



PREPARING STUDENTS
FOR LIFE

FAMILY GUIDE TO STUDENT SUCCESS IN DISTANCE LEARNING

August 2020



BACKPACKS ON

LAPTOPS OPEN

**FUTURES
BRIGHT!**

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

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- Academic Calendar
- Teacher Training
- CPS Student, Family and Staff Pacts for Learning
- Ohio Department of Education (ODE)



STAYING CONNECTED TO SCHOOL

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

FAMILY ORIENTATION CHECKLIST

<input type="checkbox"/> Child's schedule	Receive Building Level Schedules with important information like Google Links to Class
<input type="checkbox"/> Teacher's name and location of classroom	Do you have contact information for your child's teacher?
<input type="checkbox"/> Child Device	Does your child have a device and Wi-Fi access?
<input type="checkbox"/> Review and sign Pacts to Learning	Sign and return by August 31
<input type="checkbox"/> Child's Meal Plan information	Has your child's lunch application been submitted?
<input type="checkbox"/> Access to PowerSchool	Are you able to access your child's individual assignment grades, etc.?
<input type="checkbox"/> Access to Schoology	Are you able to access your child's courses, course calendar, updates, grading feedback, etc.?

Who do I contact with questions?

Question/Concern	Contact
Devices and Wi-Fi Access	ITMhelp@cps-k12.org
Schoology/ PowerSchool Access	ITMhelp@cps-k12.org (513) 363-0390
Student Schedule Questions/Concerns	Your child's counselor
Social-Emotional Support	School Counselor/Social Worker
Curriculum Questions	Your child's teacher
Graduation Requirements	Your child's counselor
Your child's grades/progress	Your child's teacher/ PowerSchool
School COVID-19 updates	www.cps-k12.org/
School Athletics	Your school's athletic director
Transportation	(513) 363-RIDE (7433)
Student Dining Services	www.cps-k12.org/families-students/student-dining-services

Using Schoology and PowerSchool



Using Schoology and PowerSchool

youtu.be/jY_zadCRTVo

Remember to update your email, phone number and address in PowerSchool.

Login to PowerSchool and Schoology weekly.



Schoology

bit.ly/CPSSchoology

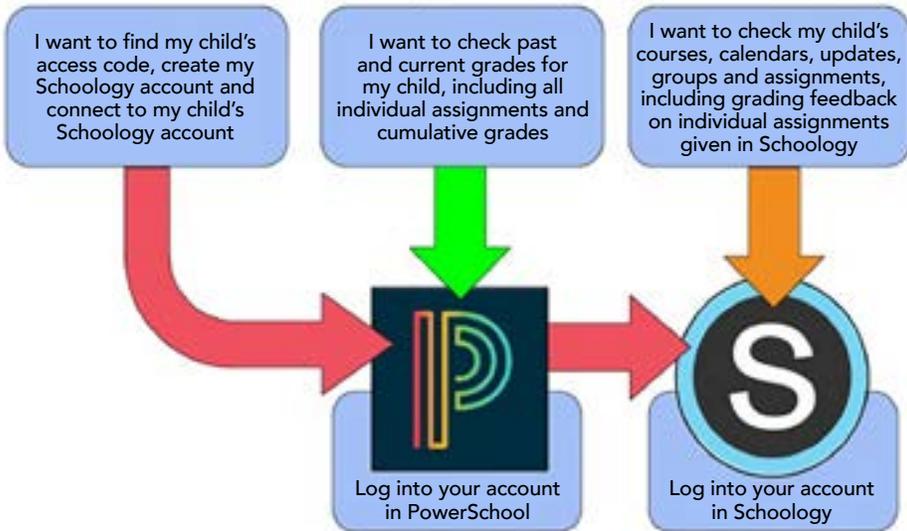


PowerSchool

bit.ly/CPSPowerSchool

Attend virtual trainings as needed for technical support.

Where do I go as a parent if...



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.



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.



UNDERSTANDING DISTANCE LEARNING

TO BEGIN THE 20-21 SCHOOL YEAR

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:

Distance Learning	Homework
Teacher provides: <ul style="list-style-type: none"> • Live, interactive learning experiences • Structured, independent learning resources • Clear sequence of knowledge-building assignments • Tools and guidance to support completion 	Teacher provides: <ul style="list-style-type: none"> • an assignment or task
Activities focus on: <ul style="list-style-type: none"> • Connections, engagement and building a learning community • Building new knowledge • Forming new connections • Expanding skills 	Activities focus on: <ul style="list-style-type: none"> • Reviewing previously taught knowledge • Practicing previously taught skills
Students are self-directed in: <ul style="list-style-type: none"> • Setting schedule to meet posted due dates • Getting teacher help and support during office hours and through Schoology 	Students are self-directed in: <ul style="list-style-type: none"> • Completing the assignment or task by the due date

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.

Learning throughout the day:	
Teacher provides: <ul style="list-style-type: none"> • Structured learning resources • Sequence of knowledge building • Tools and guidance to support completion 	District/Community Partner Resources: <ul style="list-style-type: none"> • Quarterly To-Go Learning Bags • Mission2Move Videos • Melodic Connections • Ready Rosie • Imagination Library
Activities focus on: <ul style="list-style-type: none"> • Building new knowledge • Forming new connections • Expanding skills 	Students and Families can: <ul style="list-style-type: none"> • Read a book together • Sort and count items in the house • Practice identifying letters • Share a picture of your learning with your teacher

DISTANCE LEARNING STRUCTURE

Distance Learning Structure

2-week cycles of learning and progress checks

Teacher-Led Learning is...	Self-Directed Learning is...
live, together, collaborative, interactive.	on student's own schedule, independent, self-guided with support.
<ul style="list-style-type: none"> • Required sessions will be consistently scheduled in Schoology and hosted via Google Meet. • Students will be in small groups, allowing for personalized teacher instruction and support. • Teachers' office hours are held to immediately support students' and families' questions and concerns. 	<ul style="list-style-type: none"> • Respond to discussion boards or video prompts. • Attend specialized office hours, such as Senior Sessions, to ask questions. • View videos, guides, organizers posted by teacher. • Review learning goals and reflect on progress. • Students submit Weekly Journals to Schoology.

Preschool Distance Learning

Learning Opportunities and Progress Monitoring Daily

Teacher-Led Learning is...	Students and Families will...
live, together, collaborative, interactive.	ask questions, provide feedback, share results, access resources...
<ul style="list-style-type: none"> • Required sessions will be live via Google Meet • Students will have large-group experiences to share and learn with their peers • Students will have small-group experiences to allow for individualized instruction • Students will have one-on-one opportunities with teachers so that progress can be assessed • Teacher office hours allow time for families to check in and seek support 	<ul style="list-style-type: none"> • Recorded lessons can be revisited for clarity • View read-aloud stories and other recorded resources to increase learning opportunities • Submit pictures of student learning to the teacher • Attend teacher office hours when needs and questions arise

SETTING ROUTINES THAT SUPPORT STUDENT LEARNING

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:

Common Behaviors:	What you may see:
Take Risks	<ul style="list-style-type: none"> • Experiment with different materials • Attempt to climb up a slide on a climber • Invite a friend to play a game
Ask questions	<ul style="list-style-type: none"> • Exhibit curiosity in new situations • Interrupt an activity like reading a book
Use their imagination	<ul style="list-style-type: none"> • Create a fort • Invent a game • Play grocery store/restaurant
Make their own rules	<ul style="list-style-type: none"> • Make new rules for a familiar game • Like to be the boss
Be messy	<ul style="list-style-type: none"> • Enjoy sand/water play • Create collages by gluing and tearing paper
Ask for help from trusted adults	<ul style="list-style-type: none"> • Seek support when they need help • Tattle

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



Distance Learning Site
remotelearning.cps-k12.org

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.cincinnatiilibrary.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!



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



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

Mark for Grades 1-6	Grade Meaning
A	Outstanding
B	Good
C	Average
D	Almost Failing
F	Failing
X	Failing w/ excessive absences
I	Incomplete

Grading Scale 7-12

Grade	Value	Grade Meaning
A	4.00	Outstanding
B	3.00	Good
C	2.00	Average
D	1.00	Almost Failing
F	0.00	Failing
X	0.00	Failing w/ excessive absences
I	0.00	Incomplete

Graduation Course Requirements

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

English Language Arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical Education	½ credit
Science	3 credits
Social Studies	3 credits
Electives	5 credits

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.

By the end of 9th grade	English 9, Algebra I, Physical Science, Modern World History, Elective A minimum of 5 credits is required to achieve 10th grade status the following year.
By the end of 10th grade	English 10, Geometry, Biology, American History, Physical Education/Health, Elective A minimum of 10 credits is required to achieve 11th grade status the following year.
By the end of 11th grade	English 11, Algebra II, Chemistry, American Government w/ Financial Literacy, Elective A minimum of 15 credits is required to achieve 12th grade status the following year.
By the end of 12th grade	English 12, Pre-Calculus, Physics, American Government, Elective A minimum of 20 credits is required to graduate. See additional graduation requirements from ODE.

CONSIDERATIONS FOR DIVERSE LEARNERS

Resources for English Learner Families

How Do I...	Answer
Get help from someone who speaks my language?	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: Spanish: (513) 363-3251 or (513) 363-9827 Arabic: (513) 363-1467 French: (513) 363-1467 Nepali: (513) 363-3745 Other: (513) 363-3251
Support my child's distance learning tasks when I can't understand the language?	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.
Receive mailings and robo calls in my home language?	Make sure the school has your "home language" in PowerSchool as the language in which you want to receive information.
Ask for what I need in the school office if no one else speaks my language?	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)."
Access CPS website information in my home language?	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.



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 schedule?	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.

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



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

NOTES

Cincinnati Public Schools
Curriculum and Instruction Department
P. O. Box 5381
Cincinnati, OH 45201-5381

Non-Profit
Organization
U.S. POSTAGE
PAID
Cincinnati, Ohio
Permit No. 7397



PREPARING STUDENTS
FOR LIFE

Through Academic Achievement
Personal Well-Being
Career Readiness

BACKPACKS ON
LAPTOPS OPEN
FUTURES
BRIGHT!

