

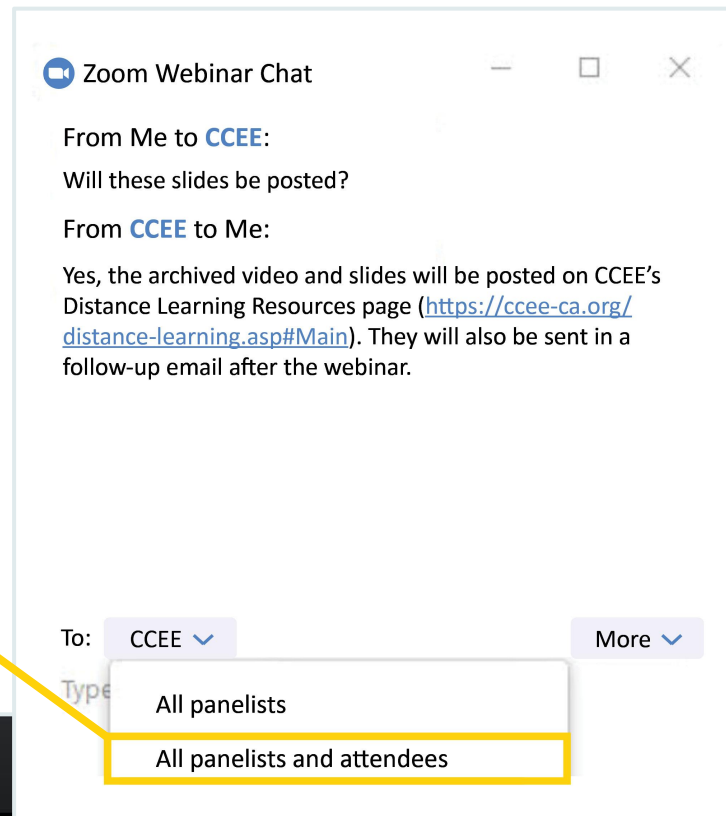
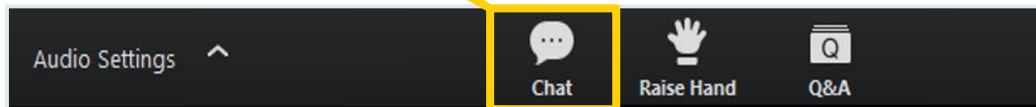
# Planning for Distance Learning with an Equity Lens

JUNE 16, 2020

# USING ZOOM CHAT

Click on the drop down button and click **ALL PANELISTS AND ATTENDEES**.

In your controls at the bottom window, click **CHAT**.



# PRESENTERS

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DR. KARLA  
ESTRADA

Director, Systems  
Improvement & Innovation

CCEE



DR. FABIOLA  
BAGULA

Interim Executive  
Director, Equity

San Diego COE



HEIDI BAYNES

Coordinator,  
Educational Technology

Riverside COE



DR. DANIEL  
ASSISI

Partner

Copernicus



LISA GILBERT

Deputy Superintendent,  
Instructional Services

Kern COE

# SUPPORTING LEAs FOR CONTINUITY OF LEARNING

- Tools for LEAs in uncertain times
- Strategic and practical advice
- Commitment to equity
- Every learner, every day

# PLAYBOOK SERIES

TITLE	DATE	TIME
Planning Equity-Driven Distance and Hybrid Learning: Introduction to the Continuity of Learning Playbooks	Friday, June 5	12:00 - 1:00 PM
Setting Goals, Creating Schedules, and Communicating Your Plan for Next Year	Monday, June 15	10:00 - 11:00 AM
Planning for Distance Learning with an Equity Lens	Tuesday, June 16	1:00 - 2:00 PM
Planning for Hybrid Learning with an Equity Lens	Tuesday, June 23	1:00 - 2:00 PM

# SESSION OUTCOMES

- How can LEAs prepare to serve students in a distance learning scenario?
- What are some special considerations LEAs should bear in mind for a distance learning scenario?
- How are you preparing to serve your most vulnerable student populations?

# Equity and Continuity of Learning

## Guidance and Tools for Unprecedented Times

One or Two Reminders for Your Work	Tool in the Playbooks	Tools Beyond the Playbooks
<b>SET GOALS</b>		
Make sure your campus goals for reopening/continuity of learning are rooted in practical and not just philosophical equity. Be specific in how you will support those who have been disproportionately impacted by school closures.	<a href="#">Ensuring equity in goals:</a> checklist originally designed by EdTrustWest for college but easily adaptable for K-12	<a href="#">Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege</a>
<b>CREATE SCHEDULES</b>		
Consider the needs of students who were most significantly impacted by shelter-in-place first when building your schedule. Provide additional access to families who may not be able to provide home support, tech access or a quiet place to work.	SDCOE <a href="#">equitable scheduling considerations</a> and examples	Learn and apply the tools of <a href="#">equityXdesign</a> to directly and practically tackle problems of inequity and injustice through design.
<b>COMMUNICATE PLAN</b>		
As you look at your communication plan and messages, make sure you have provided information in various languages and through various channels to ensure information is shared to all with opportunities for feedback. Remember, communication is a way to give information, offer support, and check in on needs — so it should be two-directional.	Use a system like <a href="#">Talking Points</a> for two-way communication in over 100 languages	Resources from Center For Racial Justice in Education to <a href="#">Talk about Race, Racism and Racialized Violence with Kids</a>

# Continuity of Learning

Distance & Hybrid Learning Playbooks to Support California LEAs



## TWO PLAYBOOKS



[k12playbook.ccee-ca.org](https://k12playbook.ccee-ca.org)

### Distance Learning Playbook

No in-person interaction.

READ

### Hybrid Learning Playbook

Some in-person interaction.

READ



# A STARTING POINT: 3 KEY QUESTIONS

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## Set Goals

How do we set goals and define success?

Are stakeholders aligned around what success looks like during hybrid learning?

[Read More](#)

## Create Schedules

How do we help students and teachers structure their day?

How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

[Read More](#)

## Communicate Plan

How do we inform, listen to, and engage families?

How well is our communication strengthening relationships between caregivers, teachers, and students?

[Read More](#)

# FURTHER COMPONENTS OF THE PLAYBOOK

## Assessment

How do we efficiently identify needs to inform support?

How aware is your team about the data of the diverse needs of your learners, and is it able to put it into action?

[Read More](#)

## Trauma Informed SEL

How do we best support students' well-being?

How prepared is your team to maximize resources and relationships to bolster students' well-being and learning?

[Read More](#)

## Capacity Building

How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage a hybrid teaching load?

[Read More](#)

## English Learners

How do we put English Learner needs at the center of our instructional plans?

How can we leverage best practices for ELs in our outreach, schedules, resources, and curriculum tools?

[Read More](#)

## Special Education

How do we effectively serve students with disabilities in a distance learning model?

How well are your teams prepared to serve students with unique needs as they return to campus?

[Read More](#)

## Support Programs

How do we holistically leverage ancillary support programs to support families?

How well is your team leveraging resources beyond the classroom to accelerate learning and support families?

[Read More](#)

You serve as the hub of support for your region and also serve some of the most vulnerable student populations in your county. How is your team preparing for the fall and how can this Playbook help LEA leadership teams?

If LEAs have to go back to fully remote learning, what lessons have you learned that can help others be successful in the fall?

# EQUITY

*Providing teachers and students with the tools and support they need to be successful is key*



**RIVERSIDE COUNTY  
OFFICE OF EDUCATION**

JUDY D. WHITE, Ed.D. | County Superintendent of Schools

## Remote Learning Guidance

### Contents:

- [Acknowledgments](#)
- [Introduction](#)
- [Pedagogy and Practices](#)
- [Accessibility](#)
- [Content](#)
- [Tools and Resources](#)
- [Infrastructure and Devices](#)

### Accessibility

It is critical to ensure the accessibility of resources for all students. In particular, **when considering students with IEPs or 504 plans, first consult with your district office** regarding federal, state, and local guidelines for these students as related to needs for remote learning.

- Below are some general strategies for helping ensure equity and accessibility for all students. It is important to note that this does not constitute legal advice. This section is designed to share some best practices regarding accessibility of content when designing remote learning environments.



**RIVERSIDE COUNTY  
OFFICE OF EDUCATION**

JUDY D. WHITE, Ed.D. | County Superintendent of Schools

What Playbook tools can people use to build capacity and support teachers?

# WEBINARS & LEARNING TOOLS

## Capacity Building

How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage a hybrid teaching load?

Read More



Organization	Offering
CA Department of Education	<a href="#">English-language webinars on distance learning</a>
CA Collaborative for Educational Excellence	<a href="#">Resources and webinars for distance learning</a> (topics range from special education and planning to setting up Google classroom)
San Diego County Office of Education	<ul style="list-style-type: none"> <li>• <a href="#">Webinars and trainings</a> about EL and ELD</li> <li>• <a href="#">SDCOE online trainings</a> for staff, including tools to support specific lessons, SEL, and technology</li> </ul>
Kern County Office of Education	Distance learning <a href="#">resources and professional development</a> for teachers, parents and students
Riverside County Office of Education	Distance learning PD videos by content area <ul style="list-style-type: none"> <li>• <a href="#">Introduction to Distance Learning Phase One</a></li> <li>• <a href="#">English Language Arts</a></li> <li>• <a href="#">Mathematics</a></li> <li>• <a href="#">Science/STEM</a></li> <li>• <a href="#">English Language Development</a></li> <li>• <a href="#">History/Social Studies</a></li> <li>• <a href="#">Visual &amp; Performing Arts</a></li> </ul>

How can LEAs plan for holistic assessment in the fall during distance learning?



# ALTERNATIVE METRICS RESOURCE

## Assessment

How do we efficiently identify needs to inform support?

How aware is your team about the data of the diverse needs of your learners, and is it able to put it into action?

[Read More](#)



Alternative Metrics			
Category	Considerations	Metrics - What to Collect/ Monitor	How to Collect
Access to Distance Learning	How does the LEA ensure access to students (devices, connectivity) to support continuity of learning? ( <b>High Priority</b> )	<ul style="list-style-type: none"> <li>- #, % of students with a digital device</li> <li>- #, % of students using district-issued device vs. personal devices</li> <li>- #, % of students with internet connectivity at home</li> <li>- #, % of students connected with ISP through district support</li> <li>- # type of devices used (chromebook, laptop, phone, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Device checkout list (devices, hot spots, etc.)</li> <li><input type="checkbox"/> Surveys- who has devices, type of devices, connectivity</li> <li><input type="checkbox"/> Rosters</li> <li><input type="checkbox"/> List of devices being used</li> <li><input type="checkbox"/> Documenting efforts being made to assist families with connecting to internet services (Cox)</li> </ul>
	For students who do not have access (devices and/or connectivity), what is being done to engage students in the learning? ( <b>High Priority</b> )	<ul style="list-style-type: none"> <li>- #, % of students accessing non-digital / online content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper / pencil resource distribution (method, #)</li> <li><input type="checkbox"/> Type of paper / pencil work being distributed (standard's based, programs, etc.)</li> <li><input type="checkbox"/> List of students receiving non-digital online content</li> <li><input type="checkbox"/> Efforts being made to provide digital access</li> </ul>
	Which learning programs are being utilized to support core instruction and supplemental instruction?	<ul style="list-style-type: none"> <li>- Learning Programs determining student progress/performance                             <ul style="list-style-type: none"> <li>• iReady</li> <li>• ST Math</li> <li>• Ren STAR</li> <li>• IXL Math/ELA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collect data of the number of times students access automated portals, such as Clever, Blackboard, etc.</li> <li><input type="checkbox"/> Sign on report / number of students participating in learning programs / sessions</li> <li><input type="checkbox"/> Application reports /data about progress</li> <li><input type="checkbox"/> Collect student growth based on program reports                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Disaggregated by UP, SWD, high needs students</li> </ul> </li> </ul>

# INSTRUCTIONAL CONTINUITY LEARNING CONSIDERATIONS & SUPPORT



## Instructional Continuity Learning Considerations and Support for Native American students

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

<b>Communication</b>		<p>Communication with tribal communities can be very complex and has been made even more complex during the pandemic.</p> <p>Please continue to provide Title VI communication and meetings virtually.</p> <p>Please continue to communicate with local tribal educational agencies and tribal liaisons.</p>
<b>Social Emotional Supports</b>		<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Indian Education Association SEL Resources</a></li> <li>• <a href="#">SEL Resources for Educators</a></li> <li>• <a href="#">Sanford Harmony SEL Resources</a></li> <li>• SDCOE <a href="#">Mental Health and Wellness Resources</a></li> </ul>
Key Components	Sub-Components	Resources to Support Actions
<b>Digital Content Delivery</b>	Core and Supplemental Materials	<p>Frameworks/Templates:</p> <p>A culturally responsive approach is recommended for the design of Core materials for distance learning, including place-based learning. The following frameworks and examples can assist local efforts:</p> <ul style="list-style-type: none"> <li>• <a href="#">California Essential Understandings</a></li> <li>• <a href="#">Montana Framework</a></li> <li>• <a href="#">Oregon Curriculum Examples/Webinars</a></li> <li>• <a href="#">Place-based Learning Framework</a></li> </ul>



What suggestions do you have for districts supporting English Learners through distance learning?

Superintendent of Schools

## Dashboard

**Transitional Kindergarten**

KCSOS Pre-K | TK  
KCSOS Pre-K  
Approved

**KINDERGARTEN  
ENGLISH LANGUAGE ARTS**

SPRING 2020

KCSOS Kindergarten ELA  
KCSOS KELA  
Approved

**KINDERGARTEN  
MATH**

KCSOS Kindergarten Math  
KCSOS Kmath  
Approved

**1ST GRADE  
ENGLISH LANGUAGE ARTS**

SPRING 2020

KCSOS 1st Grade ELA  
KCSOS 1ELA  
Approved

**1ST GRADE  
MATH**

KCSOS 1st Grade Math  
KCSOS 1math  
Approved

**1st Grade  
SCIENCE**

KCSOS 1st Grade Science  
KCSOS 1science  
Approved

**2ND GRADE  
MATH**

KCSOS 2nd Grade Math  
KCSOS 2math  
Approved

**2nd Grade  
SCIENCE**

KCSOS 2nd Grade Science  
KCSOS 2Science

**3RD GRADE  
ENGLISH LANGUAGE ARTS**

SPRING 2020

KCSOS 3rd Grade ELA  
KCSOS 3ELA  
Approved

[kern.instructure.com/login/canvas](https://kern.instructure.com/login/canvas)



Parent of a [Canvas User](#)?  
[Click Here For an Account](#)

Email

kcsoscanvas@gmail.com

Password

Ready4Canvas!

☐ Stay signed in

[Forgot Password?](#)

Log In



# FREE CURRICULUM & UNITS OF STUDY

## English Learners

How do we put English Learner needs at the center of our instructional plans?

How can we leverage best practices for ELs in our outreach, schedules, resources, and curriculum tools?

Read More



## DISTANCE LEARNING FREE DISTANCE LEARNING CONTENT AND UNITS OF STUDY

### Exemplars Units of Study for ELD

Distance: ELD Units of Study

- [Designated ELD example for 1st grade](#)
- [1st grade integrated ELD](#)

### Other great content

#### **CommonSense.org**

The created a tool can help teachers and parents find lessons and tools to support children. It offers virtual classroom set up tips, content for all subject areas by grade, SEL support and more  
<https://wideopenschool.org/>

#### **San Diego County Office of Education**

Check their website for a wide range of content [here](#)  
Google Folder with units [available here](#) and units of Study also available in various subjects below:

How can we support our students with unique learning profiles through Trauma-Informed Social Emotional Learning?



# SEL STRATEGIES & RESOURCES

## Trauma Informed SEL

How do we best support  
students' well-being?

How prepared is your team to  
maximize resources and  
relationships to bolster students'  
well-being and learning?

Read More

### Category: General Resources and Guidance

Resources Title (link embedded)	Brief description	Audience
<a href="#">Social Emotional Learning in a Distance Learning Context</a>	Considerations and best practices for implementing distance learning SEL from SDCOE	Teachers, Educators, Parents
<a href="#">CASEL CARES: SEL Resources During COVID-19</a>	Webinars and resources for families, Educators and policymakers	Teachers, Educators, Parents
<a href="#">A new REALM: IFSEL's Tips for Distance Learning</a>	A framework to address social emotional needs in a distance learning context- REALM: Rituals, Energize, Appreciation, Lighten, Mindful	Teachers, Educators
<a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a>	Experts from the National Child Traumatic Stress Network share their recommendations for Educators supporting students during the COVID-19 crisis.	Teachers, Educators
<a href="#">Center for Organizational Responsibility and Advancement (CORA) Webinars</a>	Webinars about Addressing Racial Bias, Equity-Minded Student Services, and Employing Equity-Minded & Culturally-Affirming Teaching and Learning Practices	Teachers, Educators
<a href="#">Using Restorative Practices in a Virtual Environment</a>	Resources and structures to aid teachers in shifting their restorative practices to a distance learning environment	Teachers, Educators
<a href="#">Trauma-Informed Teaching Strategies</a>	Specific strategies for teacher to create a safe, trauma-informed classroom environment	Teachers, Educators
<a href="#">Supporting Social-Emotional-Behavioral Skills in the Virtual Classroom (webinar)</a>	Interactive webinar providing resources and practices supporting PBIS & SEL integration for destressing the distress in a virtual classroom	Teachers, Educators, Parents

# USING RESTORATIVE PRACTICES IN A VIRTUAL ENVIRONMENT

Some potential guidelines to offer up:

- Be present (avoid multitasking and side chats)
- Assume goodwill
- Be purposeful and to the point
- Maintain confidentiality (with exception of mandated reporting)
- If recording is set, at this time, please disable
- Step up and step back or share just enough
- Speak one at a time
- Speak honestly and authentically
- Be patient with those unfamiliar with technology



[SUBSCRIBE: BE AN SEL CHAMPION](#)[SEL + COVID-19](#)[DONATE](#)[CASEL CARES](#) [ABOUT](#) [WHAT IS SEL?](#) [SEL IN ACTION](#) [PARTNER DISTRICTS](#) [RESEARCH](#) [POLICY](#) [RESOURCES](#) [NEWS](#) [CONTACT](#) [Q](#)

## CASEL CARES: SEL Resources During COVID-19. [LEARN MORE](#)



### CASEL CARES INITIATIVE

Connecting the SEL Community

**“When physical distancing is deemed necessary,  
social and emotional connectedness  
is even more critical.”**

**READ MORE**  
from CASEL President & CEO, Karen Niemi



As the country and the world absorb the impact of the coronavirus (COVID-19), our interconnectedness has never been more clearly on display. SEL offers a powerful means to support one another – children and adults – during this challenging time. Now, more than ever, we understand how important it is to demonstrate empathy and resilience, build relationships across distance, and call upon our collective resolve to strengthen our schools and our communities.

**CASEL CARES** is a new initiative that connects each of you in our global community with experts to address how SEL can be most helpful in response to today's circumstances.

Our social media channels will continue to have tips, resources, and more. Find us: [Twitter](#) and [Facebook](#).



**CASEL continues to curate free SEL resources** related to COVID-19 and school closures, designed to support educators, parents, and anyone who works with children.

[LEARN MORE](#)

**CASEL offers a free, weekly webinar series** every Friday, featuring experts on a variety of key topics recommended by our network.

[REGISTER TODAY](#)

How can districts leverage the resources around them to support students?

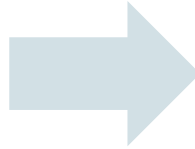
# EQUITY & WORKING WITH YOUR COMMUNITIES

## Support Programs

How do we holistically leverage ancillary support programs to support families?

How well is your team leveraging resources beyond the classroom to accelerate learning and support families?

[Read More](#)



*Partnering with your county office of education, community organizations and other LEAs to meet the specific needs of your student population*

How do you suggest teams use the Playbook to prepare for potential distance learning?



## UPCOMING WEBINARS

HYBRID LEARNING  
WITH AN EQUITY LENS

JUNE 23 at 1 PM

STAKEHOLDER ENGAGEMENT FOR  
CONTINUITY OF LEARNING  
THROUGH AN EQUITY LENS

JUNE 29 at 11 AM



[tinyurl.com/playbookSS3](https://tinyurl.com/playbookSS3)

# QUESTIONS?

# Thank You!