



Pioneer Programs Distance Learning Plan

For students not on campus or when deemed necessary, our instructional plans for the 2020/2021 school year will continue to involve distance learning and/or independent study opportunities that are in line with student IEP's/SAI, in addition to the continuation of related services (SLP/OT), to the best of our ability in as reasonable a manner as possible. These plans will include instructional requirements as outlined by the state of California in SB-98. This may include any combination of the following based on individual student needs and participation:

Instructional Overview:

- Implementation of a Google Classroom for each classroom, managed and supported by teachers and behavioral support staff, in order to facilitate a more interactive experience for the students and for sharing lesson plans, videos, assignments, and materials, in collaboration with our OT and SLP providers
- Daily email/phone/Zoom check-ins with parents/students
- Individual Zoom sessions with students, hosted by teachers and/or behavioral support staff, when appropriate to establish continuity of programming and deliver instruction, with optional teacher/parent consult time before or after
- Small group Zoom sessions when appropriate to facilitate peer interactions and continued progress towards expressive language/social pragmatics goals, supported by SLP, OT, and behavioral support staff when appropriate.
- Providing each family/caregiver with individualized schedules, lesson plans, and guidance that address the areas of need specific to each student's IEP goals, created by teachers in collaboration with our OT and SLP providers
- Sharing of needed instructional materials such as visual supports, contingency plans, self-regulation systems, communication boards, schedules, and lesson materials, via email, mail, or home delivery
- Virtual community-based instruction opportunities with extension activities
- Sensory and behavioral support from OT and BCBA
- Teacher/Service Provider consultation time via phone/video conference
- Conducting IEP meetings including offering to host via teleconference
- Maintaining IEP case management duties including progress reporting, meeting planning, and collaboration for goal planning and development, to the greatest extent possible
- Preparations for delivering related services through teletherapy to the greatest extent possible
- Assistive technology devices and supports provided as needed when possible, with additional low-tech options provided through email or mail

- 1:1 support staff will check in with teachers daily for instructions on how they will support their student through Zoom/email/phone, making materials, lesson preparations, and resources to communicate with the parents of students
- 1:1 support staff will create video models/visual supports/social stories/video instruction for students based on IEP goals and activities sent by teachers through the Google Classroom and/or individual classroom YouTube channels.
- 1:1 support staff and teachers will also work collaboratively with parents regarding behavioral concerns. Under the direction of our BCBA, they will provide training and support in line with a student's Behavior Intervention Plan and/or the School Wide Positive Behavior Support Plan.

Documentation of Weekly Engagement:

Teachers will be completing daily logs that show engagement for each pupil during synchronous and/or asynchronous instruction to verify daily participation and assignment completion (Ed Code § 43504).

Procedures for Re-engagement:

We will be verifying that we have current contact information for each enrolled student. Proactively, we will be maintaining daily communication with parents and guardians to make any necessary adjustments prior to reaching 3 days. When a student is absent from distance learning for more than three school days or 60% of the instruction in a school week, we have the following plan of re-engagement in place:

- The teacher will email, call and/or text parent to address any needs and make a plan
 - If the plan is not followed, the program director will reach out directly
 - If the plan is still not followed, we will call an in house meeting with the parent/guardian, teacher and program director
 - If necessary, provide a connection with health and social services as needed
 - If the plan continues to not be followed, an IEP team meeting will be set to further address concerns
- When feasible, transitioning the student to full-time in-person instruction
- As has been done on a regular basis, we will continue to report attendance in their monthly invoice. When a student does not engage for 60% of the instruction in a week, we will contact the LEA within three business days by email and/or phone call unless an individual plan for increasing participation has been agreed upon between the LEA and the NPS/NPA.

We are prepared to continue holding IEP meetings via teleconference and will continue reaching out for confirmation and re-scheduling. We welcome any further guidance you may have in regards to providing the best possible education for our students under the given circumstances.

Please let us know if you have additional questions or suggestions.

Respectfully,

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Program Director

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