Instructional Continuity Learning Considerations and Support for African American Students

The purpose of this document is to provide distance learning guidance for African American students' instructional access and is aligned to the SDCOE Instructional Continuity Learning Plan Template and the Equity Resource Summary	
Communication	Consider pre-pandemic factors: ● What was the level of engagement for African American families in the class/site/district community? ● What efforts have been made prior to the pandemic to solicit the voice of African American students and families? ● Are there individuals, groups, or processes in place to facilitate communication with African American families? Conduct a quick communication audit: ● Has anyone reached out to African 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 African 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: ● Create questions to be asked and statements to be shared with African American families ● Design a process for communication to families ● Allocate staff complete the task ● 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
Social Emotional Supports	Consider pre-pandemic factors: ● What social emotional supports were in place for African American 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 African 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? **Resources** From trauma informed are 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	

Key Components	Sub-Components	Resources to Support Actions
Expanding the Equity Lens	**Expanding inclusive curriculum**	The Power of the Black Experience in the Classroom (vid) Why English Class is Silencing Students of Color (vid) The Dangers of Whitewashing Black History (vid)
	Expanding Educational Equity Consciousness	Affirming Black Lives without Inducing Trauma (article) 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) 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**	*Please be aware that some of these resources were intended for use during Black History Month. It is imperative that we explore, research, and celebrate African American literature, history, art, etc. every month of every year. K - 5 Lessons and Resources from NEA 6 - 8 Lessons and resources from NEA 9 - 12 Lessons and resources from NEA Teaching Black History: Resources for All Ages, PBS Art and the African American Experience Teacher Guides, Smithsonian American Art Museum Education at the Lewis Museum: Curriculum Lessons, Maryland Museum of African American History and Culture Lesson Plans: African American History, Library of Congress

		Shared Lessons and Plans, WeTeachNYC The Color of Law Series, Teaching Tolerance: Lesson 1: Creating Racially Segregated Communities Lesson 2: Winners and Losers in the Job Market Lesson 3: Developing the White Middle Class History of Jazz: A Black History in America, Scholastic
	Recommendations	15 Books to Read by Black Female Authors, New York Times Style Magazine Black Male Writers for Our Time, New York Times Style Magazine
	Teacher Created Materials	A Harlem Renaissance Retrospective: Connecting Art, Music, Dance, and Poetry (readwritethink.org) The Harlem Renaissance Lesson Plan, PBS
Digital Devices and Internet/WiFi Access	**District, personal, community**	Consider pre-pandemic factors: ● What percentage of your African 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 African 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?
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.
Community Partners	NAACP, San Diego branch Association of African American Educators (AAAE) California Association for African American Superintendents and Administrators (CAAASA) San Diego Youth Will	