

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](#).

Communication		<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>
Social Emotional Supports		<p>Considerations:</p> <ul style="list-style-type: none"> • National Indian Education Association SEL Resources • SEL Resources for Educators, • Sanford Harmony SEL Resources • SDCOE Mental Health and Wellness Resources
Key Components	Sub-Components	Resources to Support Actions
Digital Content Delivery	Core and Supplemental Materials	<p>Frameworks/Templates: 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"> • California Essential Understandings • Montana Framework • Oregon Curriculum Examples/Webinars • Place-based Learning Framework
	Teacher-Created Materials	<p>National Indian Education Association Distance learning resources; https://www.niea.org/learning-at-home-resources</p> <p>NIEA webinars: https://www.niea.org/webinars</p> <p>National Indian Justice Center Distance Learning Guidance; https://nijc.org/DistanceLearning-DLCourses.html</p> <p>National Museum of the American Indian</p> <p>Native American Innovation Projects: http://lone-eagles.com/na-ed.htm#K12</p> <p>Teaching Tolerance – Let's Talk and Speak Up at School guides</p>
Digital Devices	District, personal, community	<p><input type="checkbox"/> Access to digital devices is critical for tribal communities and tribal educational agencies can serve as a resource</p>
Internet Access	Student access to internet connection	<p>Considerations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whether a student has access to the internet <input type="checkbox"/> Whether a student has access to a device and what alternatives exist for them to access a device <input type="checkbox"/> How familiar a student is with the device and necessary support to ensure they are familiar with navigating its features

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		<p><input type="checkbox"/> Coordination with tribal education agencies</p> <p>Connectivity is an issue for many tribal communities in SD. The following resources may assist your efforts: https://covid-19.sdcoe.net/Distance-Learning/Connectivity-Resources</p> <p>Satellite Information: Lokket Satellite Project - Lokket.com</p>
<p>Non-Tech Options</p>	<p>District-Provided, Site-Provided, or Teacher-Provided</p>	<p>Since connectivity is a major issue for tribal communities considerations for paper and pencil packets should be made</p> <p>The SDCOE Graphics Production can assist local efforts</p>

ADDITIONAL RESOURCES

Title VI FAQs during Covid 19 pandemic: <https://drive.google.com/drive/u/0/my-drive>

[SDCOE COVID-19](#) website

[Equity Resource Summary](#)

[Equity Disproportionality News Reports](#)

SDCOE Innovative Digital Learnings (Archived trainings and webinars)

<https://bit.ly/SDCOEdigital>

SDCOE Trending Tech Tools

Appy Hour Training each Friday from 12 pm to 1 pm

<https://bit.ly/SDTechtools>

SDCOE Zoom Resources and Trainings

<https://bit.ly/SDZoom>

SDCOE California Indian Education Projects:

- California Indian Education for All website (under development)
- San Diego County California Indian Education Virtual Summer School Grades 3 -8 - July - August 2020
- Assessing the Impact of COVID-19 on American Indian Students Survey