

CCEE

Distance Learning

Instructional Continuity

LatinX

Purpose

In response to the COVID-19 school closures and the transition to blended learning, SDCOE developed learning continuity guidance:

- Provide distance learning guidance for LatinX students instructional access
- In alignment to the *SDCOE Instructional Continuity Learning Plan Template* and the *Equity Resource Summary*
- Instructional Continuity document includes:
 - Communication
 - Social-emotional supports
 - Instruction
 - Additional resources

Communication Considerations

Communication

Consider pre-pandemic factors:

- What was the level of engagement for Latinx families in the class/site/district community?
- What efforts have been made prior to the pandemic to solicit the voice of Latinx students and families?
- Are there individuals, groups, or processes in place to facilitate communication with Latinx families?
- What level of support was given to families who may need translation services?

Conduct a quick communication audit:

- Has anyone reached out to Latinx students and families, specifically? If so, who? Did they have the ability to speak to families in their home language if necessary?
- Is there a record (ex. log, entry into SIS, etc.)?
- Were they successful in making contact?
- What percentage of the Latinx 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 Latinx 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

Communication

- Why is an intentional and continuous focus on communication important?
- What can we learn from our students, families, communities?
- How might this information help inform our support systems?

Socio Emotional Learning

Social Emotional Supports

Consider pre-pandemic factors:

- What social emotional supports were in place for Latinx students prior to the pandemic?
- Who offered those supports?

Consider the current reality:

- How have these supports been translated into the current system of

services being offered to students?

- Are the staff members who provided support to Latinx 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 Latinx students?

Resources

[How do Mental Health Conditions Affect the Latino Community?](#)

[Latinx/Hispanic Communities And Mental Health, NAMI](#)

[How taking a cultural approach to mental health can aid Latino Youth](#)

[From trauma informed care to healing centered engagement: a conversation with Dr. Shawn Ginwright \(vid\)](#)

[The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement](#)

[Trauma Informed Educational Practices \(Webinar\)](#)

[SEL Resources for Educators](#),
SDCOE [Mental Health and Wellness Resources](#)

SEL

Thinking about the current reality of your system, school, and classroom:

- What do we understand or know about our students?
- How are current systems of support responsive to the needs of students and staff?
- How can we leverage SEL to support academics?

Expanding Equity Lens

Expanding the Equity Lens

Expanding inclusive curriculum

[Latino Educational Equity: A Web-Based Index and a Compendium of Best Practices in Latino Education in the United States](#)

[Why English Class is Silencing Students of Color](#) (vid)

Expanding Educational Equity Consciousness

[Envisioning Structural Solutions for Structural Black, Latinx and LGBTQ+ Student Oppression\(s\)](#) (Webinar)

[Disrupting the patterns of inequity- What does it mean to disrupt inequity in education?](#) (Webinar)

[Equity Framework 2020-21: Equity by Design](#)

[Zaretta Hammond: Coaching for Instructional Equity](#) (Webinar)

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)

Equity Lens

- How might we support teachers/staff with the delivery of culturally responsive teaching and learning?
- What do we need to consider in order to ensure our system is culturally proficient and meets the needs of our students?

Digital Content Delivery

Digital Content Delivery

Core Materials

*Please be aware that some of these resources were intended for use during Hispanic Heritage Month. It is imperative that we explore, research, and celebrate Latinx literature, history, art, etc. every month of every year.

[Latino Americans \(lesson plans grades 4 -12\), PBS](#)

[National Hispanic Heritage Month \(lesson plans for grades K-5\), NEA](#)

[National Hispanic Heritage Month \(lesson plans for grades 6-8\), NEA](#)

[National Hispanic Heritage Month \(lessons plans for grades 9-12\), NEA](#)

[Hispanic Americans \(lesson plans for grades 3-12\), Library of Congress](#)

[Latino Lessons, tolerance.org](#)

Digital Content Delivery

- How have we adapted content via blended learning?
- How is the content reflective of students' experiences, backgrounds, and cultures?

Digital Devices/Wifi Access

Non-tech Options

Digital Devices and Internet/WiFi Access

District, personal, community

Consider pre-pandemic factors:

- What percentage of your Latinx 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 Latinx 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

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

Digital Access/Non Tech Options

- How are we ensuring that students have equitable access to the curriculum? (i.e., with tech/without tech)
- How might we ensure that curriculum is transferable in a blended learning environment?

Resources

- [SDCOE Equity Department](#)
- [Multilingual Education and Global Achievement Department](#)