



## Deaf and Hard of Hearing Itinerant (DHH) Distance Learning Plan

In collaboration with the Educational Services Team, the Pomona Unified SELPA is dedicated to supporting DHH Itinerant staff and families as we move into this 21st Century learning experience together. As we explore what the schedule and experience will be for the DHH Itinerant staff, we are mindful of the fact that we have varying skill levels, varying family needs and student needs. The schedules below show an implementation plan of PUSD's DHH Itinerant Distance Learning Model. The schedule is meant to be a recommendation. It is understood that each provider's schedule will be based on various needs.

During the week of April 6th - April 10th, DHH Itinerant staff will focus on the following:

- Contacting parents to check in and discuss possible service provision schedule
- Reviewing caseloads to determine a tentative schedule of services
- Collaborating with classroom teachers and other case managers regarding schedules
- Collaborating with other DHH providers regarding distance learning options and service models
- Connecting with supervisor regarding any challenges or needs specific to their caseload

Effective the week of April 13th, DHH Itinerant staff will be providing services to students in three ways:

- Direct DHH services using Zoom or Google Hangout/Meet. If there are technology barriers, staff will document challenges and may provide direct support via telephone.
  - Each DHH Itinerant will develop a schedule of services to students based on student needs identified in their IEP
- Indirect services using personalized learning tools will be provided to all students/parents on a weekly basis. DHH Itinerant will provide the tools after teaching the student (and parent as appropriate).
  - These are personalized learning programs that students can access independently (after receiving direct support from the DHH Itinerant).
  - The resource would be at the student's level. Students can be reasonably expected to progress through the material with minimal adult support.

- The DHH Itinerant would monitor progress via video conference or via telephone.
- Indirect services to support individual student learning plans:
  - Contact to student via email, Google Voice to check in on wellness and progress on learning tools
  - Provide “office hours” for parents or students to check in
  - Contact to parent to check in, get feedback on student progress, provide support for learning tools
  - Collaborate with DHH staff, teachers, administrators and other service providers regarding distance learning, student needs and progress
- Estimated time spent in each area:
  - Approximately 15 - 20 hours per week will be dedicated to direct services (group or individual therapy). Time of day will generally fall between regular school hours (8:00 AM - 3:00 PM) and will depend on family input as well as what is set by other staff.
  - Approximately 5 hours per week will be dedicated to providing personalized learning tools
    - Providing online activities specific to student goals, student practice of previously learned skills for generalization
  - Approximately 5 hours per week will be for planning and collaborating with staff
- Contact and documentation methods
  - DHH Itinerant should be contacting parents and students using a variety of methods:
    - Individual phone calls to parent regarding the proposed plan. Staff can use Google Voice in order to maintain privacy (Google Voice is available as part of the Pomona Google Suite)
    - Get parent confirmation of the proposed schedule
    - Use Zoom Conferencing or Google Hangouts/Meeting to provide face to face services
    - If student does not have technology, services will need to be provided via phone. This should only apply to preschool.
    - DHH Itinerant can augment any of the experiences by using Google Classroom or other LMS (learning management system) available.
    - Students should be provided with “personalized learning practice” of skills related to their goal areas
    - All services (including service attempts to provide services) will be documented via service provider notes
  - Each DHH Itinerant will complete a “Distance Services Learning Chart” for each student on her caseload
    - The Distance Services Learning Chart will document the frequency, duration and type of supports that were offered to each student based on their current IEP and individual needs