



Pomona Unified and the department of Educational Services are fully committed to the support and success of teachers and students as we experience the move into this 21st Century learning model together. As we explore what the schedule and experience will be, we are mindful of the fact that both students and teachers have varying technological skill levels. We are here to walk you through whatever you need, every step of the way.

Below are the schedules and samples for the implementation of PUSD's Special Education Preschool Distance Learning Model. We recommend phasing in different types of instructional technology tools, programs, and strategies to accommodate for the varying levels of experience and expertise.

Students will not be penalized for work submitted. This endeavor is for students to improve their current skills and continue with their learning, as well as, work on their IEP goals by submitting and completing learning activities.

Guidance for Daily Distance Learning

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| <ul style="list-style-type: none"> ● <u>Week of April 6th</u> - Teachers should focus on connecting with students and set the expectations for their engagement. Teachers can use phone calls to connect to students and parents to share their schedules. Teachers should start using Zoom in a basic manner to become familiar with the system. It can be used to do a brief check-in with students to practice how to engage on the system. ● <u>Week of April 13th</u> - Begin using the district or teacher developed lessons. These lessons use district adopted core materials and can be adjusted for various student needs. Teachers should start experimenting more with Zoom and find ways to engage students in lessons online, including asking and answering questions and discussions. ● <u>Week of April 20th</u> - Small group instruction can begin this week to work with students that need additional support. ● All teachers will provide daily engagement in the learning process by using multiple distant learning approaches, preferably online platforms such as Zoom Conference, Google Classroom, or Achieve 3000. | <ul style="list-style-type: none"> ● A suggested schedule is below, however, for the students that cannot be there at that time, meetings will be recorded and able to be accessed when the student is available ● All teachers will have an opportunity for weekly collaborative time to develop online learning remotely ● All teachers will have access to training remotely to support their delivery of online learning activities (i.e. training videos, access to TTS) ● Once a week, all teachers should review student IEP's and update progress as necessary. |
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Recommended Academic Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Instruction Window 9am-1:30pm	Instruction Window 9am-1:30pm	Instruction Window 9am-1:30pm	Instruction Window 9am-1:30pm	8-10 Late Start Friday
1:45-3:00pm PD, Open Zoom meetings for individualized support, Staff Forum	1:45-3:00pm PD, Open Zoom meetings for individualized support, Staff Forum	1:45-3:00pm Teacher Planning time	1:45-3:00pm PD, Open Zoom meetings for individualized support, Staff Forum	10am-:300pm Teacher Planning, practice, collaboration Staff Forums

Student Zoom Window 9:00am to 1:30pm Preschool Distance Learning:

Monday	Tuesday	Wednesday	Thursday	Friday
ZOOM Family check- in (1 time per week) 20-30 min				Meeting and Collaboration Time for Zoom Meetings: LSF, Dept Mtgs, Teacher Collaboration Time and Training, Special Education Team (SET) Mtgs. Time to complete: IEP goal progress reports and record keeping
Creative Curriculum Main Categories social/emotional physical cognitive language Personalized Programs <u>Optional Program</u> Creative Curriculum Starfall ABCYA PBS kids EPIC (read aloud) Seussville Vooks Go Noodle	Creative Curriculum Main Categories social/emotional physical cognitive language Personalized Programs <u>Optional Program</u> Creative Curriculum Starfall ABCYA PBS kids EPIC (read aloud) Seussville Vooks Go Noodle	Creative Curriculum Main Categories social/emotional physical cognitive languaget Personalized Programs <u>Optional Program</u> Creative Curriculum Starfall ABCYA PBS kids EPIC (read aloud) Seussville Vooks Go Noodle	Creative Curriculum Main Categories social/emotional physical cognitive language Personalized Programs <u>Optional Program</u> Creative Curriculum Starfall ABCYA PBS kids EPIC (read aloud) Seussville Vooks Go Noodle	Creative Curriculum Main Categories social/emotional physical cognitive language Personalized Programs <u>Optional Program</u> Creative Curriculum Starfall ABCYA PBS kids EPIC (read aloud) Seussville Vooks Go Noodle



Preschool Distance Learning Plan

Documentation:

- Use the Distance Learning Services Chart for documentation
 - Ensure you are logging all attempts and communication with the student/family; include time, date, phone number and person contacted
 - Keep a record of all service minutes provided (Zoom time); include length of time and date

Recommended Daily Academic and Social Emotional Support & Related Services (if applicable)

Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Preschool Academic and SEL Counseling Support, & Related Services</p> <p>8:00 - 3:00</p> <p>Sites will create a daily student support schedule based on their staffing resources and communicate to students and family. Related Services providers (if applicable) will schedule student services per IEP during these hours.</p>	<p>Preschool Academic and SEL Counseling Support, & Related Services</p> <p>8:00 - 3:00</p> <p>Sites will create a daily student support schedule based on their staffing resources and communicate to students and family. Related Services providers (if applicable) will schedule student services per IEP during these hours.</p>	<p>Preschool Academic and SEL Counseling Support, & Related Services</p> <p>8:00 - 3:00</p> <p>Sites will create a daily student support schedule based on their staffing resources and communicate to students and family. Related Services providers (if applicable) will schedule student services per IEP during these hours.</p>	<p>Preschool Academic and SEL Counseling Support, & Related Services</p> <p>8:00 - 3:00</p> <p>Sites will create a daily student support schedule based on their staffing resources and communicate to students and family. Related Services providers (if applicable) will schedule student services per IEP during these hours.</p>	<p>Preschool Academic and SEL Counseling Support, & Related Services</p> <p>8:00 - 3:00</p> <p>Sites will create a daily student support schedule based on their staffing resources and communicate to students and family. Related Services providers (if applicable) will schedule student services per IEP during these hours.</p>

Teacher Resources

[COVID -19 Daily Schedule](#)

[Teaching Routines](#)

[Teaching Emotions](#)

Additional Websites/Resources:

- Healthy at Home
 - <http://email.teachingstrategies.com/UP7M0eJ0zL0HeG01Bp000XG>
- Footsteps 2 Brilliance
 - <https://www.myf2b.com/>
- Clever Kids University
 - <http://cleverkidsu.com/>
- Khan Academy
 - <https://learn.khanacademy.org/khan-academy-kids/>



Preschool Distance Learning Plan

- Educational shows
 - <https://www.cnn.com/2020/03/16/entertainment/kids-shows-coronavirus-wellness/index.html>
- All About Young Children (English)
 - <https://allaboutyoungchildren.org/english/>
- All About Young Children (Spanish)
 - <https://allaboutyoungchildren.org/espanol/>
- CDC Milestones in Action (English)
 - <https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html>
- CDC Milestone in Action (Spanish)
 - <https://www.cdc.gov/ncbddd/spanish/actearly/milestones/milestones-in-action.html>
- CDC Milestone Tracker App
 - <https://www.cdc.gov/ncbddd/actearly/milestones-app.html>
- CDC Positive Parenting Tips
 - <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>
- CDC's Amazing Books for Children (English)
 - <https://www.cdc.gov/ncbddd/actearly/amazingme.html>
- CDC's Amazing Books for Children (Spanish)
 - <https://www.cdc.gov/ncbddd/spanish/actearly/childrens-books.html>
- <https://www.thefablecottage.com/spanish>
- <https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>
- <https://www.curiouslearning.org/>
- <https://www.noggin.com/>
- <https://pbskids.org/apps/>
- <https://www.sesamestreet.org/apps>
- <https://natureexplore.org/family-resources/nature-explore-families-club-kit/>
- <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
- <https://www.abcmouse.com/abt/homepage?8a08850bc2=T3449480710.1584553196.4836>

Contact List for Teacher Support

Gina Grelling; Program Administrator silvia.grelling@pusd.org

Teresa Patel; Program Specialist
Teresa.Patel@pusd.org

Armstrong, Decker, Harrison, Kellogg, Kingsley, Madison, San Jose, Westmont
 Procedure Steps for Crisis Support for Students and Staff:
 1.School Psychologist
 2.ERICS provider: Dr. Terry York

Josephine Castro; Program Specialist
josephine.castro@pusd.org

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Preschool Distance Learning Plan

Frequently Asked Questions (FAQ)

- I'm not comfortable with using the suggested content online or the online tools, what resources are available to support me?
 - *Contact a teacher specialist or (if you are a special education teacher) your Program Specialist for content or online tools support: See contact information above.*
 - *For other technical or equipment support, please submit a Help Desk ticket: <https://help.pusd.org/>*

- I have a student who has not responded to emails or phone calls, what do I do?
 - *Use some form of capturing communication to students. If you are a special education teacher, make sure to document your attempts including the date/time and reason for each communication by either recording contacts on the Distance Learning Service chart/log, a log of your choice, or by using a conference verification form (SEIS document library).*

- As a special education teacher, do I continue to update the DRDP?
 - *CDE is waiting for an update. We are waiting direction and will update you as soon as we know.*

- As a special education teacher, do I continue to update progress on goals during distance learning?
 - *Yes, special education teachers will continue to document student progress on goals to the extent feasible during distance learning.*