



# I am CPS

A Culture Transformation for Our Tomorrow



**Brady Metz**  
School Psychologist  
Aiken High School

## I Commit to Success

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From providing a wake-up call to sleepy students to playing chauffeur to get them to class, School Psychologist Brady Metz takes to heart the *I am CPS* competency, “I Commit to Success.”

“I don’t think there’s any student that doesn’t deserve a second, third, fourth or even fifth chance,” says Brady, who works at Aiken High School. “It’s important that students feel our support and know that someone is here for them. Sometimes that means doing whatever it takes to get them back on track.”

*I am CPS*, the culture transformation taking shape around Cincinnati Public Schools, supports and encourages a high level of performance among employees. The “I Commit to Success” competency includes demonstrating proficiency and professionalism on the job, seeking excellence in all facets of work, and rising to the challenge of leading new and innovative work.

At the high school level, most students view their self-worth by what others think of them, so asking for help isn’t always an easy thing to do. Brady understands this, and he knows that in order to redirect young people, he first needs to build trust.

“It’s more than extending the hand, but leaving it out there until they’re ready to take it,” says Brady, a graduate of Clark Montessori High School. “There’s something inherently wonderful about seeing someone smile, and, if that’s all I can get out of a student for one day, then that’s what I’ll go for.”

Brady followed in the footsteps of his mom, a retired CPS school psychologist.

For the past five years, Brady has been a familiar face in Aiken’s hallways. The approach at Aiken is to redirect students with team consultation, or Brady will get involved with a one-on-one connection.

“We have a family culture here that starts at the top with our administration,” he says. “You can’t slap a label on a student and then expect change. The big part to change is having a relationship and letting them know you’re someone they can trust and depend on.”

Building that trust and rapport is a full-time commitment that Brady takes seriously. And it’s not always forward motion.

“If I see grades slipping, I’ll reach out to find out what’s going on,” he says. “And if something as small as giving them a wake-up call or picking someone up on my way to work will get them here and on the right path, so be it.”

Brady works with students to help them understand that setbacks do happen, and that refocusing, accepting responsibility and moving past the misstep is critical for long-term success.

“‘Don’t worship the problem,’” Brady tells students.

Brady challenges students to think beyond graduation. At a time when they’re starting to form their own philosophies on life, he would like students to think about their broader roles in the community.

“Handle your own business, seek to improve, while, at the same time, reach out to others to become part of something bigger. That’s the goal. That’s the power,” Brady says.

For Brady, his reward is watching students change over the years and witnessing the little wins along the way. In turn, he rewards the students by providing incentives to celebrate their progress.

“They like to see when they’re going in the right direction, so usually on payday, I’ll get B-dubs (chicken wings) or something, and we’ll hang out and talk,” Brady says, laughing. “I’d give them the world if I could — it’s just I can only afford Skyline right now.”