The purpose of this document is to provide distance learning guidance for Native American students' instructional access and is aligned to the SDCOE Instructional Continuity Learning Plan Template and the Equity Resource Summary

Communication	Communication with tribal communities can be very complex, and it is important to increase communication with families, local tribal educational agencies, and tribal liaisons.

Consider pre-pandemic factors:
- What was the level of engagement for American Indian/Native American families in the class/site/district community?
- What efforts have been made prior to the pandemic to solicit the voice of American Indian/Native American students and families?
- Are there individuals, groups, or processes in place to facilitate communication with American Indian/Native American families?

Conduct a quick communication audit:
- Has anyone reached out to American Indian/Native American students and families, specifically? If so, who? Is there a record (ex. log, entry into SIS, etc.)?
- Were they successful in making contact?
- What percentage of the American Indian/Native American population of the class/site/district was reached?
- What was stated? What was asked?
- What data (anecdotal, quantitative, or qualitative) was collected during the class?
- Was it recorded? If so, how?
- What were the overarching themes and needs shared?

If active communication has not taken place:
- Design a process for communication to families
- Create questions to be asked and statements to be shared with American Indian/Native American families
- Allocate staff complete the task, ensuring there is translation support
- Ensure staff has the necessary tools to complete the tasks (access to phone, phone list, etc)
- Provide a template to record data from the call (anecdotal, quantitative, or qualitative)
- Create a process to analyze the collected data and use it to inform actions

Resources
- Survey Assessing the Impact of Covid 19 on California American Indian Tribal Communities

Social Emotional Supports	Consider pre-pandemic factors: ● What social emotional supports were in place for American Indian/Native American students prior to the pandemic? ● Who offered those supports? Consider the current reality: ● Are the staff members who provided support to American Indian/Native American students and families prepared and available to continue to provide services through other means as we socially distance? ● If no supports were previously in place, what resources and staff are available to provide support now? ● What supports will be put into place to meet immediate needs of American Indian/Native American students? **Resources** **National Indian Education Association SEL Resources** SEL Resources for Educators, Sanford Harmony SEL Resources SDCOE Mental Health and Wellness Resources Trauma Informed Educational Practices (Webinar) SEL Resources for Educators, SDCOE Mental Health and Wellness Resources
Key Components	**Sub-Components** **Resources to Support Actions**
Expanding the	**Expanding inclusive** California Indian Education for All

san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES℠

**Instructional Continuity Learning
Considerations and Support for
Native American students**

Equity Lens	curriculum	
	Expanding Educational Equity Consciousness	[Equity Framework 2020-21: Equity by Design](#) [Zaretta Hammond: Coaching for Instructional Equity](#) (Webinar) [Coaching Conversations with Jim Knight: Zaretta Hammond](#) (Webinar) [National Equity Project (NEP) Featured Resources](#) (link to resources) [National Equity Project Webinars](#) (link - free registration required)
	Culturally Responsive/ Equitable Instruction	[Zaretta Hammond: Culturally Responsive Teaching and the Brain](#) (vid) [Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities](#) (webinar) [Increasing Equity in Online Learning](#) (webinar - Adult Ed) [National Equity Project: Rebel Leadership and COVID-19](#) (link to resources)
Digital Content Delivery	**Core Materials**	Frameworks/Templates:

A culturally responsive approach is recommended for the design of core materials for blended learning, including place-based learning. The following frameworks and examples can assist local efforts:

California Indian Education for All
Montana Framework
Oregon Curriculum Examples/Webinars
Place-based Learning Framework

National Indian Education Association Distance learning resources;

https://www.niea.org/learning-at-home-resources

NIEA webinars: https://www.niea.org/webinars

National Indian Justice Center Distance Learning Guidance;
https://nijc.org/DistanceLearning-DLCourses.html

National Museum of the American Indian

Native American Innovation Projects:
http://lone-eagles.com/na-ed.htm#K12

Teaching Tolerance – Let's Talk and *Speak Up at School* guides

Digital Devices and Internet/WiFi Access	District, personal, community	Consider pre-pandemic factors: ● What percentage of your American Indian/Native American students have access to a wifi-enabled device that can easily be used for virtual learning that is NOT a cell phone? How do you know? ● How did you provide access to technology in support of their learning prior to the pandemic? ● What percentage of your American Indian/Native American students have wifi access where they reside? How do you know? ● How did you provide access to wifi/internet in support of their learning prior to the pandemic? Consider the current reality: ● Does the LEA provide access to wifi and devices for students who do not have them where they reside? ● How are students and families notified that the LEA will provide students with wifi access and devices? Email? Phone call? Text message? Mailers? Are multiple methods used? ● How do students and families gain access to the devices? Pick-up? Delivery? By appointment? Multiple methods? ● What are the implications for the methods used? ● Examine the barriers and plan ways to overcome them. ● What is the policy regarding lost or stolen devices? ● What are the implications of those policies? Consider what's next: ● How will students be supported with issues related to devices? WiFi/internet access? ● How will they access that support? ● How will they be notified that tech support is available? ● Email? Phone call? Text message? Mailers? Are multiple methods used? ● What are the implications of using the identified methods? **Resources** https://covid-19.sdcoe.net/Distance-Learning/Connectivity-Resources Satellite Information: Lokket Satellite Project - Lokket.com

Non-tech Options	Hard copies	If technology is not an option: ● How do we give instructional access to students for whom the use of technology is not an option? ● Will paper and pencil packets be made available? ● How is work provided? ● How do we provide feedback to the student on their work? ● How do we provide necessary materials (ex. Text books, paper, pencils, etc.) to students and families? ● How do we provide instructional support? SDCOE Graphics Production can assist with production.
Additional Resources	SDCOE COVID-19 Resources SDCOE Equity Resource Summary SDCOE Zoom Resources and Trainings https://bit.ly/SDZoom	