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District Organization

BOARD OF EDUCATION MEMBERS
Carolyn Jones
President
Ryan Messer
Vice President
Melanie Bates
Eve Bolton
Pamela Bowers
Ozie Davis III
Mike Moroski
Jennifer Wagner
Treasurer/CFO
Tianay Amat
Deputy Superintendent
Susan Bunte
Assistant Superintendent
Shauna Murphy
Assistant Superintendent

PERFORMANCE LEADERSHIP TEAM
Laura Mitchell
Superintendent
Lauren Worley
Chief Communications and Engagement Officer
Daniel Hoying
General Counsel
Dr. Margaret Hall
Director, Student Services

Jennifer Wagner
Treasurer/CFO
Sarah Trimble-Oliver
Chief Information Officer
Paul McDole
Director, Human Resources
Justin Leach
Director, Testing and Assessment

Tianay Amat
Deputy Superintendent
Emily Campbell
Director, Curriculum and Instruction
Connie Solano
Director, Performance and Accountability
Loren Johnson
Director, Transportation

Susan Bunte
Assistant Superintendent
Vera Brooks
Director, Early Childhood (Interim)

Shauna Murphy
Assistant Superintendent

MANAGERS
Josh Hardin
Athletics
Kayla Ritter Rickels
College
Lanisha Simmons
7-12 English Language Arts
Dr. Jennifer Williams
Science, Health and Physical Education

Brittney Cousins
Career
Chrissy Reeves
Diverse Learners
Dr. Isidore Rudnick
Fine Arts
David Traubert
Social Studies

Mike Turner
Career Technical Education (Interim)
Lucie Collier
K-6 English Language Arts
Dr. Dawn Williams
Mathematics
Sarah Morales
World Languages
Aiken New Tech High School
(7-12)
5641 Belmont Ave., 45224
513-363-6700 phone
513-363-6720 fax

Riverview East Academy
(Preschool-12)
3555 Kellogg Ave., 45226
513-363-3400 phone
513-363-3420 fax

Western Hills University High School
(7-12)
2144 Ferguson Rd., 45238
513-363-8900 phone
513-363-8920 fax

Cincinnati Digital Academy
(K-12)
425 Ezzard Charles Dr., 45203
513-363-2040 phone
513-363-2099 fax

School for Creative and Performing Arts (SCPA)
(K-12)
108 West Central Pkwy., 45202
513-363-8000 phone
513-363-8020 fax

Withrow University High School
(7-12)
2520 Madison Rd., 45208
513-363-9200 phone
513-363-9220 fax

Clark Montessori High School
(7-12)
3030 Erie Ave., 45208
513-363-7100 phone
513-363-7120 fax

Shroder Paideia High School
(7-12)
5030 Duck Creek Rd., 45227
513-363-6900 phone
513-363-6920 fax

Woodward Career Technical High School
(7-12)
7005 Reading Rd., 45237
513-363-9300 phone
513-363-9320 fax

Dater (Gilbert A.) High School
(7-12)
2146 Ferguson Rd., 45238
513-363-7200 phone
513-363-7220 fax

Spencer Center for Gifted and Exceptional Students
(3-10)
2825 Alms Pl., 45206
513-363-5800 phone
513-363-5820 fax

Check the CPS website —
cps-k12.org/schools/find-a-school —
for additional information.

Gamble (James N.) Montessori High School
(7-12)
3036 Werk Rd., 45211
513-363-2600 phone
513-363-2620 fax

Taft (Robert A.) Information Technology High School
(7-12)
420 Ezzard Charles Dr., 45214
513-363-8200 phone
513-363-8220 fax

Oyler School
(Preschool-12)
2121 Hatmaker St., 45204
513-363-4100 phone
513-363-4120 fax

Virtual High School
(9-12)
425 Ezzard Charles Dr., 45203
513-363-2060 phone
513-363-2093 fax

Walnut Hills High School
(7-12)
3250 Victory Pkwy., 45207
513-363-8400 phone
513-363-8420 fax

Western Hills University High School
(7-12)
2144 Ferguson Rd., 45238
513-363-8900 phone
513-363-8920 fax

Withrow University High School
(7-12)
2520 Madison Rd., 45208
513-363-9200 phone
513-363-9220 fax

Woodward Career Technical High School
(7-12)
7005 Reading Rd., 45237
513-363-9300 phone
513-363-9320 fax

Check the CPS website —
cps-k12.org/schools/find-a-school —
for additional information.
Cincinnati Public Schools offers college and career guidance counseling services in all high schools to support students’ learning by providing guidance in academics, career planning, and personal and social development. School guidance counselors provide a variety of services, from advising students on meeting graduation requirements to working with families in crisis. Guidance counselors coordinate and direct all aspects of college placement and guidance services, including:

### Counseling Services

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADES SERVED</th>
<th>COUNSELOR PHONE</th>
</tr>
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<tbody>
<tr>
<td>Aiken New Tech High School</td>
<td>7-12</td>
<td>513-363-6700</td>
</tr>
<tr>
<td>Clark Montessori High School</td>
<td>7-12</td>
<td>513-363-7100</td>
</tr>
<tr>
<td>Dater High School</td>
<td>7-12</td>
<td>513-363-7200</td>
</tr>
<tr>
<td>Gamble Montessori High School</td>
<td>7-12</td>
<td>513-363-2600</td>
</tr>
<tr>
<td>Hughes STEM High School</td>
<td>7-12</td>
<td>513-363-7400</td>
</tr>
<tr>
<td>Oyler School</td>
<td>7-12</td>
<td>513-363-4100</td>
</tr>
<tr>
<td>Project Connect</td>
<td>11-12</td>
<td>513-363-6574</td>
</tr>
<tr>
<td>Riverview East Academy</td>
<td>7-12</td>
<td>513-363-3400</td>
</tr>
<tr>
<td>School For Creative and Performing Arts</td>
<td>7-12</td>
<td>513-363-8000</td>
</tr>
<tr>
<td>Shroder Paideia High School</td>
<td>7-12</td>
<td>513-363-6900</td>
</tr>
<tr>
<td>Spencer Center</td>
<td>7-10</td>
<td>513-363-5800</td>
</tr>
<tr>
<td>Taft Information Technology High School</td>
<td>7-12</td>
<td>513-363-8200</td>
</tr>
<tr>
<td>Virtual High School</td>
<td>7-12</td>
<td>513-363-2060</td>
</tr>
<tr>
<td>Walnut Hills High School</td>
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<td>Withrow University High School</td>
<td>7-12</td>
<td>513-363-9200</td>
</tr>
<tr>
<td>Woodward Career Technical High School</td>
<td>10-12</td>
<td>513-363-9300</td>
</tr>
</tbody>
</table>
My Tomorrow Vision, Beliefs and Principles

All students graduate on time, ready to pursue their chosen pathway.

CORE BELIEFS

• Each student can develop a plan for college and/or career.
• Each student can meet or exceed higher expectations.
• Each student must have access to an array of rigorous courses and digital tools.
• Each student can be educated to be a productive citizen vital to a healthy community and thriving workplace.
• Each student’s voice should drive a career plan.
• Each student is talented.
• Each student succeeds where there is community collaboration and engaged families.
• Each student needs social and academic skills to become a leader.
• Each student deserves nurturing and guidance.
• Each student succeeds when innovative programs evolve to meet changing needs.

GUIDING PRINCIPLES

1. **Higher Expectations**: In order for students to meet tougher learning standards and compete for increasingly demanding jobs, they must be exposed to more rigorous content and performance expectations.

2. **Engagement**: The future is layered, networked and vibrant, so our students must be engaged socially, emotionally and intellectually—and at a deep level—to fully develop their talents.

3. **Collaboration**: The workplace is becoming increasingly collaborative and it will be even more so in the future, so our students must be comfortable working in teams, sharing responsibility and making joint decisions.

4. **Real World Connections**: The future holds many challenges, so our students must be exposed to real world issues and their possible solutions, while being inspired by—and even consulting with—experts from around the world.

5. **Technology**: The future promises to be only more digital and data-driven, so our students must be able to use information and communications technology to expand their knowledge and deepen their skills.

6. **Social Skills**: In both the physical and digital realms, the future will be even more heavily networked and crowdsourced, so our students must be able to expand their self-awareness, learn social skills and understand the hallmarks of wise choices.

7. **Critical Thinking**: The future offers an abundance of information and opinion, so our students must be able to analyze, synthesize and evaluate.

8. **Creativity**: The future is awash in opportunity and challenges, so our students must be able to generate new and novel ideas, conceive of alternatives and view things from different perspectives.
We are providing students with the tools and knowledge they need to confidently pursue the career paths of their choice. We are creating meaningful, real-world student experiences centered on each student’s own interests, skills and needs. We are partnering with businesses throughout the region to bring careers into the classrooms and students into the workplaces. We have built a framework of tools and resources to support students on every step of their journey.

Hallmarks of the My Tomorrow program include:

**ADVISORY**
All students in grades 3-12 participate in an advisory course. Advisory sessions help promote positive behavior that leads to academic success while equipping students with tools and resources necessary to make informed decisions about their futures.
Advisory occurs weekly with the aim of achieving four goals:

1. **CREATE COMMUNITY**
   Advisory sessions serve as a safe place to assist students with adjusting to a new school, grade level or building. This is also a time for building community among students and establishing a sense of belonging and an atmosphere of respect.

2. **ACADEMIC MONITORING**
   Students gain the capacity to monitor their own academic progress and achievement. Through activities, students analyze their progress toward achieving their academic, personal and social goals, receiving feedback and help when requested.

3. **POSTSECONDARY PLANNING**
   Advisory supports students in creating a vision for their future and assisting them in planning to make it a reality.
   Students will build a plan for their education and training beyond high school.

4. **SOCIAL AND EMOTIONAL LEARNING**
   Advisory time helps students build social-emotional skills for a lifetime, with structured, proactive support for development of peer-group skills and behaviors.
SCHOOLOGY

This learning-management system, pronounced “skoo-luh-je,” is an online platform that allows students, parents and teachers to connect and communicate. Teachers use Schoology to deliver class materials, assignments and assessments.

Every teacher and student in CPS has a Schoology account, and every parent can create an account after receiving a parent access code from their student’s school or through a communication at the start of the school year.

TECHNOLOGY: ONE-TO-ONE STUDENT DEVICES

Our world is driven by technology. We must prepare our students for this world by shifting how we teach. My Tomorrow has introduced more technology into classrooms to give students greater exposure to the tools used in college and the workplace. Digital devices and software add a dynamic element that keeps students interested, but it is not just about using the latest technology. Students will also learn about “digital citizenship” and making smart choices in their day-to-day lives and social networks.

MY TOMORROW APP

This app is available to students and teachers, and gives them opportunities to communicate with each other. The app includes posts, rewards, hall passes and a digital binder for assignments.
To be successful in our global and connected society, students must be adaptable, creative, able to communicate and proficient with a variety of digital devices.

With My Tomorrow, we are instilling career-ready skills into the classrooms so students graduate prepared for the real world.

**Reliability**
The student has integrity and responsibility in professional settings.

**Work Ethic**
The student has effective work habits, personal accountability and a determination to succeed.

**Punctuality**
The student arrives to commitments on time and ready to contribute.

**Discipline**
The student abides by guidelines, demonstrates self-control and stays on task.

**Teamwork/Collaborations**
The student builds collaborative relationships with others and can work as part of a team.

**Professionalism**
The student demonstrates honesty. The student dresses and acts appropriately and responsibly, and learns from mistakes.

**Learning Agility**
The student desires to continuously learn new information and skills.

**Critical Thinking, Problem Solving**
The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.

**Leadership**
The student leverages the strengths of others to achieve common goals. The student coaches and motivates peers, and can prioritize and delegate work.

**Digital Technology**
The student has an in-depth understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals.

**Global, Intercultural Fluency**
The student values, respects and learns from diverse groups of people.

**Career Management**
The student is a self-advocate. The student articulates strengths, knowledge and experiences relevant to success in a job, or postsecondary education.

**Oral and Written Communications**
The student articulates thoughts and ideas clearly and effectively in written and oral forms.

**Creativity, Innovation**
The student is original and inventive. The student communicates new ideas to others, drawing on knowledge from different experiences to find solutions.
Career-Focused Education

1 AWARENESS — GRADES 3-5
Students learn about available careers and make connections between their academics and the world of work.

Social-Emotional Learning and Exploration Activities:
What is a career?
Who occupies a career?
With what careers do I interact?
What are my interests?
How does being a good student impact my future?

2 EXPOSURE — GRADES 6-8
Students explore abilities, interests and values related to careers.

Exposure Activities Centered on Nationally Recognized Career Clusters:
Agriculture
Architecture
A/V Technology & Communications
Business Management
Education & Training
Finance Government & Public Administration
Health Sciences
Hospitality & Tourism
Human Services Information Technology
Law and Public Safety
Manufacturing
Marketing STEM (Science, Technology, Engineering, Mathematics)
Transportation, Distribution & Logistics

3 READINESS — GRADES 9-12
Students prepare for careers and solidify plans by setting goals and focusing on the core academics essential to career and college readiness.

Career and Workforce Readiness Programming:
Speaker Series
Business Training Center
Career Expo
Life Ready (Life Skills)
Job Shadowing
Mock Interviews

4 ENROLLMENT AND EMPLOYMENT — GRADE 12
Employment Pipeline Programs:
Industry-Specific Training
Individualized Career and Financial Readiness Coaching
Work-Based Learning Experiences

At CPS, we teach our students to envision a brighter future. We provide them with the foundation to dream big and the confidence to turn those dreams into reality.

Planning at this scale doesn’t happen overnight — it requires years of exploration and skill development. That’s why we created a Workforce Readiness Plan spanning all grade levels.
**Ninth Grade Student Experiences**

Interactive Guest Speaker Series, which will represent the 16 nationally recognized career clusters and workforce readiness skills. (*Dates vary by school.*)

College Credit Plus Information Night
University of Cincinnati Latino Student Summit
Hispanic Scholarship Foundation College 101 Night
CPS Alumni Speaker Panels

**Tenth Grade Student Experiences**

CPS Business Training Center Day
Sessions will include: Resume Building and Job Application Basics, Effective Communication and Team Work, Solving Ethical Issues in the Workplace, Financial Literacy, and Careers in the Community (with a focus on Healthcare, IT and the Trades) (*Dates vary by school.*)

College Credit Plus Information Night
University of Cincinnati Latino Student Summit
Hispanic Scholarship Foundation College 101 Night

**Eleventh Grade Student Experiences**

Students at participating high schools engage in the following events:

Career Expo
Life Ready
Job Shadowing
Mock Interviews
College Credit Plus Information Night
University of Cincinnati Latino Student Summit
Cincinnati Public Schools College Night
Hispanic Scholarship Foundation College 101 Night
PSAT
District ACT Test
CPS College Fair

**Twelfth Grade Student Experiences**

Students at participating high schools engage in the following events:

University of Cincinnati Latino Student Summit
Cincinnati Public Schools College Night
12th Grade College Cohort Events (UC, Cincinnati State, Northern Kentucky University)
College-campus Cohort Experiences
Multicultural Scholarship Fair

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**College/Partners**

We have a variety of partnerships committed to college readiness, access and success, including:

<table>
<thead>
<tr>
<th>College Culture Programs</th>
<th>UC Ambassadors</th>
<th>Peer Forward</th>
<th>College for Every Student</th>
<th>College Collaborative</th>
</tr>
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<tbody>
<tr>
<td>Scholar Programs</td>
<td>Breakthrough Cincinnati</td>
<td>UC Scholars Prep</td>
<td>The Ohio State Young Scholars</td>
<td>Miami Univ. Cincinnati Scholars</td>
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<tr>
<td>Early College Programs</td>
<td>UC IT Early College Academy</td>
<td>Miami Univ. Educator Academy</td>
<td>Grad Cincinnati</td>
<td>Upward Bound</td>
</tr>
<tr>
<td>College Access Enrichment</td>
<td>Cincinnati Youth Collaborative</td>
<td>YMCA Black and Latino Achievers</td>
<td>Grad Cincinnati</td>
<td>Upward Bound</td>
</tr>
<tr>
<td>Student Programs &amp; Experiences</td>
<td>EKU's Camino to Success</td>
<td>United Negro College Fund Empower Me Tour</td>
<td>UC DAAP Alliance</td>
<td></td>
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<tr>
<td>Cohort Programs</td>
<td>Cincinnati State Cohort</td>
<td>University of Cincinnati Cohort</td>
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<tr>
<td>Funding Commitments</td>
<td>Cincinnati Pride Grant</td>
<td>Be Great Grant</td>
<td>EKU Pell Plus</td>
<td></td>
</tr>
</tbody>
</table>

**A large group of committed college campus partners provides opportunities and seeks to assist our students in finding their best-fit college campus. These partners include:**

- Central State University
- Cincinnati State Technical and Community College
- Eastern Kentucky University
- Gateway Community and Technical College
- Miami University and Regional Campuses
- Mount St. Joseph University
- Northern Kentucky University
- The Ohio State University
- Thomas More University
- University of Cincinnati
- University of Dayton
- Wright State University
- Xavier University
CPS’ graduation requirements are aligned with the State of Ohio’s graduation guidelines noted in section 3313.603 of the Ohio Revised Code and will reflect all changes Ohio makes to graduation requirements. Students should plan their high school programs of study so that graduation occurs with their class.

Recent changes gave graduation options to the classes of 2019 and 2020. For information about graduation requirements, visit Cincinnati Public Schools’ website and the Ohio Department of Education’s website.
### Career Technical Education

<table>
<thead>
<tr>
<th>CAREER FIELD</th>
<th>SCHOOL</th>
<th>PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agricultural and Environmental Systems</strong></td>
<td>Hughes STEM</td>
<td>Zoo Academy</td>
</tr>
<tr>
<td>Prepares students for careers in agribusiness</td>
<td>Gamble</td>
<td>Agriculture, Food and Natural Resources</td>
</tr>
<tr>
<td>and production systems, animal science and</td>
<td>Clark</td>
<td>Horticulture</td>
</tr>
<tr>
<td>management, bioscience, horticulture, natural</td>
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<tr>
<td>resource management and power tech.</td>
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</tr>
<tr>
<td><strong>Arts and Communication</strong></td>
<td>SCPA</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Prepares students for careers in designing,</td>
<td></td>
<td></td>
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<tr>
<td>producing, exhibiting, performing, writing and</td>
<td>SCPA</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>publishing multimedia content, including visual</td>
<td></td>
<td></td>
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<tr>
<td>and performing arts and design, journalism and</td>
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<tr>
<td>entertainment services.</td>
<td></td>
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<tr>
<td><strong>Business &amp; Administrative Services</strong></td>
<td>Withrow</td>
<td>High School of Business</td>
</tr>
<tr>
<td>Prepares students for technical and professional</td>
<td></td>
<td></td>
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<tr>
<td>level careers in business management, human</td>
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<tr>
<td>resources, operation management, distribution</td>
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<tr>
<td>and logistics, supply chain and legal or medical</td>
<td></td>
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<td>office management.</td>
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<tr>
<td><strong>Construction Technologies</strong></td>
<td>Woodward</td>
<td>Construction Technologies</td>
</tr>
<tr>
<td>Prepares students for careers in designing,</td>
<td></td>
<td></td>
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<tr>
<td>planning, managing, building and maintaining</td>
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<td>commercial, industrial and residential</td>
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<td>structures and infrastructures.</td>
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<td><strong>Engineering &amp; Science Technologies</strong></td>
<td>Aiken New Tech</td>
<td>Engineering &amp; Design</td>
</tr>
<tr>
<td>Prepares students for careers in design,</td>
<td>Hughes STEM</td>
<td>Energy Science</td>
</tr>
<tr>
<td>operations, manufacturing and STEM, such as</td>
<td>Woodward</td>
<td>Integrated Production Technologies</td>
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<td>electrical engineering, industrial engineering,</td>
<td></td>
<td></td>
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<tr>
<td>materials science, nanofabrication, fuel cell</td>
<td></td>
<td></td>
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<tr>
<td>technology and robotics.</td>
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</tbody>
</table>
**CAREER FIELD**

**Health Science**
Prepares students for careers in planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Hospitality & Tourism**
Prepares students for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.

**Information Technology**
Prepares students for careers in the design, development, support and management of hardware, software, multimedia and systems integration services.

**Law and Public Safety**
Prepares students for careers protecting lives and property in the areas of law enforcement, private security, corrections, firefighting and emergency medical services.

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**CREDENTIALS OFFERED THROUGH CAREER TECH INCLUDE:**

- American Welding Society (AWS) Certified Welder
- Certified Phlebotomy Technician
- CPR/First Aid
- Emergency Medical Technician (EMT)
- Microsoft Office Specialist (MOS)
- National Center for Construction Education and Research (NCCER) Core + Level 1
- National Restaurant Association ServSafe

- Occupational Safety and Health Administration (OSHA) 10 Hours
- Occupational Safety and Health Administration (OSHA) 30 Hours
- State Tested Nurse Assistant (STNA)
- Patient Care Technician
- Certified Pharmacy Technician
- Physical Therapy Aide
- Pro Start Certificate of Achievement
- Pre-Apprenticeship

---

**SCHOOL**

**Hughes STEM**

**Biomedical Science**

**Project Lead the Way**

**Riverview**

**Patient Care (STNA, Phlebotomy)**

**Woodward**

**Biotechnology**

**Woodward**

**Patient Care (STNA, Phlebotomy)**

**Dater**

**Culinary and Food Service Operations**

**PATHWAY**

**Hughes STEM**

**Programming, Design & Software Development**

**Taft**

**Interactive Media**

**Taft**

**Information Support and Services**

**Taft**

**Cyber Security**

**Western Hills**

**Law and Public Safety**
Personalized Learning

High School Programs

There are three overarching goals of CPS’ My Tomorrow Personalized Learning Supports:

1. Identify and support students’ NEEDS so they may become skilled learners who manage their educational experiences.

2. Identify and support students’ INTERESTS so they may formalize their learning paths toward enlistment, enrollment, and employment.

3. Identify and support students’ STRENGTHS so they may contribute to their school communities and their own communities.

CPS high schools and middle school programs offer a structured system of extra help to assist students in completing programs of study.

A set of academic interventions and programs of support are available at each campus. They align with the curriculum taught in the classrooms and are summarized here.

Schoolwide Systems of Teacher Collaboration

- Department meetings
- A collaborative culture
- Grade-level team meetings
- Special Education Department meetings
- Intervention Assistance Team (IAT)
- Positive Behavior Intervention and Supports (PBIS)

Continuum of Services for Students with Disabilities on Individual Education Plans (IEP)

Each school offers its own continuum of services in combination with district-specialized classroom programs.

Examples of services available in grades 7 and 8:
- Inclusion support in the general education classroom
- Inclusion support co-teaching
- Resource room to support progress in the general education classroom
- Cross-categorical classroom with modified curriculum

Other Supports and Services for Diverse Learners

- Speech and language services
- Occupational/physical therapy services
- Section 504 coordinator
- Postsecondary transition coordinator
- Case coordinator
- School psychology services
- Home instruction
- Assistive technology
- Gifted resources
- English as a Second Language support

Behavior Supports

Please see your school’s Intervention Assistance Team for details regarding interventions available.

Some examples include:
- Check in-check out
- Behavior support plans
- Peer mediation
- Positive Behavior Intervention and Supports (PBIS)

Research-Based Academic Interventions

Please see your school’s Intervention Assistance Team for details regarding interventions available.

Examples include:
- Corrective reading
- Orton-Gillingham Multisensory Training
- Teacher-developed supports/tools

Credit Recovery Opportunities

Apex Learning and other online curricula and offline courses are available. Options vary by school.

Extra Help Supports

Each school offers a range of extra help supports. Examples include:
- Teacher Help Nights
- Counseling
- Writing lab
- Mathematics tutors
- Reading tutors
- Peer mentors
- Course optioning for students
- Options for a program of study
- Jobs for Cincinnati graduates
- MORE (Men Organized, Respectful and Educated)
- Cincinnati Youth Collaborative
- Adult mentors
Acceleration Opportunities
Each school offers a range of acceleration opportunities. Examples include:
• AP course offerings
• Advanced Mathematics courses
• Advanced English/Language Arts courses
• Advanced Social Studies courses
• Advanced Science courses
• Dual Enrollment courses (College Credit Plus)
• Project-based learning
• Capstone projects

Enrichment Opportunities
Each school offers its own variety of enrichment opportunities. Examples include:
• Job shadowing
• Study abroad
• Visual and performing arts opportunities
• Student leadership opportunities
• Yearbook
• Student Council
• Outdoor Adventure activities
• Technology activities
• Athletics
• Peer Leadership
• Student Voice

ACT & SAT (College-Entrance Tests) Preparation
CPS offers multiple ACT and SAT preparation opportunities. Examples include:
• Preliminary SAT Testing
• MORE program support
• Cincinnati Youth Collaborative/GRAD Cincinnati
• During and after-school preparation opportunities
• College for Every Student resources
• ACT and SAT preparation courses
• School-developed programs/activities
• ACT Academy

Community Learning Centers (CLC)
All Cincinnati Public Schools are Community Learning Centers.

CLCs extend the personalized learning supports at schools. They serve as hubs for community services, providing a system of partnerships that promote academic excellence and offer recreational, educational, social, health, civic and cultural opportunities for students, families and the community.
Planning Your Path

CREATE A SAMPLE PATHWAY

Use this form to create your six-year path leading to graduation. Check in with your counselor at least once each semester.

SEVENTH GRADE

- Grade 7 Math (Double Bell)
- Microsoft Office Elective
- Advisory
- Grade 7 Integrated Science
- World Studies 750 B.C. to 1600 A.D.
- Fine Arts Elective
- Grade 7 English Language Arts

EIGHTH GRADE

- U.S. Studies 1492 – 1877
- Grade 8 Math (Double Bell)
- Microsoft Office Elective
- Advisory
- Fine Arts Elective
- Grade 8 English Language Arts
- Integrated Science
Plan your high school curriculum based on the Career Pathway of your choice.
Minimum: 20 Credits for Graduation

**FRESHMAN COHORT YEAR 1**
- WorkKeys
- Algebra I and End-of-Course Exam (Double Bell)
- English Language Arts I and End-of-Course Exam
- Advisory
- Physical Science
- Modern World History
- World Languages

**SOPHOMORE COHORT YEAR 2**
- General Music
- Geometry and End-of-Course Exam
- English Language Arts II and End-of-Course Exam
- Advisory
- American History and End-of-Course Exam
- Biology and End-of-Course Exam
- Physical Education / Health Wellness

**JUNIOR COHORT YEAR 3**
- English Language Arts 11 and Exam
- Algebra II
- Chemistry
- Advisory
- American Government with Financial Literacy and End-of-Course Exam
- Elective
- General Music
- World Language

**SENIOR COHORT YEAR 4**
- English Language Arts 12
- Calculus
- Senior Capstone Project
- Physics
- AP Psychology
- Advisory
- Visual Arts
- Elective
# World Languages

## Core Content Areas

### Chinese - Cohort 1
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Chinese - Cohort 2
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Chinese - Cohort 3
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Chinese - Cohort 4
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### French - Cohort 1
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### French - Cohort 2
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### French - Cohort 3
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### French - Cohort 4
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### German - Cohort 1
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### German - Cohort 2
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
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### German - Cohort 3
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
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- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### German - Cohort 4
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Greek - Cohort 1
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Greek - Cohort 2
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Greek - Cohort 3
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Greek - Cohort 4
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Korean - Cohort 1
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
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### Korean - Cohort 2
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
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### Korean - Cohort 3
- Allen
- Clark
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- Hughes
- Oyar
- Riverview East
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- SCPA
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- Woodward

### Korean - Cohort 4
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
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### Latin - Cohort 1
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
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- Woodward

### Latin - Cohort 2
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
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### Latin - Cohort 3
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
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- Walnut
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- Woodward

### Latin - Cohort 4
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
- Shroder
- Spencer
- SCPA
- Taft
- Walnut
- Western Hills
- Withrow
- Woodward

### Russian - Cohort 1
- Allen
- Clark
- Dater
- Gamble
- Hughes
- Oyar
- Riverview East
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- Spencer
- SCPA
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### Russian - Cohort 2
- Allen
- Clark
- Dater
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- Hughes
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### Russian - Cohort 3
- Allen
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### Russian - Cohort 4
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### Spanish - Cohort 1
- Allen
- Clark
- Dater
- Gamble
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- Riverview East
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### Spanish - Cohort 2
- Allen
- Clark
- Dater
- Gamble
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### Spanish - Cohort 4
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- Dater
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- Woodward

### LEGEND
- Advanced Placement
- College Credit Plus
- Honors (AA)
- Non-Honors
English Language Arts

This diagram shows two possible pathways. Students should consult with their counselor for individualized planning.

STANDARD PATHWAY

GRADE 7

English 7

GRADE 8

English 8

GRADE 9

English 9

GRADE 10

English 10

GRADE 11

English 11

GRADE 12

CHOOSE ONE:

English 12
English 12 AA

AP English Literature and Composition

AP English Language and Composition

ADVANCED ACADEMIC PATHWAY

English 9 AA

English 10 AA

English 11 AA

• School-based electives vary by building and will be added to course guides as needed.
• College Credit Plus options vary by building and will be added to course guides as needed.
• See counseling staff for more information.
This diagram shows two possible pathways. Students should consult with their counselor for individualized planning.

**Core Content Areas**

**Mathematics**

- **STANDARD PATHWAY**
  - Grade Level 7 Math
  - Grade Level 8 Math
  - Algebra I
  - Geometry
  - Algebra II
  - Pre-Calculus
  - Calculus
  - Statistics

- **ADVANCED ACADEMIC PATHWAY**
  - Grade Level 8 Math
  - Algebra I AA
  - Geometry AA
  - Algebra II AA

**CHOOSE ONE AP COURSE SUCH AS:**
- AP Calculus (AB)
- AP Calculus (BC)
- AP Statistics
- AP Computer Science

- School-based electives vary by building and will be added to course guides as needed.
- College Credit Plus options vary by building and will be added to course guides as needed.
Science

STANDARD PATHWAY

GRADE 7
Integrated Science Grade 7

GRADE 8
Integrated Science Grade 8

GRADE 9
Physical Science

GRADE 10
Biology

Biology

GRADE 11 & 12

ADVANCED ACADEMIC PATHWAY

Science Grade 7A

Science Grade 8A

Biology

Meet Physical Science Requirement Course

COURSE OPTIONS

Physics
Physical Geography
Chemistry
Environmental Science
Anatomy & Physiology
CTE Dual Credit Courses
CCP Courses
Computer Science
AP Courses
Zoology and Forensic Science

Courses Tagged for AIR-EOC Assessment: Biology, AP Biology, and CCP courses based on course description and alignment.

Model Curriculum Advanced Science Courses: Anatomy and Physiology, Chemistry, Environmental Science, Physical Geology and Physics.

Other Advanced Science Courses: CCP, AP, Computer Science
This diagram shows two possible pathways. Students should consult with their counselor for individualized planning.

**STANDARD PATHWAY**

**GRADE 7**
- World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

**GRADE 8**
- U.S. Studies from 1492 to 1877: Exploration through Reconstruction

**GRADE 9**
- Modern World History

**GRADE 10**
- American History

**GRADE 11**
- American Government with Financial Literacy

**GRADE 12**
- Possible 4th Year Options Include, but are not limited to, AP and Building Electives
  - AP Human Geography with Service Planning
  - AP Psychology
  - AP European History
  - AP European History with Service Learning
  - AP US Government and Politics
  - AP Micro Economics
  - AP Macro Economics

**ADVANCED ACADEMIC PATHWAY**

**GRADE 7**
- World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age AA

**GRADE 8**
- U.S. Studies from 1492 to 1877: Exploration through Reconstruction AA

**GRADE 9**
- Modern World History AA

**GRADE 10**
- CHOOSE ONE:
  - American History AA or AP American History

**GRADE 11**
- CHOOSE ONE:
  - American Government with Economics AA or AP U.S. Government & Politics

- School-based electives vary by building and will be added to course guides as needed.
- College Credit Plus options vary by building and will be added to course guides as needed.
Health and Physical Education

**GRADE 7**
- Middle School Health Option
- Middle School PE Option

**GRADE 8**
- Middle School Health Option
- Middle School PE Option

**GRADE 9-12**
- 0.5 Senior High Health Requirement
- 0.5 Senior High Physical Education Requirement

**ADDITIONAL COURSE OPTIONS:**
Health Pathway Courses and Varsity Athletics can in some cases fulfill PE Requirement. See counselor for additional information.
Core Content Areas

Fine Arts

The Fine Arts provide both a powerful and essential means of communication. Participation in one or more artistic disciplines as creators, performers and audience members enables students to discover and develop creative capacity.

CPS Fine Arts courses emphasize four important artistic processes outlined in the National Core Arts Standards and the Ohio Department of Education’s Fine Arts Standards: (1) creating, (2) performing, (3) responding and (4) connecting. CPS’ Fine Arts courses embrace the learning and mastering of 21st-century skills identified as vital to students’ success in college and careers.

Course Offerings:

**MUSIC**
- Beginning Band
- Beginning Strings
- General Music 7-8
- General Music 9-12
- Intermediate Band
- Jazz Ensemble
- Junior Band
- Junior High Choir
- Marching Band
- Music Appreciation
- Music Theory
- Senior Band
- Senior Choir
- Senior Orchestra

**VISUAL ARTS**
- Art I
- Art 2
- Art 7-8
- Art Appreciation
- Art X
- AP Art History
- Ceramics
- Painting
- Photography
- Sculpture

**THEATER**
- Creative Drama
- Drama Tech 1
- Drama Tech 2
- Theater Tech (Stagecraft)

**DANCE**
- General Dance
- Dance Ensemble
Advanced Placement Program

We provide students with readiness and access so they can pursue their college paths. Advanced Placement (AP) coursework is a critical component of these rigorous offerings.

Advanced Placement courses in this program are comparable to college-level work, and students may be eligible to earn college credit based on an AP exam.

It is the expectation of Cincinnati Public Schools that each student who takes an Advanced Placement course will sit for the Advanced Placement exam in late spring. The earned score on the exam equates to potential college credit. In Ohio, public colleges and universities must accept credit for any Advanced Placement test score of a 3 or higher.

To ensure students are ready for the rigorous nature of Advanced Placement courses and are able to focus their efforts, the following criteria must be met for a student to take an Advanced Placement course.

**CONTENT FOCUS**

Student must meet three (3) criteria below:

- **9th Grade Start:** Passed AIR-OST exams
- **10th Grade or Beyond Start:** On-track with AIR-EOC points for graduation or remediation-free ACT score
- Demonstrated success in related content area
- Not credit deficient
- Recommendation from content-area teacher or school counselor

**HOLISTIC FOCUS**

Student must meet two (2) criteria below:

- 2.0 GPA or higher
- 93% attendance or better
- Recommendation from content-area teacher or school counselor
A full list of Advanced Placement (AP) course offerings is below; please note that each high school’s AP offerings vary. CPS offers AP courses in all high schools.

Contact their school counselor to understand what courses are available in your high school building and which courses are best aligned to your postsecondary goals.

<table>
<thead>
<tr>
<th>AP Course</th>
<th>AP Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• AP Research</td>
<td>• Human Geography</td>
</tr>
<tr>
<td>• AP Seminar</td>
<td>• Latin</td>
</tr>
<tr>
<td>• AP Russian Language and Culture</td>
<td>• Macroeconomics</td>
</tr>
<tr>
<td>• Art History</td>
<td>• Microeconomics</td>
</tr>
<tr>
<td>• Biology</td>
<td>• Music Theory</td>
</tr>
<tr>
<td>• Calculus AB</td>
<td>• Physics 1: Algebra-Based</td>
</tr>
<tr>
<td>• Calculus BC</td>
<td>• Physics 2: Algebra-Based</td>
</tr>
<tr>
<td>• Chemistry</td>
<td>• Physics C: Electricity and Magnetism</td>
</tr>
<tr>
<td>• Chinese Language and Culture</td>
<td>• Physics C: Mechanics</td>
</tr>
<tr>
<td>• Computer Science A</td>
<td>• Psychology</td>
</tr>
<tr>
<td>• Computer Science Principles</td>
<td>• Spanish Language and Culture</td>
</tr>
<tr>
<td>• English Language and Composition</td>
<td>• Spanish Literature and Culture</td>
</tr>
<tr>
<td>• English Literature and Composition</td>
<td>• Statistics</td>
</tr>
<tr>
<td>• Environmental Science</td>
<td>• Studio Art Drawing</td>
</tr>
<tr>
<td>• European History</td>
<td>• Studio Art 2-D Design</td>
</tr>
<tr>
<td>• French Language and Culture</td>
<td>• Studio Art 3-D Design</td>
</tr>
<tr>
<td>• German Language and Culture</td>
<td>• U.S. History</td>
</tr>
<tr>
<td>• Government and Politics (Comparative)</td>
<td>• World History</td>
</tr>
<tr>
<td>• Government and Politics (U.S.)</td>
<td></td>
</tr>
</tbody>
</table>
Assessments are categorized by typical grade level, but students participate in assessments based on the courses in which they are enrolled and not based on their grade level.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STATE PERFORMANCE-BASED &amp; END-OF-YEAR ASSESSMENTS</th>
</tr>
</thead>
</table>
| 7           | English Language Arts 7  
              Mathematics 7 |
| 8           | English Language Arts 8  
              Mathematics 8  
              Science 8 |
| 9           | English Language Arts I  
              Algebra I  
              Biology  
              WorkKeys |
| 10          | English Language Arts II  
              Geometry  
              Biology  
              American History  
              Preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) |
| 11          | American Government  
              ACT  
              Preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test (NMSQT)  
              Advanced Placement (AP) |
| 12          | Advanced Placement (AP) |
High School Athletic Extracurricular Eligibility Guide

Please refer to Board Policy 2431 for additional and/or updated information

CPS Grade Point Average (GPA) standards are higher than Ohio High School Athletic Association’s (OHSAA) minimum standards. The Academic Eligibility Policy outlined below applies to all students participating in any school-sponsored athletic or non-athletic extracurricular activity.

Grades 7-12 General Academic Eligibility Policy

Eligibility is established on a quarterly basis and is determined by grades received during the preceding quarterly grading period. Semester, final grades, or rubric scores are NOT used to determine eligibility. Summer school grades may NOT be used to substitute for failing grades from the previous grading period or for lack of enough subjects taken during the previous grading period.

Students are advised not to change their course schedules or drop a course without first consulting their coach, counselor, athletic administrator or principal to determine whether such a change would affect eligibility.

Grades 9-12: Students who wish to participate in extracurricular activities must be currently enrolled and must have been enrolled in school during the immediately preceding grading period. During the immediately preceding grading period, the student must have received passing grades in a minimum of five one-credit courses or the equivalent that count toward graduation. Each student must also maintain a minimum GPA of no less than 1.0 (See additional CPS requirements below.) Students must maintain a 2.0 GPA on a 4.0 scale. (All courses will be counted in the cumulative average, and quarterly eligibility is independent of the eligibility status of previous quarters.)

Additional CPS High School Grade Point Average Requirement

Students eligible by OHSAA standards with a cumulative GPA of less than 2.0 during the immediately preceding grading period may participate provided they actively engage in an identified AAA Pathway academic intervention program as formally established by the school. These intervention measures may include weekly eligibility checks, tutoring sessions and study tables. Failure to participate in such intervention programs will result in ineligibility until the conclusion of the quarterly grading period.

Academic ineligibility is caused by one of three things:
• a) failure to pass a minimum of five subjects that count toward graduation
• b) a GPA of less than 1.0
• c) failure to participate in the school’s academic intervention program, if required to do so.

There is no provision for mid-term eligibility or Academic Probation. Eligibility is established on a quarterly basis with no exceptions.
Grade 7: A student enrolling in the seventh grade for the first time may participate in extracurricular activities for the first quarter of the school year regardless of past academic performance. Thereafter, to be eligible, a student in grades 7 or 8 must be currently enrolled and must have been enrolled in school in the immediately preceding grading period and received passing grades during that grading period in a minimum of five subjects. Eligibility is determined quarterly by grades received during the immediately preceding grading period.

Grade 8: Students entering the eighth grade for the first time will have eligibility determined on grades received during the fourth quarter of their seventh grade year until grades are issued at the end of the first quarter of the new school year.

Grade 9: Students entering the ninth grade for the first time may participate in extracurricular activities for the first quarter of the school year provided they were enrolled in school during the immediately preceding grading period and received passing grades during that grading period in a minimum of five subjects. After the first quarter, continued eligibility will be determined by the criteria outlined above pertaining to all other high school students. Eligibility or ineligibility is based solely on quarterly grades from the immediately preceding grading period. Semester, final, rubric, or summer school grades have no effect on establishing eligibility.

Links to NCAA and NAIA Eligibility Centers

NCAA College Bound Student-Athletes Guide: www.ncaapublications.com
NAIA: tinyurl.com/y2r839vy

For information about extracurricular activities and clubs, please refer to the High School Guide for a detailed list per high school.

tinyurl.com/y3ag874y
| **Regular** | Courses are designed to meet Ohio’s academic standards and to prepare students for the required state tests and to comply with graduation requirements and prepare students for postsecondary education. |
| **Advanced Academic (AA)** | Courses in this program are designed to exceed Ohio’s academic standards. Topics will be studied in more depth, with other topics added. AA courses in grades 9 and 10 are designed to prepare students for Advanced Placement (AP) courses in grades 11 and 12. AA courses in grades 11 and 12 are appropriate for students who would like a more in-depth course without the requirements of an AP course. |
| **Advanced Placement (AP)** | Courses in this program are comparable to college-level work, and students in AP courses may be eligible to earn college credit based on an AP exam. CPS offers AP courses in both traditional and blended-learning models. Students meet face-to-face with instructors five days per week in the traditional model. Blended learning experiences expand AP courses to students who currently do not have access, or have limited access, to AP courses at their school buildings. Contact your school counselor to build a pathway for taking AP courses. Students may sit for an AP exam without taking the course, provided they have met registration deadlines and paid fees. |
| **College Credit Plus (CCP)** | High school students in grades 7-12 may earn both college and high school credit using College Credit Plus. It is free to take a college course from a public college or university under College Credit Plus. That means no cost for tuition, books or fees. If students choose to attend a private college or university, they may have limited costs. Students must meet all deadlines and work with school staff for scheduling. |
| **Credit Flexibility** | CPS offers students opportunities to earn high school credit through a credit flexibility program. Credit flexibility allows students to earn units of high school credit based on a demonstration of subject area competence, instead of, or in combination with, completing hours of classroom instructions. Credit Flexibility requires initiative, motivation, creativity and organization. Students who have carefully considered their academic goals and learning plans may design their own Credit Flexibility Plan and earn credit for their endeavors. With “credit flex,” students have options to show what they know, earn credit(s) and move on to higher-order content. It is especially useful in providing rich learning opportunities for students whose interests (and/or performance) extend beyond the regular curriculum. Students have four options: |
| 1. Independent study |
| 2. Online courses |
| 3. Out-of-school credit |
| 4. Blended classrooms |

[www.cps-k12.org/academics/programs/credit-flexibility](http://www.cps-k12.org/academics/programs/credit-flexibility)
There are specific guidelines and timelines that must be followed to be considered for participation in CPS’ credit flexibility program. Interested students should contact their school counselor to apply and visit the CPS Credit Flex website.

**Credit Recovery**

If the credit is recovered with the original teacher of record within the academic year, the original grade will be changed by that teacher. If the credit is recovered by other means (for example, Apex, summer school, intervention), the Credit Recovery course grade stands alongside the original course failure and does not replace it.

**English Learners (EL) students on Limited English Proficient (LEP) plans**

Students who have been determined to have special language needs have an LEP plan. The LEP specifies students’ programs and includes their level of English proficiency in the areas of listening, speaking, reading and writing. All buildings within CPS provide English as a Second language (ESL) services to LEP students. In addition, seven sites within the district have programs with a specific ESL/bilingual language focus: Academy of World languages (AWL), Academy of Multilingual Immersion Studies (AMIS), Roberts Paideia Academy, Roselawn Condon School, Aiken New Tech High School, Dater High School and Withrow University High School.

CPS offers an EL Welcome Center to conduct initial language screenings, complete parent notification letters, develop initial LEP accommodation plans and assist parents through the enrollment process. The Office of Second Language Acquisition and the Welcome Center is housed in the Department of Student Services at Cincinnati Public Schools’ Education Center, 2651 Burnet Avenue, 45219. The hours are 7:30 a.m.– 4:15 p.m.

**Online Learning**

Students may have the option of online or distance-learning programs as approved by the district. All district guidelines apply to any of the courses used to earn credit.

**Students with Disabilities (SWD) with an Individual Education Program (IEP)**

Students who have been determined to have an identified disability or disabilities have an IEP. The IEP specifies the student’s disability and Least Restrictive Environment (LRE). All students with an Emotional Disturbance are required to have a Behavior Intervention Plan (BIP).
The Cincinnati Public School District provides equal educational, vocational, and employment opportunities for all people without regard to race, gender, ethnicity, color, age, disability, religion, national origin, creed, sexual orientation, or affiliation with a union or professional organization, and provides equal access to the Boy Scouts and other designated youth groups. The district is in compliance with Title VI, Title IX and Section 504 of the Vocational Rehabilitation Act. For additional information, contact the Title IX Coordinator or Section 504 Student Coordinator at (513) 363-0000. TDD# (513) 363-0124.