Designing an Inclusive Distance Learning Plan

May 18th, 2020
Checking In

• Because of the number of participants, we have it set for everyone to enter on mute.

• Our meeting will start shortly.

• Please complete the “Do Now” activity as we wait for everyone to sign in and check their equipment.

• Do Now:
  → Please share your name and organization in the chat.
  → Also share one thing you are looking forward to taking away from this meeting.
ED&D Design Principles + 2 Asks

Opportunities for connection
Stories broaden perspectives
Progress over perfection

Be present, reflect, and interact
Share perspectives by using the chat
Designing an Inclusive Distance Learning Plan

Equity, Disproportionality & Design

Preventing disproportionality in our schools
What causes disproportionality?

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Objective:

Have a conversation that inspires and empowers us to make inclusive education the center of our distance learning planning.

Agenda

Creative warm-up (5 min)
Inclusive Distance Learning: Davila Day School (5 min)
Improve **awareness** of your population’s needs (15 min)
Empower your staff to take **action** (10 min)
**Scale** your plan with a support network (15 min)
Inclusive distance learning checklist (5 min)
Closing (5 min)
Creative Warm-Up

What’s the title of your imaginary quarantine cookbook?

My cookbook is called... 🍲
What if we could get a do over?

Can’t we go back to page one and do it all over again?
Inclusive Distance Learning Planning
Case Study: Davila Day School
The mission of the school is to provide Deaf and hard-of-hearing students a comprehensive, fully accessible and language-rich learning environment, with equal access to the general education curriculum and standards.
Improve awareness of your population
Lead With Empathy

Which staff and students might we have missed?

We’re more likely to exclude people who don’t always get a voice in the planning.

Carefully selecting people for a 5-10 minute interview helps you cover your planning blind spots.
Ask questions to build empathy for teachers and students.

Tell me about something that worked really well on your first virtual meeting?

Tell me about something that you wished went differently on your first virtual meeting?
Empower staff to take action
A few things to remember

- Remember to take care of each other
- Set up method and frequency of communication
- Plan to receive regular feedback from staff, especially about technology use
- Share schedules with parents to reduce anxiety for all
- Prepare protective equipment and materials as you plan for re-entry
- Utilize the knowledge gained to improve instruction for students
Try your technology at least once with the right people

Practice a class lesson using a virtual platform in real life conditions to uncover problems early.
Share with us in the chat

Reflect on your distance learning activities so far. What’s something that didn’t work, but you didn’t know until you tried the activity?
Scale your plan with an ongoing support network
“Olivia has been a rock solid partner, offering support, kindness, and comedic check-ins throughout. I wouldn’t be where I am if it wasn’t for that.”

Michelle
South County SELPA
“To love ourselves and support each other in the process of becoming real is perhaps the greatest single act of daring greatly.”

-Brene Brown

- Find your community allies to support with materials and resources
- Connect with your county office
- Select administrative designees
- Broadcast success stories to sustain morale
- Pair each team member with a support partner
Inclusive Distance Learning Checklist
How might we start a virtual conversation that empowers the audience to make inclusive education the center of their distance learning planning?

What have we learned?

How do we turn our learning into action?

How do we turn action into routine?
View the checklist in Google Docs here: https://bit.ly/2Yd7tl0

To download a copy, click on file > download.

Make a copy, improve it, and share.

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Checklist for Inclusive Distance Learning Planning

Use this checklist to help prevent unequal access to distance learning:

Improve **AWARENESS** of your population's individual needs
- Pick interviewees who reflect your population
- Interview should be designed to be 5-10 minutes
- Ask the question: who's perspective did we miss?
- Calendar weekly meetings to review opportunities for improvements

Empower your staff to take **ACTION** with low-tech and high-tech tools
- Before distance learning starts, try your technology with at least one member in the community
- Share the method and frequency of communication with school staff
- Share the plan for regular feedback about technology use
- Distribute protective materials and procedures so staff can work safely
- Share schedules with all to reduce staff, parent, and student anxiety

**SCALE** your plan with a support network
- Form a small team to process feedback about technology use
- Contact community agencies for material resources like food, technology, and safety procedures
- Contact county offices of education to share and receive new ideas
Recognitions

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Diana Lynn  
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Friendship School at SDCOE
Resources

Equity, Disproportionality & Design Project Website

Article on deafcounseling.com about The Big D in Deaf

Teaching Tolerance Article: Trauma Informed Strategies During Distance Learning

Planning for Success After COVID-19
Next Session

• Please don’t forget to register for office hours where our team will be able to answer any individual questions you have.

• [https://tinyurl.com/y7lojgtc](https://tinyurl.com/y7lojgtc)

• Office Hours: Thursday, 5/21 @ 2:00 PM

• Thank you!