

Three Distance Learning Equity Needs

Need	Actions	Resources
<p>Meet students' basic needs.</p>	<p>Identify the immediate needs of vulnerable or targeted populations.</p>	<p>Students with Disabilities; English learners, immigrant/refugee students, students eligible to receive Migrant Education services; African American, American Indian, and Latinx students; LGBTQ students; students experiencing homelessness or who live in temporary housing; and students experiencing COVID19-specific xenophobic threats and attacks [Asian/Asian-American, immigrants/refugee, and religious minority students]</p>
	<p>Provide breakfast and lunch.</p>	<p>SDCOE Food Distribution Information</p>
	<p>Connect families to services.</p>	<p>Work with agencies to continue wraparound services</p> <p>SDCOE Student Support Services</p>
	<p>Coordinate with partners.</p>	<p>To address xenophobia: ADL No Place for Hate Initiative</p>

Need	Actions	Resources
<p>Ensure equitable access to learning resources.</p>	<p>Coordinate with teachers and counselors to provide quality distance learning.</p> <p>Identify teachers'/counselors' sense of preparedness to provide distance learning.</p>	<p>SDCOE Preparing for COVID-19 School Closures Planning Guide</p> <p>NYU Guidance on Culturally-Sustaining Remote Education</p>
	<p>Provide webinars and resources to support teachers/counselors</p>	<p>School Counselors Resources for COVID-19 from the American School Counselors Association</p> <p>SDCOE School Counselors and Social Workers</p> <p>SDCOE Social-Emotional Learning</p> <p>SDCOE Mental Health Resources</p> <p>Teaching Tolerance – Let's Talk, Responding to Hate and Bias at School, and Speak Up at School guides</p>
	<p>Address the specific needs of vulnerable and targeted populations.</p>	<p>Instructional Continuity Learning Considerations and Support</p> <p>a. African American Students</p> <p>b. LGBTQIA+ Students</p> <p>c. Migrant Students</p>

		<p>d. Foster Youth & Students Experiencing Homelessness</p> <p>e. English Learners</p> <p>f. Native American Students</p>
Need	Actions	Resources
<p>Proactively design responsive, restorative structures.</p>	<p>Address the mental and emotional health needs among students and staff, including an intentional focus on the specific needs of vulnerable and targeted populations (e.g., <i>recognize and respond to the disproportionate impact of COVID-19 on people of color</i>).</p>	<p>Child Mind Institute – Talking to Kids about the Coronavirus</p> <p>Collective Care is Our Best Weapon Against COVID-19</p> <p>PBS–Talking to Kids about COVID-19</p> <p>Teaching Tolerance– A Trauma-Informed Approach to Teaching Through Coronavirus</p>
	<p>Focus on our common interconnectedness and struggle (e.g., provide space to mourn and grieve).</p>	<p>Ted Talk – How to Teach Kids to Talk about Taboo Topics</p>
	<p>Expand equity consciousness and strengthen district leaders’ equity lens (e.g., recognize and respond to the disproportionate impact of COVID-19 on people of color).</p>	<p>Ed Trust–West highlights 6 steps schools can take to address educational equity if required to close due to coronavirus</p> <p>Forbes–Companies: Now is Not the Time to Put Diversity</p>

		<p><u>and Inclusion on the Back Burner</u></p> <p><u>Harvard–Schooling for Critical Consciousness</u></p> <p><u>HigherEd.com–Scholars v. COVID-19 Racism</u></p> <p><u>Leading for Equity-Focused Response</u></p> <p><u>National Association of School Psychologists–Countering COVID-19 (Coronavirus) Stigma and Racism: Tips for Parents and Caregivers</u></p> <p><u>Southern Poverty Law Center, Teaching Tolerance–How to Respond to Coronavirus Racism</u></p> <p><u>Southern Poverty Law Center, Teaching Tolerance –Speaking Up Against Racism Around the New Coronavirus</u></p> <p><u>Racial Equity Tools–COVID-19 and the Crisis of Racial Capitalism (blog)</u></p>
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