THE PURPOSE OF THIS GUIDE

• To provide families with information about, and expectations for, the Distance Learning start to the upcoming school year in order to ensure student success.

• To engage Cincinnati Public Schools’ families in consistent communications and experiences across the district.

• To center our work on accelerating learning so that all students are prepared for life through academic achievement and personal well-being.

What is Accelerated Learning?

Accelerated Learning is our way to ensure that all children successfully access and master grade-level work and more.

Here’s how:

• Teachers will engage students in grade-level work, with opportunities built into every lesson to connect to the previous year’s content.

• At the start of the school year, teachers will identify what your child needs to finish learning from last school year and teach it within the new work of the current grade.

• Teachers will personalize instruction according to the prior knowledge students need to understand content.
  - English Language Arts example - In our newly adopted ELA curriculum, artwork is used to help students build background knowledge.
  - Math example - In our newly adopted Math curriculum, digital manipulatives (objects that students can move around to help them learn mathematical concepts) and tutorials are provided.
  - Preschool ELA example - Using ELA curriculum supports during group time, children will work on rhyming words and letter sounds.
  - Preschool Math example - Using Math curriculum supports and provided manipulatives, children will work on counting objects (up to 20) and understanding “more than,” “less than” and “equal to.”

WHAT’S INSIDE

STAYING CONNECTED TO SCHOOL
- Devices
- Family Orientation Nights
- Schoology and PowerSchool

UNDERSTANDING DISTANCE LEARNING
- Setting Up Routines that Support Learning
- Distance Learning Structure

ATTENDANCE AND GRADING POLICIES
- Graduation Requirements

APPENDIX
- Academic Calendar
- Teacher Training
- CPS Student, Family and Staff Pacts for Learning
- Ohio Department of Education (ODE)
Devices
Each CPS student in preschool to 12th grade will receive a device to ensure that schoolwork can be completed both in classrooms and at home. Students in preschool, kindergarten and first grade receive iPads. Students in grades 2–12 receive laptops.

Each school has a designated schedule for families to pick up their devices this summer:
Pick-up dates for each school
bit.ly/CPSPickUP

Free Internet Service
Free Wi-Fi is available to the homes of all CPS students through the Connect our Students program, in partnership with Cincinnati Bell and the Greater Cincinnati Foundation. The free, limited internet service is to allow students to complete schoolwork.
Cincinnati Bell began reaching out to families August 3. Or, families may call (513) 566-3895 for information about the Connect Our Students program.

Family Orientation Night
Family Orientation Night is a great way for families to learn more about a school’s vision and mission. Families also will learn more about Schoology and PowerSchool which will be vital to your child’s success.
All Orientation Nights will be held by August 30, 2020.

Topics Covered:
• Attendance Procedures and Guidelines
• Learning at Home System of Support
• Schoology is where you will find:
  - Weekly updates from teachers
  - Access to the district-adopted curriculum
  - Schedules of Assignment and Assessments
  - Family/ Student/ Staff Pacts
  - Activities for learning at home
  - Accessing Support at home
• PowerSchool is where you will find your child’s:
  - current and previous academic data
  - attendance records
  - progress toward graduation
  - behavior records
• Your school’s communication plan
  - Monthly Newsletter
  - Robo calls
  - Weekly Updates in Schoology

Who do I contact with questions?

<table>
<thead>
<tr>
<th>Question/Concern</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devices and Wi-Fi Access</td>
<td><a href="mailto:ITMhelp@cps-k12.org">ITMhelp@cps-k12.org</a></td>
</tr>
<tr>
<td>Schoology/ PowerSchool Access</td>
<td><a href="mailto:ITMhelp@cps-k12.org">ITMhelp@cps-k12.org</a> (513) 363-0390</td>
</tr>
<tr>
<td>Student Schedule Questions/Concerns</td>
<td>Your child’s counselor</td>
</tr>
<tr>
<td>Social-Emotional Support</td>
<td>School Counselor/Social Worker</td>
</tr>
<tr>
<td>Curriculum Questions</td>
<td>Your child’s teacher</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>Your child’s counselor</td>
</tr>
<tr>
<td>Your child’s grades/progress</td>
<td>Your child’s teacher/ PowerSchool</td>
</tr>
<tr>
<td>School COVID-19 updates</td>
<td><a href="http://www.cps-k12.org/">www.cps-k12.org/</a></td>
</tr>
<tr>
<td>School Athletics</td>
<td>Your school’s athletic director</td>
</tr>
<tr>
<td>Transportation</td>
<td>(513) 363-RIDE (7433)</td>
</tr>
<tr>
<td>Student Dining Services</td>
<td><a href="http://www.cps-k12.org/families-students/student-dining-services">www.cps-k12.org/families-students/student-dining-services</a></td>
</tr>
</tbody>
</table>
**Schoology* Courses**

Schoology courses are set up in two-week cycles of instruction as follows:

- **Teacher-Led Activities**
- **Student-Led Activities posted.**
  - Activities that can be completed online and off.
  - Video Lessons and Tutorials
  - Discussion boards to ask questions and find solutions.

*   Please note: Ethel M. Taylor Academy and Aiken High School will use Echo instead of Schoology.

**Staying connected**

- Find videos, activities and much more on our distance learning site: remotelearning.cps-k12.org
- Reach out to teachers and classmates.
- Read your school’s monthly newsletter.
- Listen to your school’s biweekly Robo calls.
- Read your teacher’s weekly updates on Schoology.
- Participate in office hours with teachers via Google Meets when you have questions.

**Using Schoology and PowerSchool**

**Schoology**
bit.ly/CPSSchoology

**PowerSchool**
bit.ly/CPSPowerSchool

**Where do I go as a parent if...**

I want to find my child’s access code, create my Schoology account and connect to my child’s Schoology account: Log into your account in Schoology. 

I want to check past and current grades for my child, including all individual assignments and cumulative grades: Log into your account in PowerSchool.

I want to check my child’s courses, calendars, updates, groups and assignments, including grading feedback on individual assignments given in Schoology: Log into your account in Schoology.

**Attending virtual trainings as needed for technical support.**

**Reminder:** Remember to update your email, phone number and address in PowerSchool. Login to PowerSchool and Schoology weekly.

**Using Schoology and PowerSchool**
youtu.be/jY_zadCRTVo

**Reminder:** Remember to update your email, phone number and address in PowerSchool. Login to PowerSchool and Schoology weekly.
What does Distance Learning mean?

- Distance Learning means students will access on grade level, high-quality instruction with their teachers outside of the physical classroom or school building.
- Distance Learning may occur at home, with a child-care provider, or in any setting other than a school building.
- Distance Learning is different from homework in these ways:

<table>
<thead>
<tr>
<th>Distance Learning</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher provides:</strong></td>
<td><strong>Teacher provides:</strong></td>
</tr>
<tr>
<td>- Live, interactive learning experiences</td>
<td>- an assignment or task</td>
</tr>
<tr>
<td>- Structured, independent learning resources</td>
<td></td>
</tr>
<tr>
<td>- Clear sequence of knowledge-building assignments</td>
<td></td>
</tr>
<tr>
<td>- Tools and guidance to support completion</td>
<td></td>
</tr>
<tr>
<td><strong>Activities focus on:</strong></td>
<td><strong>Activities focus on:</strong></td>
</tr>
<tr>
<td>- Connections, engagement and building a learning community</td>
<td>- Reviewing previously taught knowledge</td>
</tr>
<tr>
<td>- Building new knowledge</td>
<td>- Practicing previously taught skills</td>
</tr>
<tr>
<td>- Forming new connections</td>
<td></td>
</tr>
<tr>
<td>- Expanding skills</td>
<td></td>
</tr>
<tr>
<td><strong>Students are self-directed in:</strong></td>
<td><strong>Students are self-directed in:</strong></td>
</tr>
<tr>
<td>- Setting schedule to meet posted due dates</td>
<td>- Completing the assignment or task by the due date</td>
</tr>
<tr>
<td>- Getting teacher help and support during office hours and through Schoology</td>
<td></td>
</tr>
</tbody>
</table>

Preschool Distance Learning

- Learning for preschool children can occur at home, with a child-care provider, or in any setting other than face-to-face classes.
- Everyday experiences can offer learning opportunities.

<table>
<thead>
<tr>
<th>Learning throughout the day:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher provides:</strong></td>
</tr>
<tr>
<td>- Structured learning resources</td>
</tr>
<tr>
<td>- Sequence of knowledge building</td>
</tr>
<tr>
<td>- Tools and guidance to support completion</td>
</tr>
<tr>
<td><strong>Activities focus on:</strong></td>
</tr>
<tr>
<td>- Building new knowledge</td>
</tr>
<tr>
<td>- Forming new connections</td>
</tr>
<tr>
<td>- Expanding skills</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
Continue the morning routines that you would follow if going to school
• Get up, get dressed, eat breakfast, move to a quiet area to do your school work

Communicate a positive message for learning every morning:
• Your school/teachers are here to help.
• You can succeed.
• Challenges and mistakes are okay. They are the only way our brains will grow (get smarter).

Discuss things your children can do if and when they get frustrated:
• Divide classes that are more challenging into a few 10 minute time frames instead of a full 30 minutes
• Notice when you get frustrated, then set a timer and step away for 5-10 minutes.
  - Draw
  - Dance
  - Listen to Music
  - Write

Distance Learning Schedules
• Each school will provide a distance-learning schedule.

Ask your child to reflect daily:
• Student/Guardian writes out daily tasks.
• Write in a journal at the end of each day.
  - What did I learn today?
  - What was the easiest thing I did today?
  - What was the most difficult thing I did today?
  - What questions do I have?

Recurring tasks:
• Check Schoology daily.
• Check PowerSchool weekly.
• Complete and upload assignments daily.
• Get help here: youtu.be/UBKhFDbna6E

Control distractions:
• Set up a work space such as a corner of a room or a folding table.
• Reflect with your child on what sights and sounds are distracting and find ways to remove them.
• Limit screen and phone apps that potentially distract from learning.

Develop consistency:
• Limit family and social obligations during school time.
• Reflect with your child on when they work best, consider time of day, length of activity and need for breaks.
• Create a sample schedule and refer back to it.

Preschool Routines and Schedules

Develop consistency:
• Create a morning routine - get dressed, eat breakfast, brush your teeth
• Create a picture schedule with your child to represent what will happen during their day
• Remember to include pictures of who will take care of them for the day

Control distractions:
• Create a space in your home for your child to go to learn
• Have needed materials organized and ready in that space
• Remember that young children need physical activity; take a break from the screen and let them move their bodies

Social-Emotional Learning and Preschool Students

Preschool children are naturally curious and seek opportunities to learn about the world around them. When possible, allow them the chance to safely explore and try new things.

What you can expect from preschool children:

<table>
<thead>
<tr>
<th>Common Behaviors:</th>
<th>What you may see:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Risks</td>
<td>• Experiment with different materials</td>
</tr>
<tr>
<td></td>
<td>• Attempt to climb up a slide on a climber</td>
</tr>
<tr>
<td></td>
<td>• Invite a friend to play a game</td>
</tr>
<tr>
<td>Ask questions</td>
<td>• Exhibit curiosity in new situations</td>
</tr>
<tr>
<td></td>
<td>• Interrupt an activity like reading a book</td>
</tr>
<tr>
<td>Use their imagination</td>
<td>• Create a fort</td>
</tr>
<tr>
<td></td>
<td>• Invent a game</td>
</tr>
<tr>
<td></td>
<td>• Play grocery store/restaurant</td>
</tr>
<tr>
<td>Make their own rules</td>
<td>• Make new rules for a familiar game</td>
</tr>
<tr>
<td></td>
<td>• Like to be the boss</td>
</tr>
<tr>
<td>Be messy</td>
<td>• Enjoy sand/water play</td>
</tr>
<tr>
<td></td>
<td>• Create collages by gluing and tearing paper</td>
</tr>
<tr>
<td>Ask for help from trusted adults</td>
<td>• Seek support when they need help</td>
</tr>
<tr>
<td></td>
<td>• Tattle</td>
</tr>
</tbody>
</table>
Support Learning Outside the School Day

- Notice and wonder with your child when out walking and gardening, housecleaning, cooking, etc.
- Accessing Community Resources on our Remote Learning Site, such as:
  - CPS TV (Cable and Website)
  - Public Library of Cincinnati and Hamilton County
  - Cincinnati Zoo and Botanical Garden
  - National Underground Railroad Freedom Center
  - Civic Garden Center
  - And many more

Outdoor Access

CPS Outside, a collaborative of over 40 outdoor and environmental education partners, is working closely with CPS to provide opportunities for ALL students to expand their classrooms into the outdoors, both on school campuses and in your neighborhoods.

- Working with teachers and administrators to identify spaces where learning can occur outdoors
- Providing after-school and school-break programming
- Encouraging families to explore their neighborhoods
- Finding opportunities for children to get outside and move around.

Your family can jump right into supporting students’ outdoor education by

Walking to a park or green space for a nature scavenger hunt
bit.ly/CPSNatureHunt

Planning a weekly meetup (socially distanced) for an outdoor game
bit.ly/CPSOutdoor

Participate in a daily dose of nature challenge
bit.ly/CPSNatureChallenge

Plan craft time that blends art with science using items found outdoors
bit.ly/CPSScience

Spend a rainy day indoors making your own fossils
bit.ly/CPSFossils

More great active, engaging activities to continue learning outdoors
bit.ly/CPSActive

The Public Library of Cincinnati and Hamilton County

Hamilton County libraries provide an array of resources for the Cincinnati community. Check out some of the resources available to you to support your children’s learning and connect you with the world of ideas and information.

- All students will have access to digital library cards.
- Facebook read-alouds where families can click on a link and hear stories read by CPS employees and librarians.
- Fall Family Literacy Night
- Parent Communication Letter to let parents know what virtual activities are going on at the library.
- Schoology training facilitated through channels of the library.
- Informative class on how to load pertinent information on devices.
- Curbside service for book pick-up and drop-off
- Education and Homework Support
- Free Wi-Fi at all locations

Go to www.cincinnatilibrary.org or contact your nearest branch.

Check Out K-8 Clever Crazes

- www.clevercrazes.com
- Content-specific games for all subjects, grades K-8
- Win prizes for yourself, your teachers and your school as you review content!
ATTENDANCE AND GRADING POLICIES

Attendance Policy
Students and families can check attendance and grades in PowerSchool bit.ly/CPSPowerSchool

Daily attendance will be required and reported hourly during Distance Learning.

Attendance is comprised of:
• Logging into Schoology* courses daily
• Submitting assignments communicated on Schoology by posted due date.
• Attending required Google Meet/Teacher-Led Activities
  - Elementary Schedule
  - High School Schedule

School Social Workers and Attendance Support Specialists will track attendance during Distance Learning.

The Ohio Department of Education is requiring CPS’ policies about attendance and excessive absenteeism to be updated and aligned with blended- and distance-learning plans.

CPS is required to follow district policies concerning truancy (being absent from school too much).

Preschool Attendance and Assessment
• Assistant School Community Coordinators and Teachers will track attendance for preschool students during Distance Learning.
• Children must attend teacher-led Distance Learning activities so that we can provide the best support to the child and family.
• Federal Head Start programs and the Ohio Department of Education (ODE) require the completion of a variety of assessments so that all children are prepared for Kindergarten. If a child does not have consistent preschool attendance, teachers are unable to complete these requirements.

Grading Policy
In 2020-21, Cincinnati Public Schools will follow the Board-adopted grading policy (which was suspended in Spring 2020 due to the unexpected COVID-19 mandatory school closure). bit.ly/CPSGrading

Teachers are responsible for the assignment of grades. They shall communicate to students and families the performance standards students must meet, the meaning of district assessment scores, and how grades are determined.

To access your student’s most up-to-date grades, log into PowerSchool.

*Aiken High School and Ethel M. Taylor Academy will use Echo instead of Schoology

Grading Scale K-6

<table>
<thead>
<tr>
<th>Mark for Grades 1-6</th>
<th>Grade Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Almost Failing</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>X</td>
<td>Failing w/ excessive absences</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Grading Scale 7-12

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Grade Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Almost Failing</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failing</td>
</tr>
<tr>
<td>X</td>
<td>0.00</td>
<td>Failing w/ excessive absences</td>
</tr>
<tr>
<td>I</td>
<td>0.00</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Graduation Course Requirements

All students must earn a state minimum of 20 credits, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ credit</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

There are more graduation requirements; reach out to your school counselor for more information or if you need assistance.

Course Credits by Grade Level

To ensure your child is on the path to graduation, a certain amount of credits should be earned by the end of each school.

<table>
<thead>
<tr>
<th>By the end of 9th grade</th>
<th>English 9, Algebra I, Physical Science, Modern World History, Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A minimum of 5 credits is required to achieve 10th grade status the following year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of 10th grade</th>
<th>English 10, Geometry, Biology, American History, Physical Education/Health, Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A minimum of 10 credits is required to achieve 11th grade status the following year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of 11th grade</th>
<th>English 11, Algebra II, Chemistry, American Government w/ Financial Literacy, Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A minimum of 15 credits is required to achieve 12th grade status the following year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of 12th grade</th>
<th>English 12, Pre-Calculus, Physics, American Government, Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A minimum of 20 credits is required to graduate. See additional graduation requirements from ODE.</td>
</tr>
</tbody>
</table>
## CONSIDERATIONS FOR DIVERSE LEARNERS

### Resources for English Learner Families

<table>
<thead>
<tr>
<th>How Do I...</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get help from someone who speaks my language?</td>
<td>Call the CPS Language Hotline for your language and leave a voicemail in your language with your question, name, child's school and phone number:</td>
</tr>
<tr>
<td>Spanish: (513) 363-3251 or (513) 363-9827</td>
<td></td>
</tr>
<tr>
<td>Arabic: (513) 363-1467</td>
<td></td>
</tr>
<tr>
<td>French: (513) 363-1467</td>
<td></td>
</tr>
<tr>
<td>Nepali: (513) 363-3745</td>
<td></td>
</tr>
<tr>
<td>Other: (513) 363-3251</td>
<td></td>
</tr>
<tr>
<td>Support my child's distance learning tasks when I can’t understand the language?</td>
<td>Send a message to the teacher and/or an English as a Second Language (ESL) teacher to ask for help. You also can call one of the Language Hotline phone numbers above, and an employee will help you reach the teacher.</td>
</tr>
<tr>
<td>Receive mailings and robo calls in my home language?</td>
<td>Make sure the school has your “home language” in PowerSchool as the language in which you want to receive information.</td>
</tr>
<tr>
<td>Ask for what I need in the school office if no one else speaks my language?</td>
<td>Write this phrase on paper or on your phone, and show it to the school office staff: “Please use the telephonic interpreter service for me to communicate with you. I speak (write your language).”</td>
</tr>
<tr>
<td>Access CPS website information in my home language?</td>
<td>Look for a colorful “G” and “Select Language” at the top of each web page. You can pick Arabic, French or Spanish from the drop-down box.</td>
</tr>
</tbody>
</table>

## Resources for Families of Students with Disabilities

### How Do I... | Answer
--- | ---
Support my child when they don’t understand the distance learning assignment? | Your child will receive support from an Intervention Specialist during distance learning. They co-plan assignments with your child’s teachers and accommodations and modifications. Additionally, your child’s intervention specialist will be available through Schoology messaging and email messaging, to offer support with distance learning assignments. Please reach out if you have any questions regarding distance learning.
Support my child’s distance learning tasks when they need a modified scheduled? | Our team has worked hard to develop multiple sample schedules for students. If one of these schedules does not meet your child’s academic and functional needs, your child’s intervention specialists and other service providers will help you adapt a schedule to work for you.
Reach out if I have a question about my child’s IEP? | Send a message to your child’s intervention specialist describing the question. Contact information is available on Schoology Courses or by contacting the school.

## Resources for Families of Gifted Students

### What Happens When... | Answer
--- | ---
My child seems to finish all the self-directed work assigned to him in the first day of distance learning. | Check to see if there are enrichment options in the student folders or family resource folders in Schoology. If not, reach out to your child’s teacher, who will collaborate with our Gifted Studies Intervention Specialist on activities to keep your child engaged in learning.
The assignments given to my child seem like work they know how to do. | Enrichment plans can be developed to meet the varied needs of gifted learners. Your child will participate in different measurements of learning in the first weeks of school to help their teacher determine how to address their learning needs. Please reach out to your child’s teacher if the work your child is asked to do is not challenging.
My child seems to be having a difficult time with transitions, schedules and managing the structure of this new environment. | Consider adding in breaks, and additional check-ins and hard stop times for each subject, to help build a predictable routine for your child. Reflect on the schedule weekly with your child and share feedback with your teachers.
CPS Pacts for Learning
Cincinnati Public Schools’ students, families and staff agree —
Pacts are great for setting up the best learning possible for
our students.
Pacts are formal agreements to work on learning goals and
focus on building partnerships and relationships among
students, teachers and families to accomplish goals together.
We look forward to partnering with you!

Student Pact for Learning
bit.ly/StudentPact

Family Pact for Learning
bit.ly/CPSFamilyPact

Staff Pact for Learning
bit.ly/CPSStaffPact

Ohio Department of
Education Resources

ODE Planning for Blended and Remote
bit.ly/ODEPlanning

ODE Remote and Blended Checklist
bit.ly/ODERandBChecklist

ODE Graduation Requirements by Class
bit.ly/ODEGradClass

APPENDIX

Academic Calendar
Use this link to find printable, one-page versions of Cincinnati Public Schools’ school year calendar, highlighting dates for such items as school holidays, winter and spring breaks, and end-of-quarter days. Available in English, Spanish, French and Arabic.

www.cps-k12.org/news/calendar/print-calendar-links

How are We Supporting Teachers?
Educators who work in Cincinnati Public Schools are lifelong learners. We want to make sure that our teachers are educated in the best teaching practices to ensure your child is successful. Teachers receive ongoing support through Professional Development. Areas include, but are not limited to, Schoology and PowerSchool best practices, District adopted curriculum training, our CPS Distinguished Educator Program and best practices to ensure the best learning outcomes for your child.

We’ve added an additional support to meet the specific challenges of the 2020-2021 school year, while ensuring your child receives the best instruction:

• Schoology Courses and Templates
• Created by blended-learning and digital-design experts from the University of Cincinnati and Bowling Green State University, in partnership with CPS’ Curriculum and Instruction Department
• All students will use these courses and content, regardless of teacher or school

Professional Development Dates
• August 17-21 Opening Week (No Students)
• Professional Release Days (No students)
  - October 12, 2020
  - January 11, 2021
  - March 8, 2021
• Ongoing, self-paced virtual trainings throughout the school year
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 363-0000. TDD# 363-0124.