of care (e.g., ESSER dollars, Medicaid funding). We need to create time in the school day for students to receive care (whether in person or virtually). And we need strong professional development and support for school-based staff in how to support students and refer them quickly and effectively. As a board, the best thing we can do is make sure that we have a clear set of student-focused goals that reflect the top priorities of the community and then hold the administration accountable for reaching those goals.





BEN LINDY

www.benlindy.com



Right now, if you were a caregiver looking for a school and went to a school-finder, the only real datapoint you'd find to tell you whether or not a school is "successful" is a report card rating based on state testing. If you were to define a "successful" school, how would you do that? And, what are some of the things you would measure?

I think the two most important types of data are (1) student academic results and (2) family reviews.

For #1, I believe that it's important to look both at overall attainment (e.g., % of students meeting state standards, % of students earning college credit on AP exams) but also growth.

For #2, family surveys and open-ended feedback can be incredibly helpful. As a parent, I care as much about my holistic experience as I do about learning gains (both matter!), and I think that parent feedback can be a strong proxy for holistic experience.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. Last year, the board and superintendent engaged the community to come up with goals and guardrails in order to, "get clear on a small number of top priorities." Those can be found here: <https://www.cps-k12.org/Page/2241>. In your role as a school board member, how will you hold the superintendent accountable for meeting these goals? And, how will you let the public know progress toward these goals?

Fabulous question! As we enter this school year, we will adopt a "monitoring calendar" through which the superintendent will provide regular, quantitative updates to the Board that show whether we are on track to hit the district's student outcome goals. Each year, we then evaluate the superintendent, and (by contract) 50% of her evaluation comes from whether or not we are on track to hit those goals.

CPS received a once in a lifetime influx of federal dollars from the post-Covid American Rescue Plan (ARP) funding- more than \$250 million. That money must be obligated by the end of 2024 and spent by the end of 2026, even though we know that we will see the impacts of the pandemic on our students for many years to come- well past 2026. How will you decide what stays and what goes from the budget?

I strongly endorse the approach of www.edunomicslab.org. Specifically, I support expressing the various decision points and trade-offs in \$/pupil terms and then engaging community members on how they would make those trade-offs.





KENDRA MAPP

www.mappforschoolboard.com



Why are you running for school board and what are the 2-3 major goals you want to accomplish in your term?

I am a firm believer in the saying, "When you know your why, you know your way." My family's leadership was instrumental in instilling within me the pillars of education, service, advocacy, and community; which fueled my dedication for servant leadership. My passion was further actualized and cultivated after the tragic death of my brother. During this time, I became aware of the negative effects of a failing system, woven into the infrastructure of an urban district. From the depths of a hard place, I made the commitment to champion the values of my brother and family. I boldly proclaimed that I would address the vast disparities and systemic barriers that gravely impact students, families, and the community through the platforms of education and wellness.

I am running for Cincinnati Public Schools Board of Education to bring a holistic approach to educating students and supporting the staff within the district; through the components of Body, Mind, and Connection. I strongly believe "When we ensure that students and staff feel Safe, Secure, and Valued, it yields expanded learning Opportunities, increased Academic Outcomes, and positive investments throughout our Community."

As a board member, I endeavor to:

Ensure that learning environments are: affirming, respectful, supportive, inclusive and equitable for both students and staff alike. (Body)

Facilitate healthy mindsets and behaviors toward learning and career development through a holistic curriculum. (Mind)

Strengthen alignment between school and community, to promote student achievement and healthy engagement. (Connection)

CPS passed one of the first equity policies in the country in 2016. Where have you seen progress since then in building a more equitable district, and what are the specific things you would do as a board member to help build a more equitable district?

CPS proudly serves as a positive example within public education, by pioneering the development of the first equity policy. Most recently, advancements have been made to advocate for a safer learning environment for students, staff, and community members. The district has become more intentional in their efforts to actively listen to the concerns regarding inequities and have been working to put tangible plans in place to address problem areas.

Another example highlighting the equity policy was the district's Vision 2020 initiative to strengthen neighborhood schools by providing equity, access, and opportunity; while simultaneously working to address the visible contrast offered to Montessori programs. CPS innovatively worked to enhance each neighborhood school, based upon integrating the identity, strengths, and vision of its respective communities. The Vision 2020 platform has assisted in providing more exposure/opportunities for students attending neighborhood schools. However, there is continued room for improvement, specifically in regards to the academic rigor, enrollment, resources, districtwide support, and funding. As a board member, I would address the recognizable divide to establish efficacy with the policy that builds community within the district and ensures "equitable access to a world-class education." To effectively do this, we must be diligent in making all of our learning environments a place that is regarded as "A School of Choice" that attends to the needs of all; especially for our most vulnerable students.



KENDRA MAPP

www.mappforschoolboard.com



Across the country and here in our district, there is a student mental health crisis. Even with additional mental health workers added to our schools last year, there were still waiting lists at many schools that were dozens of students long. What are some ideas you have for how to address the mental health needs of our students?

I recognize that there is a mental health crisis across the country and within our district. As a Licensed Professional Counselor, I believe that our district can mitigate the growing challenges by implementing a system that employs a holistic, comprehensive, sustainable, equitable, and accessible framework. During an Education Policy Pitch Night, I proposed that therapists become an integral component within the school environment. The therapists are employed with the district as members of the counseling department and the instructional leadership team.

The therapist will have the sole responsibilities of: teaching a social-emotional curriculum as a classroom instructor, working directly with the respective teaching teams on interventions and cross-curricular lessons, offer therapeutic perspective to administration; in addition to leading the partnership with the contracted mental health providers within their designated schools. Lastly, the therapist will work in conjunction with the counseling department and partners to streamline resources, make referrals, facilitate training and school-wide events to create a culture for wellness and engagement.

Employing this system ensures a variety of benefits for all stakeholders. This endeavor creates a multi-tiered system of support that ensures greater attention and continuity of care. Equally, it directly aligns with the district's guardrail to not ignore the needs and talents of the "whole child." Students will advantageously experience the results of becoming more knowledgeable about positive mindsets and healthy behaviors, engage in critical cognitive reflection, make connections, adopt practical steps to attend to their needs, and feel empowered to maintain wellness. Also, this will aid in the district's effort to establish a viable return on its investment, as a result of utilizing an evidenced based approach to inform instruction, minimize burnout, and lessen continual outsourcing practices.

Right now, if you were a caregiver looking for a school and went to a school-finder, the only real datapoint you'd find to tell you whether or not a school is "successful" is a report card rating based on state testing. If you were to define a "successful" school, how would you do that? And, what are some of the things you would measure?

A successful school extends beyond a report card rating that is measured largely on standardized assessments. This practice is not a true depiction of success and has been evidenced to reflect cultural and socio-economic biases. Recent studies have indicated the importance of honoring a holistic approach for success, rather than solely relying on quantifiable data points. Presently, families are exploring schools that are a "best fit" for their child(ren); according to criteria that are more aligned to their needs and interests.

I would define a "successful" school as:

Learning environments that are affirming, respectful, supportive, inclusive, and equitable. Studies continue to reflect the importance of meeting the fundamental needs of physical, social, and emotional security; to optimize an individual's fullest potential. When these needs are fulfilled, both students and staff alike develop a positive mindset toward learning and work.

Once students have acquired the self-confidence to succeed, they develop pride, make meaningful connections and take ownership with their education to excel in rigorous coursework that promotes college, career, and life readiness. Equally, student involvement motivates the staff to further their professional development and implement creative learning strategies.

(answer continued on the next page)



KENDRA MAPP

www.mappforschoolboard.com

(answer continued)

Lastly, I believe that schools are the heartbeat of the community. A thriving school advocates to strengthen the whole child; which facilitates the esteem to contribute to their school culture and greater community. When we enrich our students, we elevate the opportunity for students to practice civic engagement and make constructive investments within their respective neighborhoods. This endeavor creates a healthy system and a shared endeavor between school and community to ensure student achievement.

I would measure the success of a school by welcoming and honoring the feedback from all of the constituents; particularly students and families on indicators such as: enrollment, attendance, academics, school programming, extracurricular opportunities, culture, safety, and leadership to have a more robust, holistic perspective to permit more informed decisions, based on factors that would determine overall and long term success.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. Last year, the board and superintendent engaged the community to come up with goals and guardrails in order to, "get clear on a small number of top priorities." Those can be found here: <https://www.cps-k12.org/Page/2241>. In your role as a school board member, how will you hold the superintendent accountable for meeting these goals? And, how will you let the public know progress toward these goals?

I believe that the accountability to ensure successful performance outcomes and achievement for all students within our district is a shared objective. This process begins with establishing the foundational components of rapport, trust, positive regard, and congruency; which results in mutual respect, clear understanding of expectations/responsibilities, and equal ownership to uphold, champion, and meet the aligned vision and goals.

As a school board member, I would work collaboratively with the Board and Superintendent to establish and maintain a cohesive leadership team; to implement conjoint accountability measures that honor achievement and critical analysis for areas of improvement. Some examples of accountability include: the Ohio Superintendent Evaluation System that encompasses formative and summative assessments, board evaluation processes, an internal audit of operations, results from data achievement (quantitative/qualitative data), ongoing monitoring of progress and interventions, and soliciting feedback from all constituents regarding goal attainment.

While serving on the board, I would advocate for timely, bilateral communication with constituents to keep individuals abreast of the progress. I would share in collective methods to inform the public, by supporting a healthy culture of transparency, where results are directly communicated through various accessible platforms, and reported in a format that is easy to interpret, while allowing for dialogue about growth/improvement to drive effective decision making opportunities.

CPS received a once in a lifetime influx of federal dollars from the post-Covid American Rescue Plan (ARP) funding- more than \$250 million. That money must be obligated by the end of 2024 and spent by the end of 2026, even though we know that we will see the impacts of the pandemic on our students for many years to come- well past 2026. How will you decide what stays and what goes from the budget?

A critical way of determining the budgetary priorities from the influx of federal dollars should be considered based upon the Equity and Excellence in Education Board Policy 2255 which states, "Allocate annually the District's many financial, capital, and human resources equitably." Equally, decisions regarding the budget should directly align, reflect, and communicate the outlined plan to accomplish the values, objectives, and operations of the district. Furthermore, decisions about the budget will be a concerted effort with the Board and Treasurer to share accountability for the fiscal health, resources, assets, and financial opportunities for the district. Lastly, I think that it is advantageous to continue to do a thorough audit on outcomes to assess the return on investment (ROI), when considering what stays and goes from the budget.



PAUL SCHIELE

Schiele4CPS.org



Why are you running for school board and what are the 2-3 major goals you want to accomplish in your term?

As a retiree, I am seeking a way to make a positive impact on my community. Concerning our future, I am both favorably impressed and deeply concerned by the product of our public schools. While we have a few excellent schools, the overwhelming majority are consistently failing in every metric according to the Ohio School Report Cards. Additionally, Fiscal Responsibility and Accountability need addressing.

Areas that I hope to impact are:

Early Literacy: Current 3d grade proficiency is only 45.4%. A goal of 10% improvement per year will bring us to 66.4%, directly improving future graduation rates

Readiness: Establish/maintain/increase partnerships with local businesses, trade associations, and industry experts. This will allow students to gain real-world experience through internships, apprenticeships, and work-based learning opportunities.

Fiscal Responsibility: The Cincinnati School District lacks Fiscal discipline. Of the 14 school districts in Ohio with greater than 10,000 students (CPS has approx. 36,000), only Cleveland, Columbus and Akron have higher expenditures per pupil than CPS.

In the Fiscal year ending June 30, 2022, The District had:

\$718,301,472 in expenses

\$1,366,823,290 Yes, 1.36 BILLION, with a "B"! In liabilities. That's about \$4,284 per person in the City of Cincinnati!

As of June 30, 2022, \$84,256,149 of the district's bank balance of \$84,506,149 was exposed to custodial credit risk because it was uninsured and collateralized.

CPS passed one of the first equity policies in the country in 2016. Where have you seen progress since then in building a more equitable district, and what are the specific things you would do as a board member to help build a more equitable district?

The pursuit of equity must not come at the expense of academic excellence. It is crucial to reevaluate the current approach, emphasizing rigorous standards, teacher accountability, and evidence-based instructional methods. Redirecting resources towards targeted interventions for struggling students, while maintaining high expectations for all, can address the equity gap without compromising educational quality. A balanced strategy that fosters both equity and academic achievement is imperative for the long-term success of our students and the community.

Across the country and here in our district, there is a student mental health crisis. Even with additional mental health workers added to our schools last year, there were still waiting lists at many schools that were dozens of students long. What are some ideas you have for how to address the mental health needs of our students?

Promote parental involvement and communication to identify mental health issues early, fostering a supportive home environment.

Collaborate with local organizations, faith groups, and mental health providers to supplement school resources.

Triage students with obvious mental issues that may result in harm to themselves or others, referring them first to the parent figures and then, if necessary to civil/mental health authorities.





PAUL SCHIELE

Schiele4CPS.org

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Defining a successful school entails considering various aspects beyond test scores. The best diagnostic tools available are the Ohio State Report Card and a comparative budget analysis.

A budget analysis is complex and is often subject to district policies that are counterproductive due to political considerations. District policies must be reviewed and reconsidered as necessary.

Ohio State Report Card: The most determinative factors on the Report Card are Early Literacy, Graduation and College, Career, Workforce and Military Readiness. These indicate a measure of success for ALL students regardless of socio-economic background.

Innovative teaching methods tailored to diverse learning styles display a school's effectiveness in preparing students for the future. This being said, tried and true instructional methods must be imbedded in curricula to ensure academic success and readiness for real world situations after graduation.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. Last year, the board and superintendent engaged the community to come up with goals and guardrails in order to, "get clear on a small number of top priorities." Those can be found here: <https://www.cps-k12.org/Page/2241>. In your role as a school board member, how will you hold the superintendent accountable for meeting these goals? And, how will you let the public know progress toward these goals?

As an elected school board member and representative of the entire CPS community, I would adhere to upholding traditional values while ensuring a quality education for all students. To hold the superintendent accountable for meeting CPS' goals, I would emphasize a few key principles. I would encourage a return to proven teaching methods that prioritize critical thinking and objective knowledge.

To monitor progress, I would propose regular assessments that measure students' proficiency in essential subjects. These assessments would provide transparency and accountability. I would advocate for open communication between the superintendent, school board, and parents. Regular progress reports would keep the public informed.

I would stress the importance of local control and parental involvement. By adhering to these principles and fostering a strong partnership between schools, parents, and the community, we can ensure that CPS achieves its vision of access to a world-class education while staying true to our traditional values.

CPS received a once in a lifetime influx of federal dollars from the post-Covid American Rescue Plan (ARP) funding- more than \$250 million. That money must be obligated by the end of 2024 and spent by the end of 2026, even though we know that we will see the impacts of the pandemic on our students for many years to come- well past 2026. How will you decide what stays and what goes from the budget?

We must practice Responsible Stewardship, maintaining transparency and local control, empowering the superintendent to make informed decisions. Require efficient practices to minimize waste. Budget for a surplus by planning to return excess funds or investing in a rainy-day fund, ensuring fiscal responsibility beyond the immediate crisis. Prioritize and allocate resources based on proven effectiveness. Balance short-term solutions with long-term sustainability, avoid ongoing commitments that could strain future budgets. Invest in teacher training, student support, and learning loss recovery to ensure lasting educational benefits.