

The purpose of this document is to provide distance learning guidance for Latinx students' instructional access and is aligned to the [SDCOE Instructional Continuity Learning Plan Template](#) and the [Equity Resource Summary](#)

<p>Communication</p>	<p>Consider pre-pandemic factors:</p> <ul style="list-style-type: none"> • 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? <p>Continue to conduct a quick communication audit:</p> <ul style="list-style-type: none"> • 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? <p>If active communication has not taken place:</p> <ul style="list-style-type: none"> • 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
<p>Social Emotional Supports</p>	<p>Consider pre-pandemic factors:</p> <ul style="list-style-type: none"> • What social emotional supports were in place for Latinx 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

	<p>services being offered to students?</p> <ul style="list-style-type: none"> • 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? <p>Resources</p> <p>How do Mental Health Conditions Affect the Latino Community?</p> <p>Latinx/Hispanic Communities And Mental Health, NAMI</p> <p>How taking a cultural approach to mental health can aid Latino Youth</p> <p>From trauma informed care to healing centered engagement: a conversation with Dr. Shawn Ginwright (vid)</p> <p>The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement</p> <p>Trauma Informed Educational Practices (Webinar)</p> <p>SEL Resources for Educators, SDCOE Mental Health and Wellness Resources</p>
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Key Components	Sub-Components	Resources to Support Actions
Expanding the Equity Lens	Expanding inclusive curriculum	<p>Latino Educational Equity: A Web-Based Index and a Compendium of Best Practices in Latino Education in the United States</p> <p>Why English Class is Silencing Students of Color (vid)</p>
	Expanding Educational Equity Consciousness	<p>Envisioning Structural Solutions for Structural Black, Latinx and LGBTQ+ Student Oppression(s) (Webinar)</p> <p>Disrupting the patterns of inequity- What does it mean to disrupt inequity in education? (Webinar)</p> <p>Equity Framework 2020-21: Equity by Design</p> <p>Zaretta Hammond: Coaching for Instructional Equity (Webinar)</p>

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		<p>Coaching Conversations with Jim Knight: Zaretta Hammond Webinar)</p> <p>National Equity Project (NEP) Featured Resources (link to resources)</p> <p>National Equity Project Webinars (link - free registration required)</p>
	<p>Culturally Responsive/ Equitable Instruction</p>	<p>Zaretta Hammond: Culturally Responsive Teaching and the Brain (vid)</p> <p>Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities (webinar)</p> <p>Increasing Equity in Online Learning (webinar - Adult Ed)</p> <p>National Equity Project: Rebel Leadership and COVID-19 (link to resources)</p>
<p>Digital Content Delivery</p>	<p>Core Materials</p>	<p>*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.</p> <p>Latino Americans (lesson plans grades 4 -12), PBS</p> <p>National Hispanic Heritage Month (lesson plans for grades K-5), NEA</p> <p>National Hispanic Heritage Month (lesson plans for grades 6-8), NEA</p> <p>National Hispanic Heritage Month (lessons plans for grades 9-12), NEA</p> <p>Hispanic Americans (lesson plans for grades 3-12), Library of Congress</p> <p>Latino Lessons, tolerance.org</p>

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		<p>8 Ideas for Teaching National Hispanic Heritage Month (with lessons), ADL</p> <p>National Hispanic Heritage Month (resources/lessons), nationalhispanicheritagemoth.gov</p> <p>Hispanic Heritage and History in the United States (teachers guide and lessons) edsitement/NEH</p> <p>Lesson Plans for Hispanic Heritage Month (poetry), poets.org</p> <p>Hispanic Heritage Teaching Resources, Smithsonian</p> <p>Resources for Teaching Hispanic Heritage Month, State of Connecticut</p>
	<p>Recommendations</p>	
<p>Digital Devices and Internet/WiFi Access</p>	<p>District, personal, community</p>	<p>Consider pre-pandemic factors:</p> <ul style="list-style-type: none"> • 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? <p>Consider the current reality:</p> <ul style="list-style-type: none"> • 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

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		<p>the devices? Pick-up? Delivery? By appointment? Multiple methods?</p> <ul style="list-style-type: none"> • 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? <p>Consider what's next:</p> <ul style="list-style-type: none"> • 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	<p>If technology is not an option:</p> <ul style="list-style-type: none"> • 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? <p>SDCOE Graphics Production can assist with production.</p>
Community Partners	<p>UnidosUS</p> <p>Chicano Federation of San Diego County, Inc.</p> <p>Community HousingWorks</p> <p>King-Chavez Neighborhood of Schools</p> <p>La Maestra Community Health Centers</p>	

[MANA de San Diego](#)

[San Ysidro Health Center](#)

[San Diego Youth Will](#)

[United We Dream \(DACA Support and Resources\)](#)