Purpose

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

- Address American Indian/Native American students' instructional access
- Align to the *SDCOE Instructional Continuity Learning Plan Template* and the *Equity Resource Summary*
- Address the following areas:
  - Communication
  - Social-emotional supports
  - Instruction
  - Additional resources

Communication Considerations

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](#)

Communication

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

Social Emotional Learning

| 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 |

ALAS

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	California Indian Education for All
	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)

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	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 Content Delivery

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

Non-tech Options

| 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. |

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

- [Californian American Indian Education for All](#)
- [SDCOE Equity Department](#)
- [Multilingual Education and Global Achievement Department](#)