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1 Introduction

The following Home Learning Plan for Adams 14 students takes effect on **Monday, March 30**. This plan provides remote learning activities for students preschool to 12th grade during the coronavirus school closure.

Because teachers and administrators need time to fully prepare classroom activities for a home learning environment, implementation of the Home Learning Plan will unfold in two phases:

**Phase I: Monday, March 30 – Friday, April 3**
Grade-level specific instructional content offered to students through an online learning tool called "CHOICE BOARDS."

**Phase II: Monday, April 6 – Wednesday, April 17**
Grade-level specific instructional content offered through a variety of remote online interactive options. It is possible that Phase II extends beyond April 17.

More details about Phase I and Phase II of the Home Learning Plan are provided in **Section 3** and **Section 4** of this document.

2 How to Access the Learning Materials

Ideally, students will access remote learning activities from a laptop, desktop, or Chromebook. Alternatively, students may also access materials via smartphones, iPads or tablets.

If a device is not available in your home, the District will offer your household a device to checkout. The District will notify you of a device checkout program once the details are finalized.

Specialized training will be provided for families that may need support accessing online home learning for their students. Training will be offered in both English and Spanish via live and recorded webinars that will be offered once devices are available to families that need them. Live online video training will also be available for families.
3  Phase I: March 30 – April 3

CHOICE BOARDS

Every CHOICE BOARD provides a number of activities to complete using easy-to-access support materials from their home environment. To complete each CHOICE BOARD, students will use their creativity and problem-solving skills.

Example: 6th Grade, Literacy: Key Ideas & Details

LITERACY FICTION CHOICE BOARD

Directions: Use a book to complete each activity from the choice board below. When it's complete, choose a new book and complete the choice board again.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Evaluation</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record at least 5 vocabulary words that you found interesting. Note why you chose those words.</td>
<td>Write a summary of the book or chapter that you read.</td>
<td>Create a conversation between two characters from your book.</td>
<td>Compare two characters from the text.</td>
<td>Justify the actions of a character in the book.</td>
<td>Write a letter to the author of the book that describes your opinion of the book or your opinion about a specific part of the book.</td>
</tr>
<tr>
<td>Draw a diagram of something that was described in the book and label the parts.</td>
<td>Summarize events from the text by creating a comic strip.</td>
<td>Research a person or event from the text and make a storyboard to explain what you found.</td>
<td>Use a graphic organizer to compare characters or events from the text.</td>
<td>Develop a visual presentation to justify the actions of a character.</td>
<td>Create a chart with symbols that represents a person from the text. Give the meaning of each symbol.</td>
</tr>
<tr>
<td>Sequence events from the text on a timeline.</td>
<td>Use a flow chart to explain several events from the text.</td>
<td>Demonstrate understanding of the information in the text in a way that makes sense to you.</td>
<td>Explain how the text represents important information all students should know.</td>
<td>Critique the motives of the characters in the text.</td>
<td>Consider how the author’s life may have influenced how he/she wrote the text.</td>
</tr>
<tr>
<td>List parts of the text that appeal to each of the five senses.</td>
<td>Suggest a solution to a problem from the text.</td>
<td>Demonstrate how nature played a role in events or from the story.</td>
<td>Choose a character and imagine he had to pack a suitcase for a trip. What would you find in it and why?</td>
<td>Rate the actions of a person or people from the text. Explain why you rated each one this way.</td>
<td>Make a hypothesis about what may have changed if a character were in a different setting in the book.</td>
</tr>
</tbody>
</table>

CHOICE BOARD Activities Vary by Grade Level

<table>
<thead>
<tr>
<th>Grades PK–2</th>
<th>Students will receive home learning activities focused on literacy and math through print materials, supported by online enrichment activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3–5</td>
<td>Students will receive home learning activities focused on literacy and mathematics through both online and print materials based on the student’s access to online content.</td>
</tr>
<tr>
<td>Grades 6–12</td>
<td>Students will receive online remote learning options focused on core content. Coursework needed for students to graduate will be the priority. Printed materials may be made available on a case-by-case basis.</td>
</tr>
<tr>
<td>English Learners</td>
<td>CLDE (Culturally and Linguistically Diverse Education) professionals will coordinate with general education teachers to provide support and scaffolds for students identified as English Language Learner (ELL) students.</td>
</tr>
<tr>
<td>Special Ed/504</td>
<td>Special Education professionals will coordinate with general education teachers to provide support to students with disabilities. Students receiving special education services will continue to receive these supports via phone, video conferencing or other tools depending on family needs.</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>Identified gifted and talented staff will coordinate to provide support to students with Advanced Learning Plans.</td>
</tr>
</tbody>
</table>
Phase II: April 6 – April 17

The “Clever” Portal
Clever is an online portal or point of access for home learning. It allows students, grades preschool–12, to access a wide variety of high quality education programs using one secure sign-on.

Your student may already be accessing these high quality programs through his/her Clever log-in. The programs will be available at any time during the long-term school closure.

While not all of these programs are utilized at every school site, your child knows which programs they have been using in school and will be able to access their digital content through their Clever account.

Logging in to the Clever Portal
1. Login to your Chromebook device and open Google Chrome. The Clever login page will appear, or you can go to clever.com/in/adams14.

2. To log in, try one of these options:
   1) Scan your Clever badge in front of the camera
   2) Click "Login with Google"
3. If prompted, select your @adams14schools.org account to continue.

4. When logged in, you will see the student portal page which has all of the applications and links to the online programs listed above. Please note that the programs may look different depending on the grade level of the student. Also, your student's teacher may add additional programs to the student Clever pages.
5. Click on a tile or program to access. If prompted to login, enter your @adams14schools.org username and password. Click "Log in."

![First time login to Google Classroom](image)

6. Use the Google Classroom tile to access your teacher's classroom with posted assignments.

![Google Apps](image)
## ONLINE RESOURCES

<table>
<thead>
<tr>
<th>All Grades</th>
<th>PreK-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>Accessibility Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clever</td>
<td>PBS Kids</td>
<td>Spelling City (Wonders Reading)</td>
<td>TED Ed</td>
<td>CommonLit</td>
<td></td>
</tr>
<tr>
<td>Google Classroom</td>
<td>PBS Kids (Spanish)</td>
<td>Prodigy</td>
<td>Achieve 3000</td>
<td>Newsela</td>
<td></td>
</tr>
<tr>
<td>Google Hangouts Meet</td>
<td>ABCYa</td>
<td>Code.org</td>
<td>Radiolab Podcasts</td>
<td>Brainson.org</td>
<td></td>
</tr>
<tr>
<td>Khan Academy</td>
<td>GoNoodle (via YouTube)</td>
<td>Scratch</td>
<td>IXL</td>
<td>Braingle</td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td>Virtual Field Trip (google doc)</td>
<td>Mystery Science</td>
<td>Code.org</td>
<td>The New York Times</td>
<td></td>
</tr>
<tr>
<td>Google Draw</td>
<td>BrainPOP Jr.</td>
<td>Mensaforkids.org</td>
<td>Scratch</td>
<td>Radiolab Podcasts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paco El Chato</td>
<td>Explore.org</td>
<td>Mystery Science</td>
<td>IXL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green Mouse</td>
<td>Mensaforkids.org</td>
<td>Mensaforkids.org</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Free Spanish</td>
<td>Explode.org</td>
<td>Explode.org</td>
<td></td>
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<tr>
<td></td>
<td>A media voz</td>
<td>BrainPOP Jr.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CURRICULA & OTHER RESOURCES

<table>
<thead>
<tr>
<th>Happily Ever After</th>
<th>Wonders</th>
<th>Gizmos</th>
<th>Cengage</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Maravillas</td>
<td>Maravillas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superkids</td>
<td>Superkids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmark Adelante</td>
<td>Benchmark Adelante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starfall</td>
<td>Starfall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: There are many other free resources available online
5 Roles and Responsibilities

School principals, teachers and administrators across the District are working hard to adapt student learning materials for home learning. To ensure success, students, teachers, administrators and parents must all work together.

All Students

- Students and parents can begin by identifying a study space that is free from distraction, a daily study routine and by becoming familiar with Google Classrooms, a platform within the Clever portal for managing all the home learning opportunities.
- In addition to developing a daily study routine, all students are encouraged to do the following: proactively engage with teachers, post questions and comments regularly, and complete all their daily assignments.

Other guidelines for students by grade level include:

Elementary School Students

- Elementary school students are encouraged to spend at least 30 minutes to 1.5 hours of time daily to complete teacher-directed learning, and a minimum of 30 additional minutes daily offline completing other learning activities such as reading and math games, etc.

Middle School Students

- Middle school students are encouraged to spend at least 1–3 hours of time daily to complete their learning tasks toward attainment of middle school course credit, and a minimum of 30 additional minutes daily offline completing other learning activities such as reading and math games, etc.

High School Students

- High school students are encouraged to spend at least 1–3 hours of time daily to complete their learning tasks toward attainment of high school course credit and a minimum of 30 additional minutes daily offline completing other learning activities such as reading and math games, etc.
- Prioritize their work on subjects that will fulfill graduation requirements. Click here to view graduation requirements or visit bit.ly/adams14grad.
- Contact teachers and counselors for questions and support. Teacher emails are located in Infinite Campus or can be found on each school's website. Links to the website may be found at https://www.adams14.org.

Teachers

- Will reach out to students to provide more information no later than April 3.
- Will deliver home learning materials digitally through Clever.
- Will be available for live support through office hours on Google Hangout Meets from 8:00 a.m. to 10:00 a.m. and 1:00 p.m. to 3:00 p.m.
Principals and Staff

- Principals will hold office hours weekly in order to answer parent and student questions. More information will be shared with you by each school.
- Other support staff, such as front office employees, family liaisons, and health clerks will reach out to families to share information about online registration and other activities for the 2020–2021 school year.

Parents and Guardians

- Please help your student prioritize their work based on their academic needs and interests.
- Provide a space for your student that is distraction free to complete their work on a daily basis.
- Help your student create a schedule for remote learning within the hours of a normal school day.

Reach out to your child's teacher for suggestions. Teachers will be available for live support through office hours on Google Hangout Meet from 8:00 a.m. to 10:00 a.m. and 1:00 p.m. to 3:00 p.m.

6 Student Continuation

Grade Promotion for the Next School Year
Students are highly encouraged to complete as many learning activities as possible to proceed to the next grade level.

Credit Recovery
Students participating in credit recovery will continue to participate in these classes.

Graduation
High school seniors are highly encouraged to complete as many learning opportunities as possible to attain credit toward graduation. As more guidance is received, Adams 14 will share this information with families.

Note: Deans and counselors will check in with students on a regular basis to ensure they remain on track for graduation.
7 Equity

Adams 14 staff have worked diligently to ensure that all students have the opportunity to access home learning. The CHOICE BOARDS and online activities provide equitable access for all families.

**Special Service Providers** (Occupational/Physical Therapists, Speech Pathologists, and Mental Health Professionals, etc.) will contact families to establish schedules for related services. When possible, services may be delivered in a virtual group format.

**Special Education teachers** will work with general education teachers to adapt and modify curriculum and materials. They may coordinate with special education paraprofessionals to deliver specially designed instruction based on IEP goals and objectives.

**Teachers in center-based programs** will reach out to their special education coordinator to ensure access to modified curriculum.

**Special Education teachers** will continue to hold IEP meetings virtually or by phone as required.

**Middle and High School English Language Development (ELD) teachers** will reach out to their assigned students to ensure that the student can access materials, understand instructions, and continue to make progress. Teachers will adapt materials as necessary.

**Elementary teachers** will contact students identified as ELL students to ensure that the students can access materials, understand instructions, and continue to make progress. Teachers will adapt materials as necessary.

*See next page for a Letter for Parents of Students with Disabilities.*
Dear Families,

The Adams 14 Student Service Department is fully committed to students with disabilities during the current school closure due to COVID-19. We know that your children are making gains in academics, social, and emotional skills and Adams 14 is determined that this growth continue. This is an unprecedented situation, with significant implications to the services that can be provided. Please understand Adams 14 is working hard to provide meaningful support to students during the closure within the restrictions imposed by federal and state authorities.

**Adams 14 Plan for Students with Disabilities**

Special Education teachers will work with general education teachers and contact families to provide support to individualize learning. As learning opportunities are sent to students, teachers will continue to work with families to modify and adapt based on the student’s individual IEP goals/objectives. Teachers will help families with appropriate resources for literacy and/or math and will provide check-ins via phone/internet.

Special Service Providers will provide direct and indirect services via phone/internet and develop student specific exercises that parents can use with students at home. Mental Health providers will also provide direct/indirect services via phone or internet. They are also compiling a list of stories and games that parents can share with children to lessen anxiety while at home.

**Evaluations**

As much as possible, evaluations for Initial referrals and Re-evaluations will continue as scheduled. Some assessments can be done by phone or virtually, such as parent/teacher interviews, screeners and checklists, but others require face-to-face time with students. If these cannot be conducted online, then they will be delayed until school reopens.

Thank you for your understanding during this incredibly challenging time. Adams 14 understands that the closure presents unique hardships to every family. Adams 14 remains as committed to your children as ever.

Please reach out directly to your student’s case manager via email if you have any questions. We are here to support your students.

Respectfully,

Mindy Roden  
Director of Student Services
8 Student and Parent Feedback

This is a unique time for everyone in Adams 14 and across the state and nation. We will learn as we go and we will reach out to families and students as we refine our home learning process.

If you have suggestions, please contact your building principal to share your ideas.

9 Additional Resources

The Adams 14 Schools website (www.adams14.org) includes a resource page including an FAQ for parents and guardians dedicated to coronavirus. Families can also find links to this resource page on the school websites. Click here to access the resource page.

Additional resources will be provided as they become available.