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.