



## Secondary Distance Learning Plan

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 for teachers and students, we are mindful of the fact that we have varying technological skill levels and student needs. We are here to walk you through whatever you need, every step of the way.

Below are the schedules for the implementation of PUSD’s Special Education Secondary Distance Learning Model. We recommend phasing in different types of experiences to accommodate for varying levels of technological expertise. The expectation is for students to be formally engaged in Distance Learning starting April 6. Our research has shown that the best kind of Distance Learning activities should: enhance learning, align to grade level standards, prepare students to return to school and help students improve their grades.

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

### Guidance for Daily Distance Learning

<ul style="list-style-type: none"> <li>● <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.</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 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.</li> <li>● <u>Week of April 20th</u> - Small group instruction can begin this week to work with students 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 such as Zoom Conference, Google Classroom, Edgenuity, or Achieve 3000.</li> <li>● Recommended to include an Original Content Lesson when using Zoom and Pear Deck</li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom Assignments may include a built in discussion             <ul style="list-style-type: none"> <li>○ This could also be a link to another system such as Big Ideas, Desmos, Edulastic</li> </ul> </li> <li>● Assignments per class: the time needed to complete an assignment is limited to a minimum of 1-1.5 hours per day during the days that the class is in session.             <ul style="list-style-type: none"> <li>○ Additional time can be added for activities (not to exceed a total of 4 hours per class per week)</li> </ul> </li> <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 will provide “office hours” for students to ask questions and receive feedback on academic progress</li> <li>● Once a week, all teachers should review student IEP’s and update progress as necessary.</li> </ul>
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### Recommended Daily Academic Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Period 1</b> (11:00 am-12:00 pm)</p> <p><b>Period 2</b> (12:30 pm - 1:30 pm)</p>	<p><b>Period 3</b> (11:00 am-12:00 pm)</p> <p><b>Period 4</b> (12:30 pm - 1:30 pm)</p>	<p><b>Period 5</b> (11:00 am-12:00 pm)</p> <p><b>Period 6</b> (12:30 pm- 1:30 pm)</p>	<p><b>Period 0</b> (11:00 am- 12:00 pm)</p> <p><b>Period 7</b> (12:30 pm - 1:30 pm)</p> <p><b>Office Hours</b></p> <ol style="list-style-type: none"> <li>Teachers check-in and support students via e-mail and/or a phone call.</li> <li>Teachers have a Google Form sign up sheet for students to sign up for specific/individualized help.</li> </ol>	<p><b>Meeting and Collaboration:</b></p> <p>Time for Zoom Meetings: LSF, Dept Mtgs, PLC's, Teacher Collaboration Time and Training, Special Education Team (SET) Mtgs.</p> <p>Time to complete: IEP goal progress reports and record keeping.</p>

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Secondary Academic and SEL Counseling Support, &amp; 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>Secondary Academic and SEL Counseling Support, &amp; 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>Secondary Academic and SEL Counseling Support, &amp; 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>Secondary Academic and SEL Counseling Support, &amp; 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>Secondary Academic and SEL Counseling Support, &amp; 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>

## Professional Learning Community (PLC) and Site Learning Team (SLT) Guidance

- Site Departments will decide on time for PLC and SLT
- Zoom Conference is recommended for PLC/SLT (link to zoom training)
- Support staff attends (Content TS or Ed Tech TS) as available to answer questions and assess PD needs of the department
- Recommend that the site department completes a Google Form in order to capture learning and provide support.

## Academic, Behavioral and Social Emotional Support System Wide

### PBIS & SEL

Ashley Hedrick [ashley.hedrick@pusd.org](mailto:ashley.hedrick@pusd.org)

Sharon Pon [sharon.pon@pusd.org](mailto:sharon.pon@pusd.org)

- SEL Google Classroom with resources (Classroom Code: 2vdi52o)
- Zoom video conferencing
- Ongoing professional learning
- SEL support requests (Community circles, check & connect, mindfulness, etc.)

### PBIS Site Coaches & Site Teams

- Site leads will continue to support the school site in implementing distance SEL & PBIS expectations, routines and supports

## Academic and Social Emotional Support Partners and Services

Just Us 4 Youth Students and their parents can find information and sign up for services below through our website [JustUs4Youth](http://JustUs4Youth)

Digital mentoring by appointment (On-Point)

Digital restorative circles (On-Point)

Digital tutoring - K.E.E.P (Knowledge, Education, Empowerment & Possibilities)

Digital parent groups - T.R.E.E (Training, Resourcing, Educating & Empowering parents)

Digital drug & alcohol support groups (PAC'D)

Mentoring experiences with no more than 10 individual (Connect)

### Bright Prospect

Operating hours continue to be Monday-Friday from 9:30am-6:00pm

### National College Resources Foundation

The Movement will provide Online Classes Monday - Thursday, 11:00 - 3:00 p.m.

[themovement@ncrfoundation.org](mailto:themovement@ncrfoundation.org) (Pomona High School)

Intervention, Mentoring, College, & Career Planning

Student Athlete Program (SAP)

Students Think S.T.E.A.M.

## Suggested Content Material and Resources

### 6-8 Digital Resource Definitions and Login Information

### High School Digital Resource Definitions and Login Information

### Visual Schedules, Directions & Expectations

<p><b>English Language-Arts Teacher</b> Teacher Support: Danielle Donaldson-Lovette <a href="mailto:danielle.donaldson-lovette@pusd.org">danielle.donaldson-lovette@pusd.org</a></p>	<p><b>English Language Development</b> Teacher Support: Danielle Donaldson-Lovette <a href="mailto:danielle.donaldson-lovette@pusd.org">danielle.donaldson-lovette@pusd.org</a></p>
<ul style="list-style-type: none"> <li>● Courses built out in <a href="#">EdCaliber</a></li> <li>● Read 180 and System 44 for Intervention Reading, Study Skills, and ELD classes along with teacher materials</li> <li>● DBQ Literature Online (Check with <a href="mailto:Delbert.Duckins@pusd.org">Delbert.Duckins@pusd.org</a> for log-in information)</li> <li>● <a href="#">LACOE eLibrary Services (eLS)</a> is offering free student access to our Sora ebook platform through July 31, 2020 <ul style="list-style-type: none"> <li>○ <b>For student access, please contact eLibrary Services by email at <a href="mailto:els@lcoe.edu">els@lcoe.edu</a> (or hit reply to this email) and tell us your name, your school, and the grade level(s) you teach. eLS will follow up with an email detailing next steps to get your student accounts.</b></li> </ul> </li> </ul>	<p>Support for students designated as English Learners will be provided via online resources and remote learning sessions provided by teachers. Imagine Learning is an online platform that is designed to provide individualized learning around reading and foundational literacy skills. At the secondary level ELD Courses will continue to be provided via a student's enrollment in an ELD Course.</p>
<p><b>History-Social Science</b> Teacher Support: Delbert Duckins - <a href="mailto:delbert.duckins@pusd.org">delbert.duckins@pusd.org</a></p>	<p><b>World Languages:</b></p>
<ul style="list-style-type: none"> <li>● DBQ Online</li> <li>● Achieve 3000 (supplemental)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">ClassZone</a></li> <li>● <a href="#">CountryReports</a></li> <li>● <a href="#">Duolingo</a></li> </ul>
<p><b>Physical Education</b> Teacher Support: Judy Holroyd - <a href="mailto:judith.holroyd@pusd.org">judith.holroyd@pusd.org</a></p>	<p><b>VAPA</b> Teacher Support: Vicki Tessier - <a href="mailto:vicki.tessier@pusd.org">vicki.tessier@pusd.org</a></p>
<ul style="list-style-type: none"> <li>● <a href="#">COVID-19 RESOURCES FOR PHYSICAL EDUCATION – SECONDARY</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Resources for THE ARTS Classrooms</a></li> </ul>

<b>Mathematics</b> Teacher Support: Jennifer Montgomery <a href="mailto:jennifer.montgomery@pusd.org">jennifer.montgomery@pusd.org</a> Teacher Support: Carlos Aguirre <a href="mailto:carlos.aguirrejr@pusd.org">carlos.aguirrejr@pusd.org</a>	<b>Science</b> Teacher Support: Bridget Gardea <a href="mailto:bridget.gardea@pusd.org">bridget.gardea@pusd.org</a>
<ul style="list-style-type: none"> <li>6-8th Grade Eureka Mathematics- Content can be accessed and uploaded to Google Classroom through <a href="#">Great Minds</a> <a href="#">Pacing Guides</a> <a href="#">EdPuzzle</a></li> <li>Mathematics I, II and III- Content can be accessed and rolled out through <a href="#">Big Ideas</a> and <a href="#">Desmos Pacing Guides</a></li> <li>Khan Academy = <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>Google Classroom             <ul style="list-style-type: none"> <li>Secondary Science code sqlkly7</li> <li>Middle School Science Code u25mfb2</li> </ul> </li> <li><a href="#">STEMscopes</a> supplementary curriculum</li> <li><a href="#">Gizmos</a> online simulations</li> <li><a href="#">CK-12</a></li> <li><a href="https://www.sciencedaily.com">https://www.sciencedaily.com</a></li> </ul>

<b>Educational Technology</b>	<b>Special Education</b>
Justin Kirkpatrick - <a href="mailto:justin.kirkpatrick@pusd.org">justin.kirkpatrick@pusd.org</a> <ul style="list-style-type: none"> <li>Main support for: Simons, Fremont Academy of Engineering, Village Academy, SEEO, Diamond Ranch, Garey</li> </ul> Rebecca Becerra - <a href="mailto:rebecca.becerra@pusd.org">rebecca.becerra@pusd.org</a> <ul style="list-style-type: none"> <li>Main support for: San Jose, Harrison, Park West, Palomares, Ganesha, Pomona, Marshall</li> </ul>	Johanna Sandoval-Program Administrator - <a href="mailto:johanna.sandoval@pusd.org">johanna.sandoval@pusd.org</a> Program Specialists- <ul style="list-style-type: none"> <li>Catalina Lacrue (<a href="mailto:catalina.lacrue@pusd.org">catalina.lacrue@pusd.org</a>) : Pomona HS, Palomares, Harrison, San Jose, Emerson, SEEO, Village Academy, Park West</li> <li>Shea Estrada (<a href="mailto:shea.estrada@pusd.org">shea.estrada@pusd.org</a>) : Garey HS, Fremont, Simons, Lexington, Vejar</li> <li>Irishia Williams (<a href="mailto:irishia.williams@pusd.org">irishia.williams@pusd.org</a>) : Diamond Ranch HS, Ganesha HS, Marshall, Lorbeer, Cortez</li> </ul>

<b>Online Professional Development Support</b> <i>Content Teacher Specialists, Program Specialists and support staff (i.e. TTL, TOA, Resource Teachers, Department Leads) as needed and requested.</i>	
<ul style="list-style-type: none"> <li><a href="#">Google Classroom</a></li> <li><a href="#">Zoom</a></li> <li>HMH (System 44 &amp; Read 180)</li> <li>Building an Online Community</li> <li>Providing Online Feedback</li> <li>Meeting the Needs of students with disabilities</li> <li>Meeting the Needs of English Learners</li> </ul>	<ul style="list-style-type: none"> <li>Developing Engaging Online Material             <ul style="list-style-type: none"> <li>Ed Puzzle</li> <li>SeeSaw</li> <li>Peardeck</li> <li>Flipgrid</li> </ul> </li> <li>For other technical or equipment support, please submit a Help Desk ticket: <a href="https://help.pusd.org/">https://help.pusd.org/</a></li> </ul>

### Resources

- [Department Google Form](#)
- [Office Hours Sign Up Form](#)
- [Exit Ticket For Students](#)

### Secondary Testing Announcements

- [May 2 SAT cancelled](#)
- [AP Updates](#): Free online AP Exam resources for students and teachers. AP Exam will be 45 minutes long, multiple choice, and taken online only. Students that do not wish to take the AP Exam can cancel without being charged any fees.
- **Suspending** all [\(CAASPP\) testing](#).
- **Suspending** Summative *English Language Proficiency Assessments for California* [\(ELPAC\)](#)
- **Placing the** [Physical Fitness Test](#) on **hold** until students return to school.
- **Canceling** the [California High School Proficiency Examination test](#) administration for the weekend of March 21<sup>st</sup>. All March test takers have been re-registered for June or provided information on how to request a refund.
- Placing [high school equivalency](#) testing on **hold** until testing centers are reopened.

### Guidance for Parent/Guardian Feedback

- If a parent or guardian has a question for a staff member, please email the individual and the staff member will respond to your question within 24 hours, Monday through Friday.
- Provide weekly updates to parents and guardians via school website and other social media outlets.
- Create a venue for parents to provide feedback on how distant learning and information sharing is working for them.

### **Frequently Asked Questions (FAQ)**

- Do I teach new content?
  - *You can teach new content, as students will possibly need it to move to the next course.*
- Do I have to post grades for the 4th quarter?
  - *LACOE and the CDE are currently discussing this. We are awaiting direction and will update you when we know.*
- Are students earning grades and credits?
  - *LACOE and the CDE are currently discussing this. We are awaiting direction and will update you when we know.*
- If I want to meet with my students more than 1 time per week, is it permissible?
  - *At this time, we prefer most teachers to meet with students once a week, and we encourage student feedback via Google Classroom or other collaborative online platforms.*
- How do I take attendance in order to communicate with counselors those who do not attend class or are not doing work to improve their grade?
  - *Most online platforms allow the host to generate reports of participant logins and assignments submitted that can be shared with others. Google Classroom is a recommended platform and has this tool. Teachers can also post a daily question or other activity requiring student input to track attendance.*
- 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).*
- I have a student who needs some additional social emotional support, what do I do?
  - *Provide students the daily schedule for Counseling Support and refer students to Patti Azevedo for urgent needs. If you are a special education teacher and a student currently receives counseling/guidance or ERICS services, please contact their service provider.*
- 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.*