



Ready to Serve

School Board School Presents

CINCINNATI PUBLIC SCHOOL BOARD CANDIDATE GUIDE

Election Resources

KEY DATES

OCT. 4: Voter Registration Deadline

OCT. 5 - NOV. 1: Early Voting
Board of Elections
4700 Smith Rd 45212

OCT. 30: Absentee Voter
Application Deadline

NOV. 2: General 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

School Board Candidate Guide

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

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 2, 2021
7:00 - 8:00 Virtual Forum
Spaces are limited. Register today!

CANDIDATE FORUM REGISTRATION

This guide was created in partnership with the following organizations.

All-In Cincinnati
Building a more equitable community

CRADLE TO CAREER
CINCINNATI

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LWV LEAGUE OF WOMEN VOTERS*
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OF GREATER SOUTHWESTERN OHIO


**EDUCATION
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 **WOMAN'S
CITY CLUB**
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Cincinnati Public Schools
School Board Candidate

PAMELA BOWERS

www.bowersfortheboard.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 running for Re-election to the City of Cincinnati School Board for several reasons. Three main reasons are as follows:

1. In 2018, as a parent and community partner, I, along with many other community partners, parents, teachers, administrators and business partners were members and active participants in the Cincinnati Public School's Strategic Planning and Engagement Committee. This intentional collaboration resulted in what is known as the 3 -year Strategic Plan. The Strategic Plan centers around 5 Strategic Measures; Student-Centered Decision Making, Health and Safety, Community Engagement, Optimized Capabilities and Growth. Due to the unprecedented Pandemic, we've had to readjust targets in our Strategic Plan and are moving forward. Moving forward also means focusing on the New CPS, highlighting the focus of maintaining Social Emotional Learning. Moving forward means ensuring that the American Rescue Plan funds are equitably being used to accelerate learning loss, as a result of the Pandemic. Because of this, I am focused on re-setting, realigning and moving forward.
2. Our District is going through transition: 1. The School Board has appointed an Interim Superintendent, 2. The District and the Board are planning for a safe and healthy return to 5-day in-person learning and 3. The Board is planning to launch a nationwide permanent Superintendent search. As a result, the Board must have stability. As an incumbent, I am a part of that stability.
3. Over the past 16 months, Systems across our nation, state, county and city have been challenged like nothing we have experienced before. As a mental health clinician, I continue to process the trauma that families have experienced, and continue to experience as a result of the Pandemic. Some of these experiences have resulted in students leaving our district. Growth and fiscal responsibility are both embedded in enrollment. I am committed to restoring our confidence in families to return CPS students to CPS.

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?

As a Board of Education member since 2019, I have witnessed a commitment, an intentionality of our District leadership in implementing equity and inclusion. I have seen this integration in our Board Policies, in our curriculum and instruction as well as systemic changes via schools Positive Behavior and Intervention Support (PBIS) approach. Finally, I have witnessed this via our students of Speak Up Speak Out initiative. As a board member, I plan to continue to challenge areas where we need to expand our intentionality of Equity and Excellence in the area of Curriculum and Instructional, health and safety of our students, as well as being more transparent with our families, and improving collaborations with community partners.

The recent pandemic, as well as ongoing racial and political unrest, has both perpetuated and illuminated the long-standing educational inequities for historically underserved populations. This moment provides an opportunity to rethink and transform education in a post-pandemic world. What does a reimagined school and school system look like to you?

The pandemic has challenged our education system like nothing we have experienced before. It has heightened the racial and political unrest that has been brewing for several years, in my opinion. Though traumatic, I feel that the pandemic allowed an opportunity to stretch, to do better. As a result, our District Leadership created an opportunity for students across several high schools, parents, teachers, and law enforcement to engage in dialogue about improving Police-Student Relations. I see this initiative being sustained and allowing for an ongoing collaboration between district leadership and students. This also warranted the newly created office of Diversity and Inclusion to provide oversight of effective implementation and ongoing improvement in these relations. The climate of the country has also revealed the importance of expanding professional development for our teachers around incorporating anti-racism/equity in curricula, beginning with our Social Studies Curriculum, and expanding it across English Language and other subjects. There have been educational barriers to students who are currently in the workforce and need equitable options around their education. I am committed to making sure that our district continues to be innovative in finding equitable ways to ensure that our students are Prepared for Life.

CPS is in the process of hiring a new superintendent. What are the three most important qualities you are looking for in this new superintendent and why?

As a member of the Board of Education, we are the Keeper's of the Vision. Our purpose is to provide oversight and identify what success looks like in our district. With that being said, The three most important Leadership Qualities I am look for in a Superintendent are as follows:

1. A Strong commitment to a "Student First" philosophy in all decisions. This includes intentional focus on closing the academic achievement gaps among our black and brown students, as well as focusing on the social emotional learning of all of our students.
2. Have the ability to respond equitably to challenges presented by an urban school district, which is rich in diversity and culture. Has the desire and ability to be innovative.
3. The Superintendent is a school district's chief executive and the main conduit between the board of education and the district staff. Therefore, clear communication is the single most important skill of a Superintendent. The Superintendent must also possess a commitment to engagement with families, communities and partners.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. What are the data points you believe are the most important for the district to be tracking to understand their progress toward achieving this vision?

Data is the only thing that drives progress. As a member of the Health and Safety to Committee, a parent and a clinical therapist, focusing on assessing and measuring social emotional learning (SEL) of our students will be most important in Fall 2021. This is inclusive of our District maintaining strong partnerships via our Community Learning Centers as well as improving our communication with our families, which I believe are key partners. Last Spring we were able to obtain academic baselines, and I am certain this data will assist our schools with identifying equitable supports and resources allowing the opportunity for all of our students to achieve their highest potential. As the Chairperson of the Student Achievement and District Instructional Leadership Committee, I am most focused on Cincinnati Public Schools being a community that ensures equitable access to a world class education.

CPS is receiving a once in a lifetime influx of federal dollars- more than \$250 million in ARP funding. How do you think that money should be spent and why? Who would you suggest the district engages with for input on how to spend that money and why?

As I mentioned in the first question, ensuring that we are equitably being fiscally responsible for making sure funds are used to accelerate learning loss, inclusive of services and resources for academics, and more importantly Social Emotional learning support for students and to assist teachers as well. One way we could get feedback is via community engagement & involvement. My experience as a member of the Strategic Planning and Engagement Committee solidifies the importance of creating intentional thought exchange opportunities from parents, teachers, administrators, community and business partners, which yields commitment and accountability.

What do you love most about CPS?

What I love most about Cincinnati Public Schools is it's diversity in culture acknowledging the vast learning styles of students and having options in curricula to meet those differences. I also like how each school has its individualized culture. No two schools are exactly alike in our district, which demands for equitable approaches to meeting the needs of each school.



Cincinnati Public Schools
School Board Candidate

BRANDON CRAIG

www.craig4board.com

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

For the last year and a half, I watched and listened to the Cincinnati School Board struggle to provide a consistent message to our parents, teachers, and students. I believe I possess a unique perspective and skill set that will bring a more solution focused approach to leadership. If elected, my goals would be to expand opportunities for our students, build upon our community-based programming, and modernize the way we deliver education. Expanding programs that prepare our students for post high school must include both college and trade school preparation programs. Additionally, the District has started the work to give build community-based education. Increasing this outreach will broaden the opportunities for both the student and the family of the student. Finally, our 21st Century students deserve a 21st Century school district. Broadening the use of technology in the classroom will make our schools more accessible and amplify the effectiveness of our teachers.

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 Equity and Excellence in Education Policy adopted in 2016 committed the district to a set of values and expectations to ensure students are treated with fairness and respect, that programs and policies are equitable, and that the curricula and instructional practices are more culturally relevant. Although the district has made significant steps towards improving through the Community Learning Centers, Vision 2020, and the Summer Scholars program, we continue to see a disparity in the quality of education provided and in how students are disciplined. If elected I would charge our superintendent to address both of those disparities. Additionally, I would build upon the trade programs offered and expand opportunities for students to engage in trade apprenticeships post-graduation. Expanding opportunities include expanding both higher education preparedness and skill trade preparedness. But we cannot expand opportunities unless we are willing to review how we discipline our students and work to remove the effects of systemic biases in the application of discipline.

The recent pandemic, as well as ongoing racial and political unrest, has both perpetuated and illuminated the long-standing educational inequities for historically underserved populations. This moment provides an opportunity to rethink and transform education in a post-pandemic world. What does a reimagined school and school system look like to you?

As I mentioned before, I believe we need a 21st century school district for our 21st century students. The only way we achieve that goal is to create programming to expand opportunities at all levels. By expanding programming at all levels of education, we could begin to break the cycle of inequity that remains a systemic concern in our district. That also means a school system that provides fair and equitable opportunities for a quality education at every school. Far too many of our black and brown students are disproportionately disciplined and removed from the classroom. If we are ever going to build a more equitable school district, we must look to solutions such as restorative justice and how our school administrators apply our policies to ensure that our students are treated fairly. Finally, the pandemic provided us an opportunity to modernize our classrooms and expand the accessibility opportunities. A more perfect district would continue to expand upon the lessons learned and provide more opportunities for students to learn even when they are not in the classroom. We can do all these things if we are willing to work together.

CPS is in the process of hiring a new superintendent. What are the three most important qualities you are looking for in this new superintendent and why?

First, the new superintendent must be a strategic thinker. With more 36,000 students in 66 schools, the new superintendent must be comfortable providing a map for leadership to follow. That direction should be flexible enough to adjust to the diverse circumstances of each school, while also providing a substantial structure that schools can rely upon when making decisions. Second, the superintendent must be empathetic. Our students, parents, and teacher faced so many challenges over this last year. The superintendent must be prepared to hear their concerns and show sensitivity to the difficulties for all these last few years. Finally, the new superintendent must be a collaborator. Whether it is working with the Board, community leaders, local businesses, or the CPS community, the new superintendent should be adept at forging strong working relationships to expand resources for our students, teachers, and staff.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. What are the data points you believe are the most important for the district to be tracking to understand their progress toward achieving this vision?

I look to four data points to evaluate whether CPS is successful in achieving our main goal, which is educating our students. Graduation rate continues to be a statistic that must be considered when evaluating whether our schools have been successful. In line with looking at the graduation rates, we must review the achievement gap for our Black, Hispanic, and other minority students. With a district that has more than 80% of students coming from households that are economically disadvantaged, additional resources will be needed at times to provide an equitable education system and bridge the achievement gap. I also look at the percentage of classes taught by high qualified teachers. Again, this is a number that reflects our efforts to ensure that our students are guided by the best educators possible. Finally, I believe we must always evaluate the diversity of employees. Giving our students the best and the brightest educators requires us to do our best to ensure that we have diverse educators who respect and appreciate our students as individuals. While these four data points are important to me, they are not the only measurables that we must consider. However, our efforts to grow the quality of our system requires us to start with those four measurables.

CPS is receiving a once in a lifetime influx of federal dollars- more than \$250 million in ARP funding. How do you think that money should be spent and why? Who would you suggest the district engages with for input on how to spend that money and why?

We must use those dollars both for long-term purposes and short-term purposes. So many of our classrooms need infrastructure and resources. I would dedicate a portion of the funds to modernize our classrooms to ensure students who are not able to attend can still be a part of the classroom. Additionally, some funds should be used to support providing our students with mental health and crisis services staff. Moreover, Covid 19 has restricted our students' ability to interact with each other. Returning to in-person education may reflect those lack of developed social skills and require some additional counseling and mental health support. Finally, I would also look to address teachers and staff levels to ensure we have sufficient personnel to provide a quality education for all 36,000 students.

What do you love most about CPS?

The thing I love the most about CPS are the people who make up our district. I am a proud product of CPS. The teachers who made an impact on my life weren't anomalies. They are who our teachers are. The brilliant students who I have the honor and pleasure of interacting with, are exactly who so many of our students are. Our students, teachers, and parents want the best for everyone. That means so much more than can be put into words. That is why I love the people of CPS most.



Cincinnati Public Schools
School Board Candidate

GARY FAVORS

www.instagram.com/favorsforcincinnati/



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

I am running for school because I want to make a positive impact on students, their families, and teachers. I am committed to hearing from all stakeholders and assessing what is working and what needs to be changed.

Board members set policies which directly impact all involved. When elected I will focus on the following areas:

1. Advocating for better policies based on stakeholder feedback and current data.
2. Increasing diversity hiring across the board and increase diversity training. We must supply our students with role models which reflect our community and country.
3. Increase equitable funding for all schools ensuring that all students have textbooks to take home. Textbooks provide content, practice, and serve as a communication tool with parents. I believe parents want to help but often don't know the latest educational methods.

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?

To help build a more equitable district I would:

1. Provide individual textbooks to each student to take home as needed. Textbooks provide content, practice, and serve as a communication tool with parents. I believe parents want to help but often don't know the latest educational methods.
2. Prioritize the hiring of Intervention Specialist (Special Education teachers) so each school is covered by the legal amount of support necessary for all students to succeed.
3. Assess the current case load of each grade level teacher and specialist to realistically determine how often CPS exceeds the determined limits. Just because the law allows us to make exceptions, it doesn't mean these decisions are in the best interest of our students and educators.

The recent pandemic, as well as ongoing racial and political unrest, has both perpetuated and illuminated the long-standing educational inequities for historically underserved populations. This moment provides an opportunity to rethink and transform education in a post-pandemic world. What does a reimagined school and school system look like to you?

One size does not fit all, and this pandemic has provided even more data to support that fact. We need to provide options for students who need them given their current unique learning situation or learning needs. We must continue to talk with our families and determine what worked and what did not and work to achieve a more supportive educational process in the future. We must maintain a two-way communication with our stakeholder; they can provide a wealth of information if we listen.

CPS is in the process of hiring a new superintendent. What are the three most important qualities you are looking for in this new superintendent and why?

I strongly believe a superintendent must be an educator, a past classroom teacher who remembers firsthand how difficult and rewarding it is to teach. I would prefer the candidate have taught for at least 10 years to ensure they truly comprehend the role of classroom teacher. I would also look for a candidate who has been a successful administrator who has brought innovative programs to their past districts. I would also look for a candidate with a 5-year plan of how to increase our graduation rates and how to provide our students with more profitable school to work options upon graduation. Not every student is college bound and career paths are equally important.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. What are the data points you believe are the most important for the district to be tracking to understand their progress toward achieving this vision?

We must examine the data points which ensure that a "world class education" includes school to work preparedness as much as college readiness. We must track the data coming from our career and educational partnerships to be sure we are using these partnerships to reach all our students. We must also survey our students and families to be sure they are even knowledgeable of these opportunities. Partnerships don't work effectively if only a handful of people know about them.

We must also track the data of current career trends to be building future career/vocational training programs which will become a pipeline for our students into employment. The opportunities are expanding for those who choose the school to career path and CPS must keep current with these opportunities.

CPS is receiving a once in a lifetime influx of federal dollars- more than \$250 million in ARP funding. How do you think that money should be spent and why? Who would you suggest the district engages with for input on how to spend that money and why?

CPS did survey their stakeholders recently and I would review the data and strongly consider teacher and family input. I would expect to see needs in the following areas:

1. Mental health intervention = increase programs and staffing. We can expect to see numerous students and employees suffering from the trauma of the pandemic.
2. Academic intervention = increase programs and staffing. We can expect to have numerous students below grade level who will require remediation services not able to be served through traditional special education route.

What do you love most about CPS?

I love the history of providing successful opportunities through unique programs such as the School for the Performing Arts and Walnut Hills High School. I would like to see us expand these opportunities to address the critical employment shortages within our country. CPS has a unique opportunity to create a career work path which could place students in substantial careers upon graduation. Cyber security, medical coding, certified nursing assistants and logistics are just a few fields that are in need and CPS could build a pipeline for our students.



Cincinnati Public Schools
School Board Candidate

DR. KAREEM MOFFETT

www.drkareem4education.com

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

As a parent and a teacher, I have been an advocate for students and families for more than two decades. During that time, I have seen the ways that CPS is working well, and the places our district can improve. Now more than ever, as we recover from the impacts of the pandemic on our students' academic and mental health, I believe it is the time for me to bring the experience and insight I have gained through my personal, professional, and educational pursuits to a seat on the Board. In that role, I will

1. Be a community connector: I will ensure that historically marginalized voices, student voices, and community members' perspectives are centered in the decisions made by the School Board, and assist our Board in being a community connector that is a responsive conduit between the district and the community we serve.
2. Rebuild our system in new and innovative ways: I will use the lessons of what worked in the pandemic to push our district to rebuild in ways that are designed for the future of learning. As a chemist and in my doctoral studies, I was trained to think creatively about solutions to difficult problems and will apply those skills during this unique moment.
3. Insist on a rigorous curriculum for all students: What I know to be true from my time teaching and as a parent is that when we hold our students to high expectations, expose them to rigorous academic materials, and support them, they can achieve at high levels. As our students recover from the pandemic, it will be critical that we have a School Board that does not lower the bar for our students but instead supports them, their teachers, and their families.

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 passing of the equity policy demonstrates the awareness and commitment to the need and desire to have a school district that is equitable in the education of Cincinnati students. CPS is to be commended for that trendsetting progress and leadership as a district. There is more work to be done to build upon the foundation of the policy. Equity does not mean equal and we must remain true to the true meaning of the Equity policy and make certain that we are not confusing equity in education to equality in education. The true implementation of an equity policy means that one size does not fit all students. With this in mind, we cannot treat all our schools the same. Our magnet schools have different needs than our neighborhood schools. Our elementary schools have varying needs from our high schools. True equity means that we provide what is needed and those needs can vary and may not be all equal. The policy directs the superintendent and district treasurer to develop a plan with clear and measurable accountability standards and procedures to be shared with the public and submitted to the Board annually for approval. I desire to be instrumental in the review to ensure that the policy is relevant and the outcomes presented are in line with the policy.

The recent pandemic, as well as ongoing racial and political unrest, has both perpetuated and illuminated the long-standing educational inequities for historically underserved populations. This moment provides an opportunity to rethink and transform education in a post-pandemic world. What does a reimagined school and school system look like to you?

Equity in Education, All Voices Being Represented, Rebuilding with Innovation
CPS has always suffered from inequities in opportunity and education. I applaud the efforts that have been taken since passing the Equity Policy (2255) and plan to continue working toward the fulfillment of this policy. Places that need continued work include, but are not limited to equitable curriculum opportunities in Advanced Placement in the Arts, enforcement of discipline policies, inclusion of a wide-range of unique learning models (i.e. equitable virtual options). In a reimagined school system, all our students and staff have what is needed for learning and teaching. Our neighborhood schools are thriving and enrollment is high at all our schools. The Cincinnati Public School Board of Education must come to understand that listening is a critical component to engagement. My goal is to listen to and validate the concerns and the visions of all CPS shareholders, including students, parents, teachers, administrators and community members. We must listen to and center the voices of the marginalized in our decision making process and policy writing. In a reimaged school system, we naturally empower and amplify the voices that are unheard but often spoken for.

Our district suffered a loss during the pandemic, yet we have projections of growth for the upcoming 2021-22 school year. As our district grows, we will have several challenges to resolve, namely providing high quality education to an increased number of students within the physical limitations and budget. The old model of placing our students in large buildings, lined in desks, facing teachers needs to be reevaluated. The pandemic has shown us that our students can thrive within a variety of learning models. As we build a new future we need to recognize the breadth of solutions necessary to meet the unique challenges of 36,000 students attending more than 60 individualized schools. In a reimaged school system, innovative and creative ideas of teachers and Administration are encouraged and supported in tandem with community partners, businesses and families.

CPS is in the process of hiring a new superintendent. What are the three most important qualities you are looking for in this new superintendent and why?

Transparency, Data-driven decisions, Innovation
We need someone who holds high standards for the adults and children in the district and can motivate people to reach those standards; appreciates and understands the diversity of our district and can build an inclusive environment; will be transparent with the public about what is and is not going well in the district and provide a clear path to improvement. Decisions and initiatives should be data-driven and assessed semi-annually to track and monitor progress.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. What are the data points you believe are the most important for the district to be tracking to understand their progress toward achieving this vision?

Potential growth, Matriculation, Graduation, Alumni data, Fiscally responsible tracking:

- Potential growth: It is projected that CPS will have significant growth within our district in the next three to five years. We need to prepare for this growth now so that we are positioned with adequate buildings to safely accommodate this potential;
- Matriculation: We need to ensure that our students are adequately prepared for the 3rd grade reading guarantee and support Preschool education;
- Graduation: All of our schools must maintain and aim towards high graduation standards;
- Fiscally responsible tracking: We currently have Federal funding that is unprecedented and will not last us long. We need to assure that we are fiscally responsible in understanding where dollars are being allocated and ensure that those dollars are ensuring equitable options for students.

CPS is receiving a once in a lifetime influx of federal dollars- more than \$250 million in ARP funding. How do you think that money should be spent and why? Who would you suggest the district engages with for input on how to spend that money and why?

The influx of Federal monies that our district is receiving should immediately be spent in ensuring that equitable options are available for our students within the classrooms. We must spend the necessary funding to provide classrooms with the necessary staffing and technology that ensures every student can receive equitable options.

Input should be received from teachers, staff, students (current and recent graduates) and families. Additionally, every partner should also be included and the community input should be gathered. Community and partner input should also include an inquiry about how to possibly leverage the Federal funding with partner opportunities so that we can possibly expand options for our district.

What do you love most about CPS?

CPS has the best schools- ALL of our schools contain brilliant students, excellent teachers and families that want to engage. The challenge is to magnify this magic that our district currently possesses so that our city and the world can also see what we have to offer. Our buildings are beautiful and our city is poised for our students to excel and we simply need our new School Board members who are innovative, creative and excited to be elected. I've spent a significant amount of time working within our district and I see firsthand the brilliance and opportunities within our students and I'm ready to begin working.



Cincinnati Public Schools
School Board Candidate

MIKE MOROSKI
www.mikemoroski.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 running for re-election because I believe education can promote equity for all children and dismantle age-old systems of oppression and racism. I want to 1) rebuild trust in the District after last year's traumatic events, 2) continue to champion our anti-racism policy and ensure the District is serious about implementing it, and 3) continuing to find ways to meet the INDIVIDUAL needs of all students.

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?

I have seen far more resources put into PBIS work and the like. I have seen more efforts put toward restorative practices. But we need to take this all one step further and fully implement the anti-racism policy and have serious conversations about police in schools. We also need to continue to track our strategic plan's mandates to reduce racial disparities (that I was adamant be included in it).

The recent pandemic, as well as ongoing racial and political unrest, has both perpetuated and illuminated the long-standing educational inequities for historically underserved populations. This moment provides an opportunity to rethink and transform education in a post-pandemic world. What does a reimagined school and school system look like to you?

Individualized education that acknowledges our system, like all systems, has racism embedded in it. We need to re-imagine curriculum, discipline, and even our own expectations.

CPS is in the process of hiring a new superintendent. What are the three most important qualities you are looking for in this new superintendent and why?

1) A focus on equity and anti-racism, 2) a firm understanding of education equity and how to achieve it, 3) a student-centric decision-making paradigm

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. What are the data points you believe are the most important for the district to be tracking to understand their progress toward achieving this vision?

This is difficult because standardized test scores measure wealth and not education. So, not those. We need to look at discipline and graduation rates and everything else broken out by race. Which we have begun doing.

CPS is receiving a once in a lifetime influx of federal dollars- more than \$250 million in ARP funding. How do you think that money should be spent and why? Who would you suggest the district engages with for input on how to spend that money and why?

Much of this is dictated by law. We have to spend it on learning recovery and safety protocols. The real question is - how will we continue amazing things we spend the money on (like Summer Scholars) once the money is gone? We have to spend it on items that we CAN continue or that are self-sustaining.

What do you love most about CPS?

The students.



Cincinnati Public Schools
School Board Candidate

MARY WINEBERG

www.votewineberg.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 running for CPS School Board because I want to be at the table to systematically improve our public education within the Cincinnati Public School district. As a proud graduate of Cincinnati Public Schools, a parent of 2 CPS students, and a current teacher for 10+ years, I have always been passionate about our youth and education. Since being in the district I have also served in additional areas that have allowed me to become more engaged in educational practices helping to improve public schooling. My work across the district has allowed me to network and hear the concerns of students, families, and teachers. I have enjoyed collaborating and learning from my peers to create a better education for our students. I am running to allow each student to have the best opportunity. I am running to bring my talents to the table and work cohesively with other board members, community members, parents, and families to ensure progress. I am running to build on and improve CPS to a world class education.

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 district equity policy (2255) ensures that CPS schools embrace diversity in its operations while removing practices that allow disparities among students/schools. The progress that I have seen, especially this year, includes expanding the number of students who have access to a working device and internet service in order to improve in school work, learning, at home education throughout the pandemic and the ability to have access to their education. Also the district has pushed forward with ending school policies/programs that are not in line with equity and inclusion. I have seen first hand as an educator the increased curricular focus on real life happenings, such as the social justice events in America and allowing for racial injustice to be recognized in the curriculum. This has allowed for students/families to learn and expand their knowledge, to recognize the deep disparities that have existed, and better the overall lives and education of the students. Last I have seen the district push to make sure that students' voices are being heard with the formation/expansion of the student group Speak up Speak Out.

Are we 100% there yet? No, we as a district still need to improve to really make sure that all students' needs are being met despite race, ethnicity, disability, age, background and economic status. (Continued in next column)

I see that there still needs to be an improvement in regards to the language, and inclusion of our students in the LGBTQ+ community. This district is moving in the right direction and doing some great things. We have increased accessibility, vocational opportunities, enrichment services and servicing students with disabilities. As a board member I would build a more equitable district by making sure the students' voices are being heard, increase the opportunities for our ELL and Students with Disabilities and engage a policy in which board members are more engaging in the community. This could include rotating board meetings to different sites, and visiting a number of schools each month. I would personally, along with my other board colleagues, emphasize interactions monthly with city council and the commission board/key stakeholders and finally make it a priority to engage with various parent groups (PTOs) throughout the school year to ensure that equity/inclusion is being met (and using the given data to expand). I want to help carry this commitment forward. This policy commits the school board to ensuring fairness, equity, and inclusion are placed in all policies, programs, operations and practices.

The recent pandemic, as well as ongoing racial and political unrest, has both perpetuated and illuminated the long-standing educational inequities for historically underserved populations. This moment provides an opportunity to rethink and transform education in a post-pandemic world. What does a reimagined school and school system look like to you?

A reimagined school and school system post-pandemic looks like an evolving opportunity for all. It will allow us to learn from the past and to push forward. It will allow us to keep our focus on the students and their needs. We will strive to give them rigorous academics, an equitable education, diversity, and a school system that meets students needs and allows for their voices to be heard. We will work together as a community, allow for personalized and engaging lessons, continue to meet their needs emotionally and keep up with the availability to feed our students even after the pandemic with our student meal programs.

CPS is in the process of hiring a new superintendent. What are the three most important qualities you are looking for in this new superintendent and why?

The three most important qualities that I as a board member would look for in a superintendent include effective leadership for the district, a strategic planner, and a good communicator. I have included these because it is key to have someone in this position who is comfortable with providing direction for the day to day operation of such a large urban district. They should be a strategic planner in order to meet this district's vision of a world class education for its students and must be able to design and implement short and long term goals effectively. (Continued in next column)

Lastly, he/she must be able to inform, advise, be responsive and communicate effectively to maintain the trust of families/students to ensure a rigorous education and provide a positive equitable school climate.

CPS' vision is to build a community that ensures equitable access to a world-class education, unleashing the potential of every student. What are the data points you believe are the most important for the district to be tracking to understand their progress toward achieving this vision?

I believe the data points should include student enrollment numbers, growth/achievement, test scores, AP placement and passage numbers, graduation rates, achievement and growth of ELL/Students with disabilities, academic calendar, safety of students, SEL data, parental engagement, and relationships with community partners. It is also important to look at how innovative programming at individual schools has improved performance, funding allocations, and showing progress on the Superintendent Academic Scorecard.

CPS is receiving a once in a lifetime influx of federal dollars- more than \$250 million in ARP funding. How do you think that money should be spent and why? Who would you suggest the district engages with for input on how to spend that money and why?

I think that the ARP funding should be used to provide more staffing such as intervention specialists to aid with bridging the gap for our ELL and Students with disabilities, securing more teachers to have smaller class sizes, keeping nursing staff, expanding technology abilities, and finally use the funds to increase mental health services for our students. If ARP funds are allowed to be used in this way, we should make sure to continue the use of extra buses through Metro for our high school students to safely and effectively get to and from school and expand the building and renovation of our schools to meet the needs of the growing district academically.

What do you love most about CPS?

What I love most about this district is its potential for our students and families. CPS is dedicated to ensuring a world class education and I want to be a part of that. I graduated from this district, have kids in the district and it gave me the start to all of my opportunities in life. I am proudly CPS!

