



## Infant and Infant DHH Distance Learning Plan

Pomona Unified and the department of Educational Services are fully committed to the support and success of teachers, students and their families 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 infants, families 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 Infant 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.

This endeavor is for teachers to support families and their infants to improve the infant’s current skills and continue learning, as well as the implementation of the IFSP goals.

### Guidance for Daily Distance Learning

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| <ul style="list-style-type: none"> <li>• <u>Week of April 6th</u> - Teachers should focus on connecting with the families and set the expectations for their engagement. Teachers can use phone calls to connect to families 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 the family to practice how to engage on the system.</li> <li>• <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 needs of the families and their infant. Teachers should start experimenting more with Zoom and find ways to engage the families in lessons online, including asking and answering questions and discussions.</li> <li>• <u>Week of April 20th</u> - Small group instruction can begin this week to work with the families and their infants that need additional support.</li> <li>• All teachers will provide daily engagement in the learning process by using multiple distant learning approaches, preferably online platforms.</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• All teachers will have an opportunity for weekly collaborative time to develop online learning remotely</li> <li>• All teachers will have access to training remotely to support their delivery of online learning activities (i.e. training videos, access to TTS)</li> <li>• Once a week, all teachers should review the student’s IFSP and update progress as necessary.</li> </ul> |
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### Recommended Support 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

#### 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

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

Monday	Tuesday	Wednesday	Thursday	Friday
<b>ZOOM</b> Family check- in (2 times per week) 20-30 min				<b>Meeting and Collaboration</b> Time for Zoom Meetings: LSF, Dept Mtgs, PLC's, Teacher Collaboration Time and Training, Special Education Team (SET) Mtgs. Time to complete: IEP goal progress reports and record keeping
<b>Personalized Learning</b> <b>5 Domains -</b> Fine Motor Gross Motor Cognitive Language Music/Movement  <b>Personalized Programs</b> <b>Optional Program</b> DIY Activities	<b>Personalized Learning</b> <b>5 Domains -</b> Fine Motor Gross Motor Cognitive Language Music/Movement  <b>Personalized Programs</b> <b>Optional Program</b> DIY Activities	<b>Personalized Learning</b> <b>5 Domains -</b> Fine Motor Gross Motor Cognitive Language Music/Movement  <b>Personalized Programs</b> <b>Optional Program</b> DIY Activities	<b>Personalized Learning</b> <b>5 Domains -</b> Fine Motor Gross Motor Cognitive Language Music/Movement  <b>Personalized Programs</b> <b>Optional Program</b> DIY Activities	<b>Personalized Learning</b> <b>5 Domains -</b> Fine Motor Gross Motor Cognitive Language Music/Movement  <b>Personalized Programs</b> <b>Optional Program</b> DIY Activities



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Baby Beats Finger Plays Singing and Movement Sign(DHH) Auditory Listening (DHH)	Baby Beats Finger Plays Singing and Movement Sign(DHH) Auditory Listening (DHH)	Baby Beats Finger Plays Singing and Movement Sign(DHH) Auditory Listening (DHH)	Baby Beats Finger Plays Singing and Movement Sign(DHH) Auditory Listening (DHH)	Baby Beats Finger Plays Singing and Movement Sign(DHH) Auditory Listening (DHH)
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### 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 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.*

### Contact for Teacher Support

Gina Grelling; Program Administrator: [silvia.grelling@pusd.org](mailto:silvia.grelling@pusd.org)