Student Home Learning Plan
for Extended School Closure

April, 2020
# Table of Contents

1. Introduction .............................................. 3
2. How to Access the Learning Materials .......... 3
3. Phase I: March 30 – April 3 ....................... 5
   CHOICE BOARD
4. Phase II: April 6 – April 17 ....................... 6
   The Clever Portal
   Logging In to the Clever Portal
   Online, Curricula & Other Resources
5. Phase III: April 27 – May 21 ..................... 10
   Google Hangouts Meet
     Option 1: Join Google Hangouts Meet Using A Meeting Code
     Option 2: Join Google Hangouts Meet Using Google Classroom
   Google Classroom
   Accessing Google Classroom
   Navigating Google Classroom
6. Roles and Responsibilities ..................... 20
   Students
   Teachers
   Principals and Staff
   Parents and Guardians
7. Student Continuation ............................... 22
   Student Grading
   Attendance
   Behavior Management
   Promotion to the Next Grade Level
   Credit Recovery
   Graduation
8. Equity ..................................................... 25
   Letter for Parents of Students with Disabilities
9. Student and Parent Feedback .................... 27
10. Additional Resources .............................. 27
1 Introduction

The following Student Home Learning Plan for Adams 14 students took effect on Monday, March 30. This plan provides home learning activities for students preschool to 12th grade during Governor Jared Polis’ stay-at-home order.

Since its implementation, the Student Home Learning Plan has unfolded in three phases:

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

**Phase II: Monday, April 6 – Wednesday, April 17**  
Grade-level specific learning offered through a variety of online interactive options.

**Phase III: Monday, April 27 – Thursday, May 21**  
Grade-level specific learning offered through Google Classroom and Google Hangout Meets.

More details about Phase I, Phase II and Phase III of the Home Learning Plan are provided in Section 3, Section 4 and Section 5 of this document.

2 How to Access the Learning Materials

Ideally, students will access home 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.

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.

Click here for online video tutorials available for students and parents.

**Obtaining a Chromebook and/or Modem**

If your family needs one or more District-issued Chromebooks for the purpose of student home learning, appointments are available between 9 a.m. and 3 p.m. Mondays, Wednesday and Fridays, beginning Monday, April 20 at Adams City High School (east side of the school building).

Households in need of a reliable internet connection for student home learning can obtain a District-issued modem. Appointments are also available between 9 a.m. and 3 p.m. Mondays, Wednesday and Fridays, beginning Monday, April 20 at Adams City High School (east side of building). Click on the following link to schedule a pickup time.
Be advised that Adams 14 is using the following distribution guidelines for the distribution of Chromebooks and modems. Families that previously picked up a Chromebook during the initial distribution at Adams City High School may now be able to obtain additional devices depending on the number of students at home. If you need an additional device, please schedule a pickup time.

**Distribution Guidelines**
- 1 modem for families that lack a reliable internet connection
- 1 Chromebook per family of 2 or fewer students
- 2 Chromebooks for families of 3-5 students
- 3 Chromebooks for families of 6 or more students

**Obtaining Technical Support**
Our teachers are the first point of contact for technical support for students, parents and guardians. If the teacher is unable to resolve the technical issue, the teacher will contact a District technology specialist to resolve the problem. If you are unsure how to contact your student's teacher, please click on this link for step-by-step instructions.

**Steps for obtaining technology support:**

**Step 1:** The student or parent contacts the teacher for initial support (ex. login or password issues, Chromebook or modem not working, Clever login).

**Step 2:** If the teacher is unable to solve the issue, the teacher will either consult a district technology specialist for a technical issue or request assistance with the online tool Google Plus for an EdTech related issue.

**Step 3:** If Tech Services/EdTech is unable to resolve the issue with the teacher's support (wrong power supply, broken camera, device not charging, etc.), Technology Services will then approve Onsite support for an appointment between 9 a.m. and 3 p.m. on Mondays, Wednesdays and Fridays, beginning Monday, April 20 at Adams City High School (see school map below).

Our intention is to resolve technical issues quickly and efficiently while limiting the need for Onsite support. This will safeguard everyone's health and slow the spread of COVID-19. For those students, parents and guardians that do schedule a pick up time for Onsite assistance, be prepared to follow instructions on social distancing practices.
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 your 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>Explain how the text represents information all students should know</td>
<td>Critique the motives of the characters in the text</td>
<td>Demonstrate understanding of the information in the text in a way that makes sense to you</td>
<td>Consider how the author’s life may have influenced how he/she wrote the text</td>
<td></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>
4 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."

6. Use the Google Classroom tile to access your teacher's classroom with posted assignments.
## 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</td>
<td>TED Ed</td>
<td>CommonLit</td>
<td>Snap and Read</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>PBS Kids (Spanish)</td>
<td>(Wonders Reading)</td>
<td>Achieve 3000</td>
<td>Newsela</td>
<td>Unique Learning System</td>
</tr>
<tr>
<td>Google Hangouts Meet</td>
<td>ABCYa</td>
<td>Prodigy</td>
<td>Radiolab</td>
<td>Brainson.org</td>
<td>Learning Ally</td>
</tr>
<tr>
<td>Khan Academy</td>
<td>Google Classroom</td>
<td>Code.org</td>
<td>Podcasts</td>
<td>Braingle</td>
<td>Google: Text to Speech</td>
</tr>
<tr>
<td>YouTube</td>
<td>GoNoodle (via YouTube)</td>
<td>Scratch</td>
<td>IXL</td>
<td>The New York Times</td>
<td>Co-Writer</td>
</tr>
<tr>
<td>Google Draw</td>
<td>Virtual Field Trip (google doc)</td>
<td>Mystery Science</td>
<td>Code.org</td>
<td>Radiolab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BrainPOP Jr.</td>
<td>Mensaforkids.org</td>
<td>Scratch</td>
<td>Podcasts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paco El Chato</td>
<td>Explore.org</td>
<td>Mystery Science</td>
<td>Mensaforkids.org</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green Mouse</td>
<td>GoNoodle (via YouTube)</td>
<td>Explore.org</td>
<td>Explore.org</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Free Spanish</td>
<td>Virtual Field Trip (google doc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<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>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  Phase III: April 27 – May 21

Learning will occur via Google Hangouts Meet and Google Classroom. Students are highly encouraged to participate in live video meetings with their teacher and classmates via Google Hangouts Meet. Live video meetings will be 30 minutes or less and focus on learning and community building.

Teachers and students will use Google Classroom for assignments and communication. Teachers will select videos or record lessons for students and post them in Google classroom. The videos should not exceed 10 total minutes daily.

**Google Hangouts Meet**

Google Hangouts Meet is a video conferencing application used for live meetings between teachers and students.

Students should use the Google Chrome browser on a computer. For students who are not using a district Chromebook, instructions for downloading Google Chrome can be accessed [here](#).

If students are accessing the meeting on a mobile device, they will need the Google Hangouts Meet app. Instructions for downloading the free app can be accessed [here](#) or search for Google Hangouts Meet in the app store.

**Option 1: Join Google Hangouts Meet Using a Meeting Code**

For this option, your teacher has provided the student a meeting code. The unique meeting code created by the teacher is used to ensure that meetings remain separate.

1. Go to [meet.google.com](#) or access the Google Apps Launcher or "waffle" (COOKIE). The waffle icon is located in the upper right corner of the browser.
2. Click "Use a meeting code."

![Use a meeting code](image1)

3. Enter the meeting code provided by the teacher and press "Continue."

![Use a meeting code](image2)

4. The student should now be on the "Join" screen, and should see their image in the preview window to the left. A microphone and camera icon will also appear in the preview window.

![Join screen](image3)

5. Click the microphone button once to mute before joining the meeting. This will help eliminate feedback or background noise for other participants. The microphone is muted when red.

![Mute button](image4)

6. Click "Join Now" to enter the meeting.
7. Teachers may ask a student to mute or unmute his/her microphone. The student can click the middle of the screen to reveal the white bar at the bottom. This will show the three icons in the middle. The left icon mutes/unmutes the microphone, the middle will leave the meeting (call), and the right button turns the camera on/off.

Option 2: Join Google Hangouts Meet through Google Classroom

For this option, the teacher has made the meeting link visible to students on Google Classroom.

1. Click the Google Apps Launcher or “waffle” ( ) or go to classroom.google.com.

2. Click the class in which the meeting is being held in.

3. The link to the meeting is located in the classroom banner under the name of the class on the Stream tab.
4. The student can also join by clicking the camera icon or the word "Meet" in the Classwork tab.

5. Either of these paths will bring you to the join meeting screen at meet.google.com. The student should see their image in the preview window on the left. A microphone and a camera icon will also appear in the preview window.

6. Click the microphone button once to mute before joining the meeting. This will help eliminate feedback or background noise for other participants. The microphone is muted when red.

7. Click "Join Now" to enter the meeting.

8. If the teacher asks the student to mute or unmute his/her microphone, click the middle of the screen to reveal the white bar at the bottom of the screen. This will show the three icons in the middle. The left icon mutes/unmutes the microphone, the middle will leave the meeting (call), and the right button turns the camera on/off.
Google Classroom

Google Classroom is a learning management system used for communication between students and teachers. Teachers can make announcements, assign work, and provide feedback to students. Students can interact with their teacher, access assignments, and turn in work.

Students should use the Google Chrome browser on a computer. For students who are not using a district Chromebook, instructions for downloading Google Chrome can be accessed here.

If students are accessing the assignments on a mobile device, they will need the Google Classroom app. Instructions for downloading the free app can be accessed here or search for Google Classroom in the app store.

Signing in to the Student District Google Account

When signing in to the Student District Google Account, students must use their District Google email account (example, johnp3456@adams14schools.org). If you sign into your district chromebook with a personal email address you will receive an error message indicating you are not authorized to log in to the device. If your student is unsure of their District Google email account you can locate this email address in the Infinite Campus Parent Portal or by contacting your student’s teacher.

1. Open Google Chrome by clicking on the Google Chrome icon.

2. Open a new tab or type in google.com to the search bar.
3. Sign in with the student’s @adams14schools.org username and password.

![Google Login Screen](image)

**Accessing Google Classroom**

1. Once signed in, click on the Google Apps Launcher or "waffle" (≡).
2. Select the Google Classroom application.

3. Next, the Google Classroom homepage will appear.

4. Click on the title of the class to view it. The student may be prompted to Join a class by their teacher. Join the class by clicking “Join.”
Navigating Google Classroom

Use the tabs located at the top center of the page to navigate between the Stream, Classwork, and People. “Stream” is used for announcements and will include all content posted to the Classroom. “Classwork” is where teachers will assign work or resources. This page may be organized by the week or subject. “People” can be used for contacting your teacher.

![Stream, Classwork, People tabs]

In the Stream tab, view assigned work for the current week using the “Upcoming” feature located on the left side. Click “view all” to see all due assignments.

![Upcoming assignments]

In the Classwork tab, click on an assignment to expand it. When viewing an assignment, click on attachments to open them in a new tab. Click “view assignment” to open it.

![Unit 4 Video Opener assignment]
When viewing an assignment, the teacher may grant permissions to post a class comment about the assignment. This will be shared with all students and teachers in the Google Classroom.

When viewing an assignment, the student may send a private comment to his/her teacher.

When viewing the assignment, the student will see an area titled “Your work.” Your student’s teacher may provide a Google Doc or another file to complete the assignment or the student may add or create their own file. When the assignment is completed, turn it in or mark as done. The student will be able to edit the assignment as long as the due date has not passed.

If the student turned in the assignment, but would like to edit it (and the due date has not passed), click “Unsubmit” to continue working.
Recommended: Use the back arrow to navigate within a Google Classroom.

Click on the Collapsed Menu icon or “hamburger” (≡) in the upper left corner to return to the Classroom homepage or select a different Classroom to view.
6 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:

Students

Elementary

For elementary students, the priority focuses for learning are literacy and math as well as embedding language skills throughout student learning activities. Another area of focus is specials such as music, physical education, and art. Additionally, options for social emotional support will be made available.

Students in elementary school are highly encouraged to participate in a daily, live video with their teacher via Google Hangouts Meet for 30 minutes. This time includes a community check in and focus on literacy and math. In addition, for 30-60 minutes each day, students should watch the recorded videos that target specific skills or standards posted in Google Classroom and complete assigned activities for literacy, math, social emotional support, and/or specials.

Secondary

For students in secondary school, the priority focus for learning is to complete coursework to attain credit. Additionally, options for social emotional support will be made available.

Students in middle school and high school will routinely interact with their teachers via Google Hangouts Meet, though probably not every day. Teachers will ensure that language learners are able to understand the content and skills that are presented.

English Language Development (ELD) and Special Ed teachers will contact their students to ensure that they can access materials and successfully complete learning activities.

If students have questions about their coursework, they are highly encouraged to attend office hours via Google Hangouts Meet.
Middle School
Students in middle school are highly encouraged to complete one 30 minute lesson in each core and elective class daily. The lessons use district approved resources such as Achieve 3000, IXL, ELD, and Gizmo, with a focus on new learning and the review of previously taught content to prepare students for the next grade.

Through progress monitoring, teachers will offer live learning via Google Hangouts Meet to students who need more support. Live learning will occur only in small groups, as needed, during the designated office hours via Google Hangouts Meet.

High School
Students in high school are highly encouraged to complete the daily assigned coursework in Google Classroom. The lessons are designed to transition into new learning from the content taught before Spring Break. In each course, students can expect a new skill to be introduced and assignments to include opportunities for practice and application weekly.

Teachers
Elementary
Teachers will host live learning with students via Google Hangouts Meet for 30 minutes daily. Live learning includes a community check-in, literacy, and math. In addition, teachers will post daily assignments in Google Classroom for literacy and math that include pre-recorded lessons, videos, or other district approved content.

Secondary
Teachers will use Google Classroom to post coursework and communicate with students.

Middle School
Teachers will post daily assignments in Google Classroom for core and elective subjects that focus on new learning and the review of previously taught content to prepare students for the next grade. Assignments will use district approved resources such as Achieve 3000, IXL, ELD, and Gizmo.

High School
Teachers will post daily coursework in Google Classroom to introduce new learning. Each week, a new skill will be introduced and students will be provided assignments for application and practice.

Principals and Sta
- 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 Hangouts Meet.
7 Student Continuation

As events surrounding COVID-19 unfold, Adams 14 continues to modify and improve our Student Home Learning Plan. Accordingly, we have updated our practices regarding student grading, attendance monitoring, and behavior management among other practices.

Student Grading

Elementary School
All class grades were finalized for Quarter 3, and students will start Quarter 4 with those grades. Final grades for Quarter 4 will be based on the following:

- Students who have regular, full engagement and produce work may improve their grade by the end of the quarter. Some teachers may require extension activities to earn this improved grade.
- If a student is not able to log on or is having difficulties, please contact your school administrator. Paper options will be made available for accessibility based on request.

Students are expected to follow the unique school day structure set by their school and engage in the work teachers provide them. The school has posted regularly scheduled teacher office hours to support students in the successful completion of the assigned work. Teachers will also provide feedback on assignments and apply the student’s work to their end-of-year grades.

Middle School
All class grades were finalized with work assigned up to March 12th, the last day the District formally held class in school. Final grades for second semester will be based on the following:

- Students who have regular, full engagement and produce work may improve their grade by the end of the semester. Some teachers may require extension activities to earn this improved grade.
- If a student is not able to log on or is having difficulties, please contact your school administrator. Paper options will be made available for accessibility based on request.

Students are expected to follow the unique school day structure set by their school and engage in the work teachers provide them. The school has posted regularly scheduled teacher office hours to support students in the successful completion of the assigned work. Teachers will also provide feedback on assignments and apply the student’s work to their end-of-year grades.

High School

- **Adams City High School**
  On Monday, March 30th, all class grades were updated for work assigned up to March 12th, the last day the District formally held class in school. Final grades for Adams City High School second semester will be based on the following:
    - Students who have regular, full engagement and produce work may improve their grade by the end of the semester. Some teachers may require extension activities to earn this improved grade.
    - Students who engage partially may maintain their current grade at the end of the semester.
    - Students who do not engage may drop one letter grade by the end of the semester.
• Grading systems for College, AP, Apex and CTE classes will follow the guidance for grading from their programs. Students should check with teachers for specifics.

• If a student is not able to log on or is having difficulties, please contact your school administrator. Paper options will be made available for accessibility based on request.

Students are expected to follow the unique school day structure set by their school and engage in the work teachers provide them. The school has posted regularly scheduled teacher office hours to support students in the successful completion of the assigned work. Teachers will also assess student work using the traditional grading scale on assignments, A-F, then apply these to their end-of-year grades.

Lester Arnold High School
On Monday, March 30th, all class grades were updated for work assigned up to March 12th, the last day we formally held class in school. Schools were closed on the day before our 3rd Quarter Finals were to take place. Grades were posted “as-is” without including final exam grades. Moving forward, grading will consist of the following:

• Teachers will reach out to students who are in range of passing Quarter 3, providing them the opportunity to pass the class. Teachers will also create a “Credit Recovery” plan for those students to use in place of final exams.

• When Credit Recovery is in place and communication with all students has taken place, a completion deadline will be established and communicated to the student.

• All teachers will be in close contact with the counselor and the administrative team to ensure seniors are being supported and given the opportunity to meet graduation requirements.

• All students will begin the 4th quarter with the understanding that they are in new classes with new expectations to complete tasks and engage in new learning as appropriate for earning credit.

• If a student is not able to log on or is having difficulties, please contact your school administrator. Paper options will be made available for accessibility based on request.

Students are expected to follow the unique school day structure set by their school and engage in the work teachers provide them. The school has posted regularly scheduled teacher office hours to support students in the successful completion of the assigned work. Teachers will also assess student work using the traditional grading scale on assignments, A-F, then apply these to their end-of-year grades.

Attendance
Teachers are required to take attendance only for the purpose of monitoring student participation. At this time, attendance will not be entered into Infinite Campus. Each school will have a similar process/form for monitoring attendance.

The purpose for monitoring attendance has 2 functions: 1) to track whether a student is engaging in the learning process, and 2) to serve as one data point in the body of evidence for determining every student’s overall engagement effort. Teachers will make a reasonable effort to contact the families of students who are not engaging. Each school has a customized process for elevating the concern of students who are not engaging.
Behavior Management
If a student is acting inappropriately the teacher will first mute, then message the student.

If the inappropriate behavior continues, the teacher will message the student again and explain his or her expectation.

If the inappropriate behavior continues to disrupt the learning environment, the teacher will remove the student from the classroom. (If a student continues to log in, the teacher will keep removing them and contact a dean or administrator to address immediately.)

When inappropriate student behavior persists, teachers will attempt to contact the family to discuss the issue and re-set expectations.

If this inappropriate behavior continues after the parent-teacher discussion, the teacher will contact the dean and or administrative team for the purpose of calling the parent to discuss the continued detrimental behavior.

The principal or designee will then decide what steps need to be taken to ensure the disruptions end.

Note: Each school may modify this process.

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.
8 Equity

Adams 14 staff have worked diligently to ensure that all students have the opportunity to access home learning. The Student Home Learning Plan, and Phase III online activities in particular, 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 Individual Education Plan (IEP) goals and objectives.

Teachers in center-based programs will contact their students and families to ensure student access to modified curricula.

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

Elementary teachers will contact their students identified as English Language Learners (ELL) to ensure that they can access materials and successfully complete learning activities. Teachers will adapt learning materials as necessary.

Middle and High School English Language Development (ELD) teachers will contact their students to ensure that they can access materials and successfully complete learning activities. Teachers will adapt learning materials as necessary.

See next page for a Letter for Parents of Students with Disabilities.
Dr. Mindy Roden, PhD  
Director of Student Services  
Educational Support Services Building  
5291 East 60th Avenue  
Commerce City, CO 80022  

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
9 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. Refer to the school website for contact information.

10 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.