

Welcome!

Designing Distance Learning with an Equity Lens

will begin shortly

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.

Designing Distance Learning with an Equity Lens



I'm done hearing "our schools are broken". Point to another industry during this crisis that has more quickly adapted to change, supported our most vulnerable, and served the community at large...without a bailout. I'll wait...

-W. Kieschnick

Moving Toward
Equity...

**Removing the
predictability of
success and
failure that
currently
correlates with any
social, economic
or cultural factor**

Source: National Equity Project



Moving Toward Equity...

**Interrupting
inequitable practices,
examining biases, and
creating inclusive
school environments
for all**





Moving Toward Equity...

**Discovering and
cultivating the
unique gifts,
talents and
interests that every
human possesses**

Source: National Equity Project

Learning Dispositions

- “If I had an hour to solve a problem, I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions”
- Albert Einstein
- Risk-taking and a growth mindset are essential dispositions to building the capacity of an organization
- “Vulnerability is the birthplace of innovation, creativity, and change”
- Dr. Brené Brown

Leading with an Equity-Focused Response

[New York City Leadership Academy, 2020](#)

Equity Leadership from the Inside Out

- What are your biases about remote learning? How might these affect the way you lead your team and/or impact the way your team approaches online learning?
- As we are collectively experiencing trauma, some of us are more privileged than others- What are your privileges in this current situation? How might this be impacting your design?



Stay Curious, Lean into Discomfort

- In what ways are inequities appearing in surprising or unexpected ways because of the current situation?

How are these inequities making you see your school or system in a new way?

- Have there been incidents of discrimination against people who identify as Asian in your school community? African-American?

How are you responding or talking about those incidents with your team and your community?

How is your entire system an ally?

Act with Cultural Competence; Truly Understand the Community You Serve

- What data/evidence are you collecting now to inform your planning for next year?



- How do we understand the level of disruption COVID had on the families we serve?

- How are we conducting empathy interviews with staff to gauge how the school culture might resume?

Train them so well they can leave, love them so much they don't want to

- How do you help teacher and school leadership teams connect and support each other in this time of uncertainty and grief?

How are you being intentional about taking care of your teams during this pandemic? We are not in the best design space.

- How are you building the capacity of teachers and coaches to choose instructional curricula of high quality that is appropriate for remote learning?

Confront and Alter Institutional Biases

- How are you eliminating any attendance, grading, or other accountability structures for student learning that are not conducive to the current situation?
- How are you connecting your families to crisis supports (food pantries, rent/mortgage/utility assistance, unemployment benefits, etc)?



[District Attorney Resource](#)

Equity Resources for Instructional Continuity



Equity In Distance Learning

- Meeting students' basic needs
- Ensuring Equitable access to learning resources
- Proactively design responsive, restorative structures



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EDUCATION
FUTURE WITHOUT BOUNDARIES

    @SanDiegoCOE

Intentionally Addressing the Needs of Historically Marginalized Populations

Organization of Documents

- Communication
- Social Emotional Supports
- Curriculum
- Content Delivery
- Community Partners
- Best Practices



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	<p>Consider pre-pandemic factors:</p> <ul style="list-style-type: none">• 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? <p>Conduct a quick communication audit:</p> <ul style="list-style-type: none">• 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? <p>If active communication has not taken place:</p> <ul style="list-style-type: none">• 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	<p>Consider pre-pandemic factors:</p> <ul style="list-style-type: none">• What social emotional supports were in place for African American students prior to the pandemic?• Who offered those supports? <p>Consider the current reality:</p> <ul style="list-style-type: none">• 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



LGBTQIA+

Instructional Continuity for African American Students

Instructional Continuity for LGBTQIA+ Students

Intentionally Addressing the Needs of Historically Marginalized Populations

- [LGBTQIA+](#)
- [Migrant Ed](#)
- [AA](#)
- [Foster/Experiencing Homelessness](#)
- [English Learners](#)
- [Native American](#)
- Coming Soon:
 - Latinx
 - Religious Minority
 - Youth experiencing Justice system



COVID-19 Racism and Xenophobia

- Our Current State
- The History of Blame
- Response to Bias and Xenophobia
- Proactive Recommendations
- Curation of News Articles

San Diego County Equity Resources

Addressing Racialized Violence with Our Students:

- [Affirming Black Lives Without Inducing Trauma](#)
- [Black Lives Matter at School](#)
- [Black Trauma And Showing Up At Work](#)
- [Column: White people don't understand the trauma of viral police-killing videos](#)
- [George Floyd, Racism and Law Enforcement Guide](#)
- [Having 'The Talk': Expert Guidance On Preparing Kids For Police Interactions](#)
- [The National Black Police Association Demands True Justice in the Case of George Floyd](#)
- [Preparing to Discuss Race and Police Violence in the Classroom](#)
- [Racial Equity Resource Guide](#)
- [Resources for Discussions with Youth About Racism & Police Violence Resources](#)
- [Resources for Talking about Race, Racism and Racialized Violence with Kids](#)
- [San Diego ADL Press Release on George Floyd \(May 31, 2020\)](#)
- [Talking to Kids About Violence: Tips for Parents and Teachers](#)
- [Teaching About Race, Racism and Police Violence](#)
- [Teaching about Racism, Violence, Inequity and the Criminal Justice System](#)
- [The Talk: Surviving Police Encounters While Black](#)

Invitations and Offerings: Knowledge is Power

Trauma and Human Development: How we think about supporting each other Mid Pandemic.

June 10, 8 a.m. and 2:30 p.m.

Disproportionality in the Age of COVID-19: Proactively understanding the community we serve

June 17, 8 a.m. and 2:30 p.m.

Understanding Disruption: Conducting Empathy Interviews with our families

June 12, 8 a.m. and 2:30 p.m. [Slide Deck](#)

Designing to Design- As Educators work on re-entry, re-design, how are we creating healthy spaces for us to do so?

June 19, 8 a.m. and 2:30 p.m.

Personal Experience Panels

1) **Superintendent Experience Panel:**

Re-engaging after Tragedy and Loss; *how to keep our most vulnerable youth at the forefront of our leadership*

2) **Latinx Leadership Panel:**

LATINX Leadership Panel- Leading Pro-actively to address the disproportionate needs of our Latinx Southern California students

3) **African-American Leadership Panel: *Coming soon***

Current Equity Work

- Disproportionality of COVID-19 and the impact on public ed
 - Empathy Interview Tool: [Slide Deck](#)
 - Equity Brief: Disproportionality and Impact on Public Ed
- Instructional Continuity Documents
- New Rules, Old Paradigm- How will new behavior expectations be communicated and reinforced?

What if...

We wear the mask and we stand six feet away not because we are “afraid” of each other, but because we love each other and care for your life.

We wear the mask and we stand six feet away not because you might make me sick, but because I might make you sick and I don't want to make you sick.

Instead of othering, or being fearful of each other, what if the narrative was love and compassion for our fellow brethren? What if that became the narrative of our beliefs and behaviors as we welcome our families back and re-engage with society?

[Medium Article](#)



Questions?

Office Hours: Friday June 5, 2:30pm





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