

# Three Distance Learning Equity Considerations



## 1 Meet Students' Basic Needs

- Closely monitor and identify the immediate needs of our most vulnerable populations: students with disabilities, and students who are English learners, immigrant/refugee, eligible for migrant education services, African American, American Indian, Latinx, LGBTQ, experiencing homelessness or living in temporary housing, experiencing COVID-19 xenophobic attacks and threats (Asian, Asian American, immigrant/refugee, religious minority)
- Provide breakfast and lunch
- Provide access to feminine hygiene products
- Connect families to services
- Coordinate with partner agencies

## 2 Ensure Equitable Access to Learning Resources

- Coordinate with teachers and counselors to provide quality distance learning
- Provide professional learning and resources to support teachers and counselors
- Address the specific needs of vulnerable and targeted student populations
- Ensure all students have the materials they need (digital and non-digital)

## 3 Proactively Design Responsive, Restorative Structures

- Address the mental and emotional health needs of students and staff, including an intentional focus on the specific needs of vulnerable and targeted populations (Example: Recognize and respond to the disproportionate impact of COVID-19 on people of color)
- Focus on our common interconnectedness and struggle
- Expand equity consciousness and strengthen district leaders' equity lens

Find more distance learning equity resources at  
<https://covid-19.sdcoe.net/administrators>.



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