Douglas County School District

Remote Learning Plan

During Emergency Closure Due to Coronavirus (COVID-19)

March 2020

Douglas County School District
Learn Today, Lead Tomorrow

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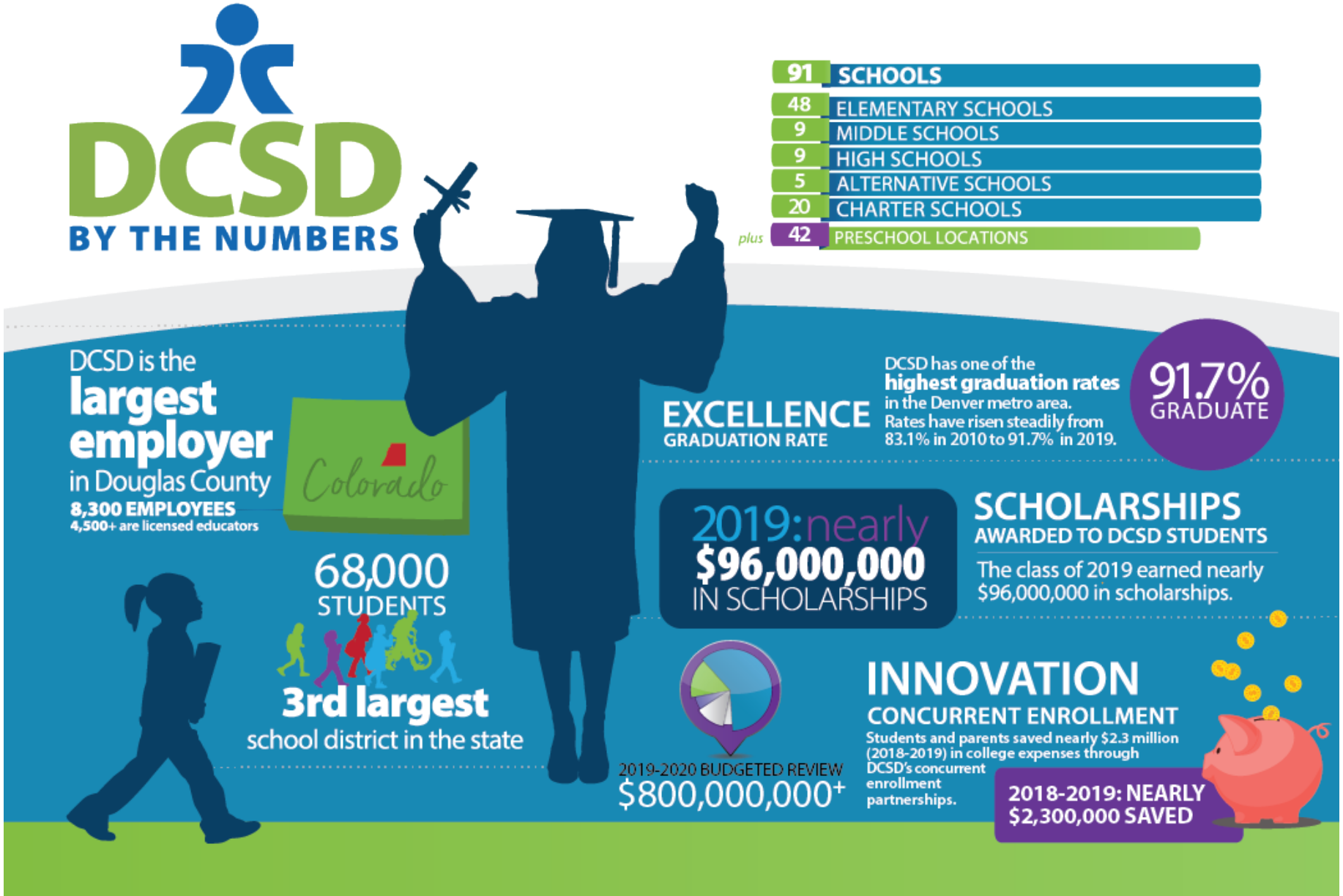
Our Mission

The mission of the Douglas County School District is to provide an educational foundation that allows each student to reach his or her individual potential.

Our Vision

The Douglas County School District strives to maximize the potential of every student to pursue his or her chosen endeavor in society, including but not limited to postsecondary education, career, or military service.



DCSD Leadership

Our Superintendent

Thomas S. Tucker, Ph.D. has been in the world of public education for 30 years. Dr. Tucker came to Douglas County School District in 2018 from Cincinnati, Ohio, where he served as Superintendent of Princeton City Schools. Over his career Dr. Tucker has held the positions of classroom teacher, assistant principal, principal, director of secondary curriculum and superintendent. He has been twice named National Superintendent of the Year (American Association of School Administrators in 2016, and National Alliance of Black School Educators in 2013). Dr. Tucker was born and raised in Arkansas and was the youngest of 11 children. He is married and is a father of four.

Superintendent's Cabinet

The Superintendent has a team of advisors whom he relies upon to discuss and determine action on critical issues facing the district. Every area of the district is represented in Cabinet.

Richard D. Cosgrove, PE
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Douglas County School District Board of Education

Our Board of Education is elected by the community and is committed to a policy governance model. The seven members of the Board of Education are elected to staggered, four-year terms at regular biennial school elections. Each board member represents one of seven regional districts and is elected at-large. Our Board of Education solicits and considers feedback from a variety of stakeholders via community surveys and town hall meetings.

District A
Susan Meek

Bear Canyon Elementary
Ben Franklin Academy
Coyote Creek Elementary
Eldorado Elementary
Northridge Elementary
Plum Creek Academy
Ranch View Middle School
Saddle Ranch Elementary
Sand Creek Elementary
STEM School Highlands Ranch
Summit View Elementary
ThunderRidge High School
Trailblazer Elementary

District B
Anthony Graziano

Academy Charter School
Aspen View Academy
Castle Rock Middle School
Castle View High School
Clear Sky Elementary
Larkspur Elementary
Meadow View Elementary
Roxborough Intermediate
Roxborough Primary
Sedalia Elementary
Soaring Hawk Elementary
Stone Canyon Outdoor Edventures

District C
Elizabeth Hanson

Arrowwood Elementary
Copper Mesa Elementary
Cougar Run Elementary
Cresthill Middle School
Fox Creek Elementary
Heritage Elementary
Highlands Ranch High School
Mountain Ridge Middle School
Mountain Vista High School
Platte River Academy
Redstone Elementary
Rock Canyon High School
Rocky Heights Middle School
SkyView Academy
Stone Mountain Elementary

District D
Christina Ciancio-Schor

Castle Rock Elementary
Cherry Valley Elementary
Daniel C. Oakes High School
Douglas County High School
Early Childhood Center South
eDCSD Colorado Cyber School
Flagstone Elementary
Franktown Elementary
Mesa Middle School
Renaissance Magnet School
Renaissance Secondary School
Rock Ridge Elementary
Sage Canyon Elementary
South Ridge Elementary
World Compass Academy

District E
Kevin Leung

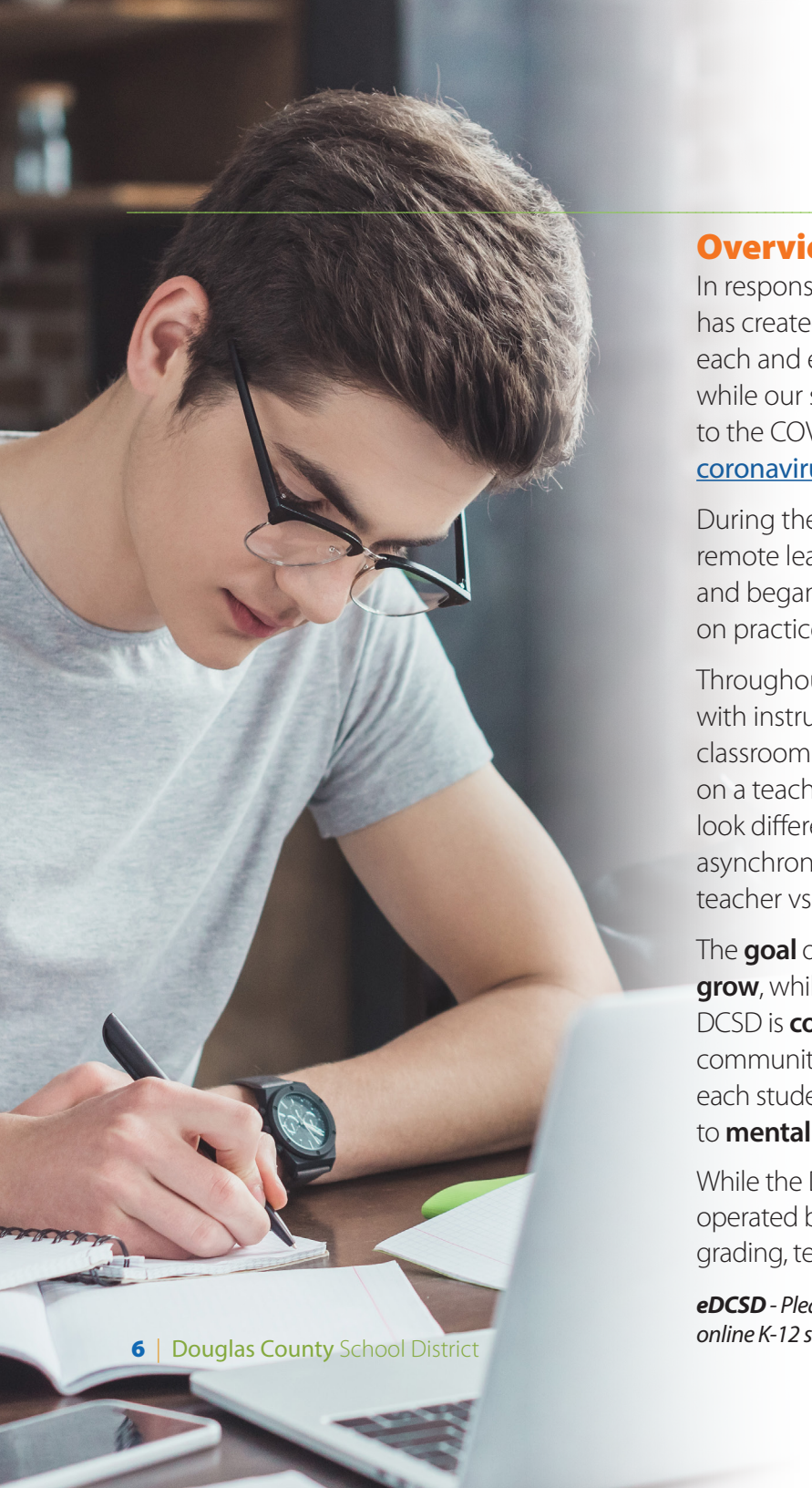
Acres Green Elementary
American Academy Castle Pines
Ascent Classical Academy
Buffalo Ridge Elementary
DCS Montessori Charter School
Eagle Academy
Early Childhood Center North
Eagle Ridge Elementary
Lone Tree Magnet School
Timber Trail Elementary
Wildcat Elementary

District F
David Ray

Cimarron Middle School
Frontier Valley Elementary
Gold Rush Elementary
Iron Horse Elementary
Legacy Point Elementary
Legend High School
Leman Classical Academy
Mountain View Elementary
Northeast Elementary
Pioneer Elementary
Ponderosa High School
Sagewood Middle School

District G
Krista Holtzmann

American Academy Motsenbocker
Challenge to Excellence
Chaparral High School
Cherokee Trail Elementary
DC Student Support Center
Global Village Academy
Mammoth Heights Elementary
North Star Academy
Parker Core Knowledge
Parker Performing Arts
Pine Grove Elementary
Pine Lane Elementary
Prairie Crossing Elementary
Sierra Middle School



DCSD Remote Learning Plan

Overview

In response to the public health threat of COVID-19, the Douglas County School District (DCSD) has created the following remote learning plan, which outlines our commitment to ensuring that each and every one of our 68,000 students can remain engaged in learning via remote methods, while our school buildings are closed. Parents and families can learn more about DCSD's response to the COVID-19 health crisis, and find a variety of resources and supports at www.dcsdk12.org/coronavirus

During the **first week of closure**, our focus was to ensure students had devices to support remote learning. We also recognized the shift remote learning could be for our staff and students and began easing into remote instruction utilizing simple, manageable assignments with a focus on practice, review and enrichment.

Throughout our **now extended school closure**, DCSD teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. They will do so using the remote learning options identified in this plan. Depending on a teacher's preference, comfort level, and grade level/subject matter taught, instruction may look differently in a teacher-led hybrid instructional model which includes synchronous and asynchronous student learning opportunities (i.e. live classroom instruction with the students teacher vs. offline assignments, recorded instruction, etc.).

The **goal** of DCSD's remote learning plan is to **keep students engaged** so they can **learn and grow**, while also affording them with **meaningful opportunities** for **connection** and **community**. DCSD is **committed** to keeping our **students, families, and staff** connected to the DCSD community during this challenging time by **supporting** continuous **remote instruction**, providing each student with **equitable access** to remote learning, ensuring **students have** continued **access** to **mental health resources**, and providing **best practices** and **resources** to our **educators**.

While the DCSD Remote Learning Plan is intended for all DCSD schools, charter schools are operated by separate governing boards. For questions related to specific details such as attendance, grading, technology, and internet/wifi, please contact the charter school **directly**.

***eDCSD** - Please note, this remote learning plan does not apply to eDCSD, which will continue to operate as an online K-12 school without in-person classroom teams. eDCSD students will continue to access classes as usual.*

DCSD Remote Learning Plan

1 Support Continuous Remote Instruction

DCSD will continue to support teaching and learning through a variety of digital and non-digital materials and instructional activities to maintain academic growth while schools are closed due to the current state of emergency.

2 Provide Each Student with Equitable Access to Remote Learning

DCSD is committed to providing students/families who need assistance in obtaining a technology device, and internet access to participate in remote learning where possible through commercially viable means. This has been made possible thanks to our community who voted to approve a Bond measure in November 2018, as well as community partnerships with Douglas County Libraries and vendors such as Verizon and Comcast.

Families still in need of remote learning technology can fill out DCSD's technology needs survey to submit a request for a technology device or assistance with internet connectivity. Those who complete the survey will be contacted via email and provided information on how to pick up the requested device.

3 Ensure Students have Continuous Access to Mental Health Resources

School counselors, school social workers and school psychologists will provide counseling and mental health services to students, both individual and group sessions, virtually using tools such as Google Meets. Students will have access to request a counseling session at any time. Counselors and mental health providers will also provide social-emotional learning activities students can do asynchronously at home. Mental health providers will make every effort to continue conducting special education evaluations and attend virtual IEP meetings throughout the closure. High school counselors will continue to do academic counseling with students. In the event of a safety concern, a counselor or mental health provider will conduct a safety assessment virtually, contact the parent, and connect the family with community resources. The following are important community resources for parents.

- **Call 911 if there is an immediate threat to your child or others**
- **Colorado Crisis Services: 1-844-493-TALK (8255)**
- **National Crisis Line: 1-800-273-8255**
- **Colorado Crisis Services: Walk-In Locations**
- **AllHealth Network: 303-730-8858**
- **Denver Springs: 720-643-4300**
- **Highlands Behavioral Health System: 720-348-2800**
- **Peakview Behavioral Health: 888-235-9475**
  (Lone Tree Location for adults now open)

4 Provide Best Practices and Resources to Educators

DCSD is providing its teachers with access to a remote learning website filled with resources and support to assist them in creating remote lesson plans. The website also provides teachers with guided support videos on how to set up a Google Meets online classroom. In addition, DCSD has built Google Communities where our educators can connect with their peers to share tips, tricks, resources and best practices, and to ask each other for advice and support. Last, but not least, DCSD is providing its staff with access to Professional Development, and digital access to DCSD Library Programming.

DCSD Remote Learning Plan

Interpretation Services for Parents/Guardians

Communication with parents/guardians is critical. Parents/guardians who are not proficient in English will be provided, at a minimum, telephonic interpretation provided at no charge. Please feel free to reach out to your child's teacher(s) or principal in your preferred language via email.

Attendance

Teachers will not be taking attendance in Infinite Campus during the school closure, but will continue to monitor student participation which might look like:

- Student task completion.
- Student check-in with their teacher.
- Student participation in a "live" virtual class session.
- Student posts in Google Classroom or other digital platform as directed by the teacher.

DCSD school administration, counselors and teachers will continue efforts to reach out to families when students are not engaging in learning opportunities.

DCSD Remote Learning Plan

Grading

DCSD's remote learning plan focuses on student learning, not grades. During this closure, DCSD is approaching grades with "a hold harmless" plan where grades will not go down from the end of third quarter; rather, they can only improve. We encourage all students and parents to see the value in learning and preparing for the next level course work without the additional pressure of grades. We realize that some students, teachers and parents may struggle to engage in this type of learning as it is very different from the typical way we teach and learn. We all will continue to give this our best effort to make the most of remote learning.

Elementary School

During the remote learning period, formative assessment data and feedback will continue to be the primary focus of assessment of learning. Cumulative fourth quarter letter grades will not be reported out for the middle level. Teachers will focus on opportunities for students to learn Content Knowledge essentials and give opportunities to assess Work Habits with engagement, growth and connection based on critical skills.

Teachers will focus on opportunities for students to learn content essentials aligned with state standards and give opportunities to assess work habits with engagement, growth and connection based on critical skills. Teachers will provide ongoing feedback of learning for students and parents/guardians.

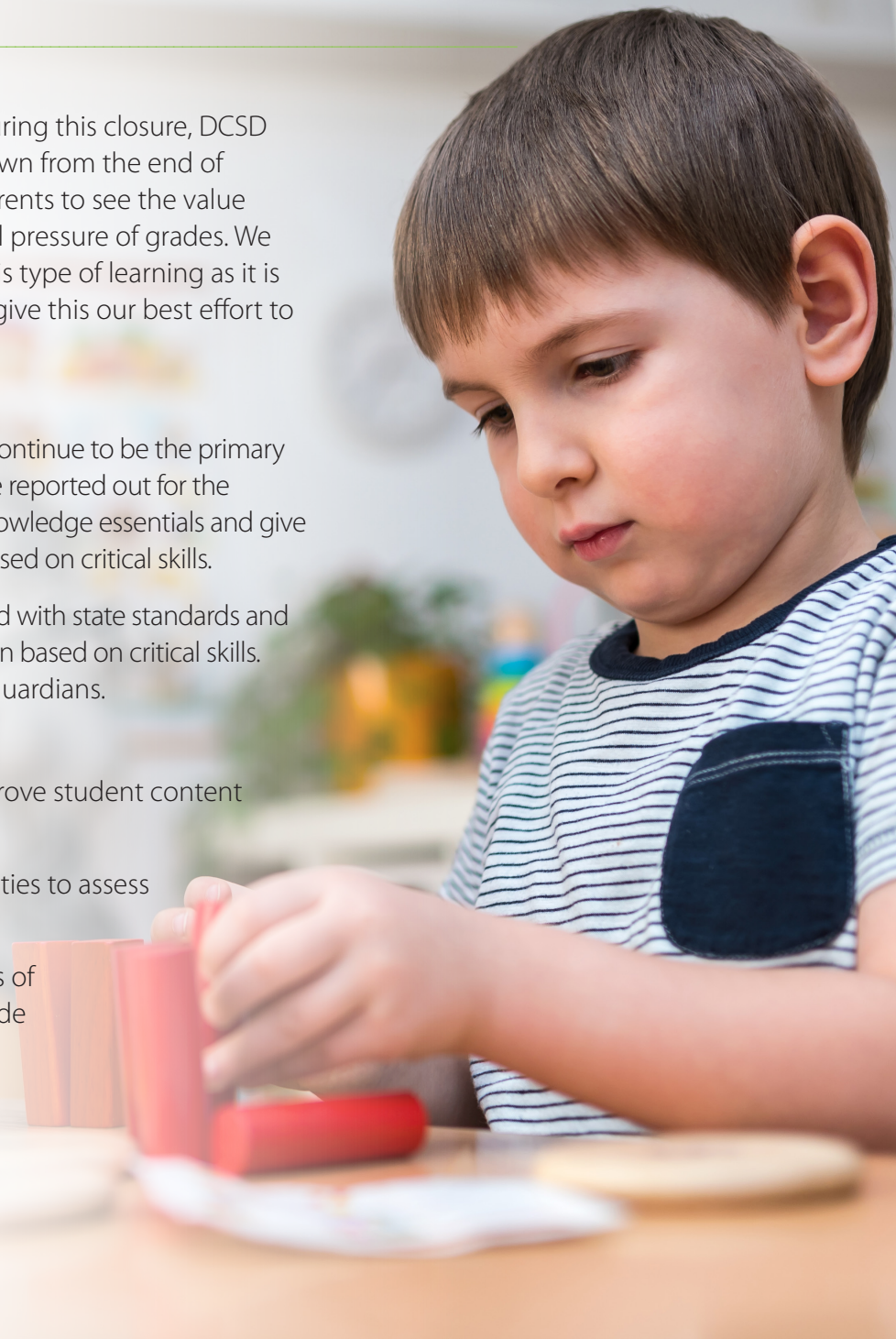
Middle School

During the remote learning time period, assessment of learning may only improve student content grades, quarter submissions, based on the work completed.

Teachers will focus on opportunities to learn the essentials and give opportunities to assess Work Habits with engagement, growth and connection based on critical skills.

Formative assessment data and feedback will continue to be the primary focus of evaluation of learning for the remainder of the school year. Teachers will provide ongoing feedback of learning for students and parents/guardians.

Students who were failing courses before spring break should be given the opportunity to improve.



DCSD Remote Learning Plan

High School

During the remote learning time period, students can only improve their grades, third quarter submissions, through their work remotely.

Teachers will focus on opportunities to learn the essentials and give ongoing feedback to assess learning with engagement, growth and connection based on priority content and critical skills for students and parents/guardians to reflect progress on learning.

Students who were failing courses before spring break should be given the opportunity to improve.

Advanced Placement

College Board (developers of Advanced Placement courses and exams) announced the AP exams will only include topics and skills most AP teachers and students have already covered in class by early March.

Traditional face-to-face exam administrations will not take place. For the 2019-2020 school year only, students may take a 45-minute online free-response exam at home.

Colleges support this solution and are committed to ensuring that AP students receive the credit they have worked this year to earn.

Advanced Placement grades will be in alignment with DCSD remote learning grading practices, with "a hold harmless" plan where grades will not go down from the end of third quarter; rather, they can only improve.

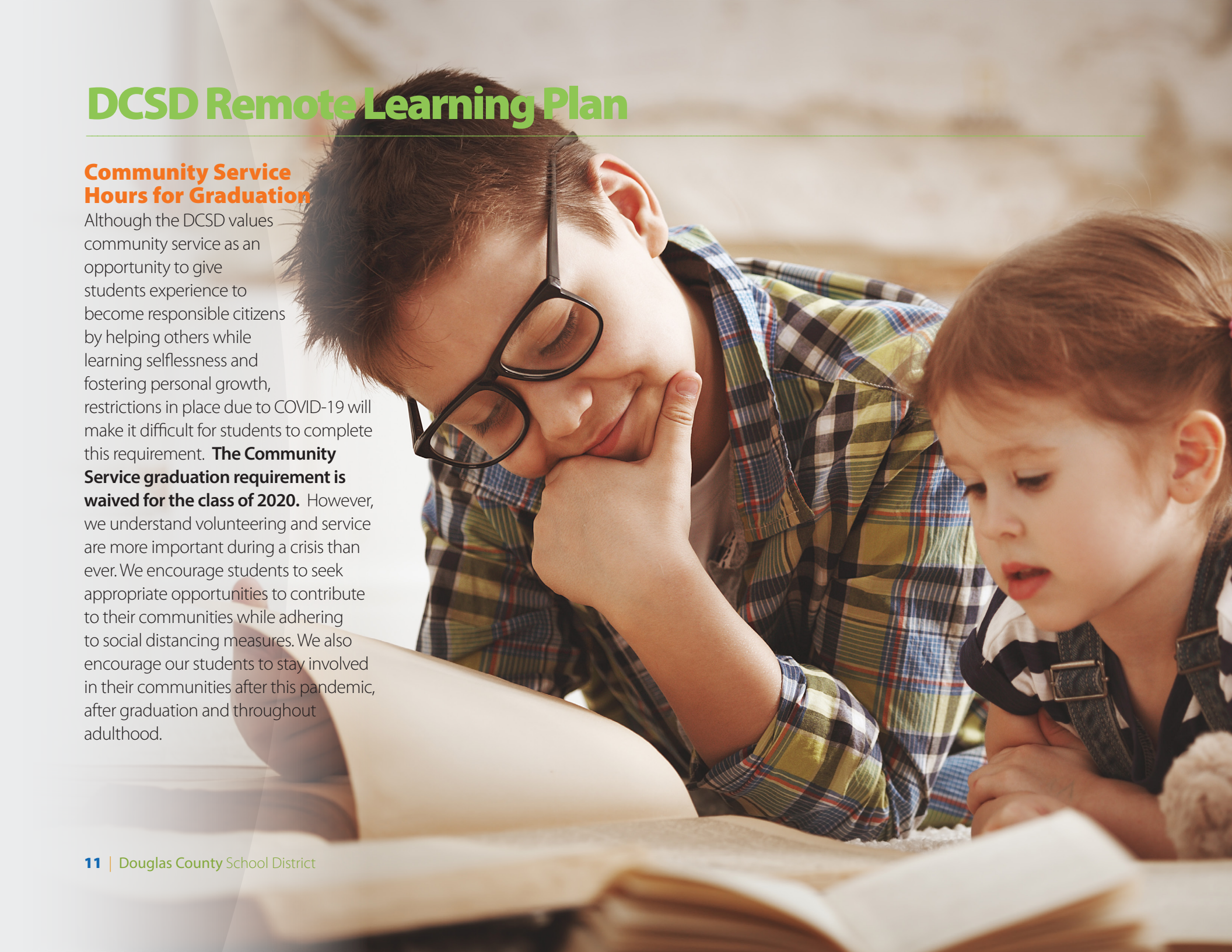
Concurrent Enrollment and Career Technical Education (CE & CTE)
The Higher Learning Commission (HLC) has made a one-time exception for Spring 2020 semester in response to the COVID-19 crisis. Rather than students being required to meet 100% of course learning outcomes, the requirement now is to meet 80% of the learning outcomes without jeopardizing the awarding of college credit. Please keep this lesser requirement in mind as some time may have been lost in transitioning to remote delivery.

Students in CTE and CE courses who have completed 80% of the learning outcomes may choose to either freeze their grade as is, or continue working on assignments to improve their grade.

DCSD Remote Learning Plan

Community Service Hours for Graduation

Although the DCSD values community service as an opportunity to give students experience to become responsible citizens by helping others while learning selflessness and fostering personal growth, restrictions in place due to COVID-19 will make it difficult for students to complete this requirement. **The Community Service graduation requirement is waived for the class of 2020.** However, we understand volunteering and service are more important during a crisis than ever. We encourage students to seek appropriate opportunities to contribute to their communities while adhering to social distancing measures. We also encourage our students to stay involved in their communities after this pandemic, after graduation and throughout adulthood.



DCSD Remote Learning Plan

Special Education Guidance

According to Federal guidance from the U.S. Department of Education and Colorado Department of Education, if a district closes its schools to slow or stop the spread of COVID-19, and continues to provide educational opportunities to general education student populations, the schools must ensure that students with disabilities also have equal access to the same opportunities. Included in this requirement, schools must implement the IEP of a student with a disability to the greatest extent possible.

IEP services will look different during a school closure, and they will be made available to all students with disabilities. School teams are collaborating with parents to schedule remote IEP services designed to support student learning and maintain skills. Special education teachers and related service providers are using many of the same technology platforms to deliver services as general education teachers. IEP teams will work to complete special education evaluations virtually, and to facilitate virtual IEP meetings to the greatest extent possible. Parents and IEP teams will work together to decide if any evaluation or meeting should be postponed. Parents should direct questions about their child's special education services to the case manager, related service provider(s), and then to the school principal.

Gifted Education

Gifted Education Facilitators at each school will continue to collaborate with teachers, support staff, students, and families to implement programming as outlined in the student's Advanced Learning Plan. Gifted Education Facilitators will connect with students and families with detailed information regarding service delivery, progress monitoring, and guidelines set forth by the Colorado Department of Education for Gifted Education.

DCSD Remote Learning Plan

English Language Development

According to the Colorado Department of Education, schools must make every effort to provide support to English learners to allow them to access academic content. English language development is a part of every course, and ESL/ELD teachers will continue to work together with classroom and content teachers to support English learners. Grade level content needs to be provided with adequate scaffolds and supports that English learners need to access the grade level content being provided by online/virtual programming. ESL teachers will connect with families to ensure students have access to content and English language development.

As always, families are encouraged to read, speak, write, and interact together in their preferred home language. This is a powerful gateway to culture, social-emotional learning, connection, and literacy. Many of the academic resources used in virtual learning are available in multiple languages. Please ask your ESL/ELD teachers for more information.

DCSD is committed to equity, and this includes services and programs for students who are English learners. DCSD will be providing additional information to its English learner families through school and district communication. Communication will be available in a language parents can understand, and **interpretation and/or translation of messages is provided for parents/guardians free of charge.**

Supporting Remote Learning

Elementary School Remote Learning Expectations

The goal of DCSD's remote learning plan is to keep children engaged so they can learn and grow, while also affording them with meaningful opportunities for connection and community. DCSD's educators will provide opportunities for students to read, write, share ideas, explore, create, play, and move. Most importantly, DCSD will continue to provide students with a sense of community and normalcy within their virtual school day that continues the planned learning program.

Due to the developmental stages of our youngest learners, parents/guardians may need to assist their child with remote learning. For example, help your child log into the technology device and various applications, and walk them through directions when needed.

For Preschool through Pre-K, teachers will provide suggested activities to allow students the opportunity to continue cognitive, physical, and social-emotional skill-building. Learning engagements are playful, inquiry-based explorations.

For Kindergarten through grades 5/6, teachers will provide assignments describing learning goals and activities for the day. These assignments may include a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum. Students will be able to see the assignments via email, on their to-do list through Google Classroom or other digital platform as indicated by their teacher.

Students should complete their assignments being mindful of taking brain breaks, which ideally includes physical activity and/or exercise. As always, faculty and administrators are available via email if you would like to schedule a conversation.

Supporting Remote Learning

Middle and High Remote Learning Expectations

The goal of DCSD's remote learning plan is to keep children engaged so they can learn and grow, while also affording them with meaningful opportunities for connection and community. DCSD will employ the technology resources currently used day-to-day (i.e. Google, Canvas or Schoology) to connect, extend, and deepen learning via digital devices.

Many middle and high school courses may incorporate a 'live' (synchronous) component using Google Meet or other similar digital platform and will be recorded so students are able to access the instruction as needed. Teachers will collaborate to schedule 'live' class sessions to minimize scheduling conflicts for students who might choose to join each of their 'live' class sessions.

Students are expected to be courteous and respectful online and adhere to DCSD's technology code of conduct which they agreed to when they signed the handbook at the beginning of the year. Students should take turns, contribute, and ask questions in class discussions. School-provided laptops will have all of the apps and technology capable for any needs during distance learning. Students are encouraged to use their school computers during this time for compatibility.

Supporting Remote Learning

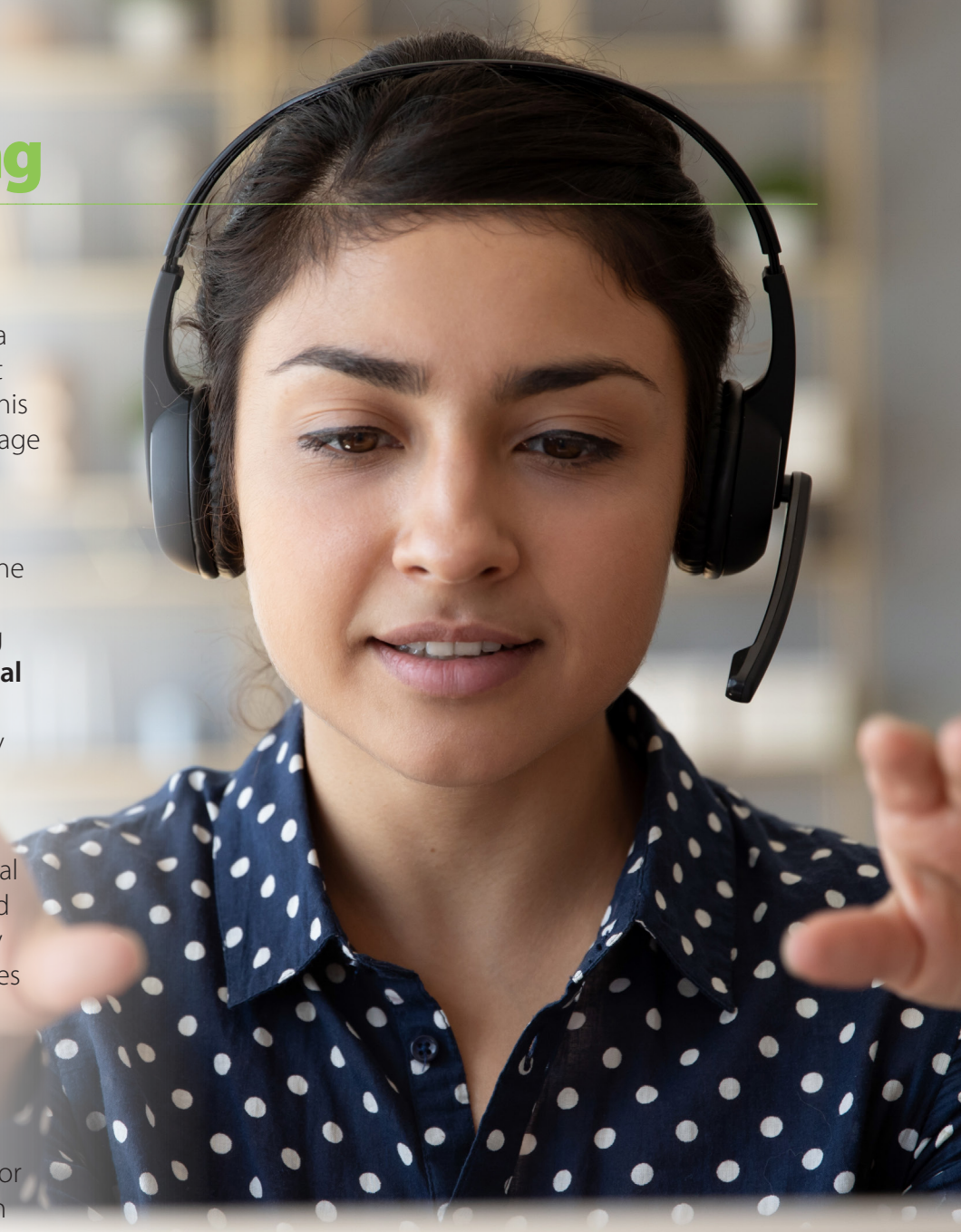
Teacher Expectations for Remote Learning

Remote learning is different from the in-person learning that occurs in our school buildings. Teacher Planning for remote learning is critical for a positive student virtual experience. Each **Monday morning**, our district will engage in **DCSD Staff Planning**. Students are encouraged to use this time to organize work, complete any outstanding assignments and engage in mindfulness activities aligned with social distancing guidelines.

While our students are natives to the digital world, it is important for students to maintain a healthy school/life balance while navigating online learning. The **expectation of remote learning** in our district is **not for students** to be in **front of a computer for 7.5 hours a day**. All learning and activities should take place in the virtual environment. **No additional assignments, such as homework or extra practice in the evenings should be assigned.** This stance meets the social-emotional and equity student needs across the district.

As part of our DCSD Remote Learning Plan for elementary students, instruction and student assignments should **not exceed four hours** total per day. For our **middle and high school** students, their instruction and assignments **might exceed** that limit **slightly** to maintain the trajectory of learning required by the more robust nature of secondary level courses which includes Accelerated (for middle school students), Honors, AP and college level courses. Secondary students should not expect more assignments or homework than their normal daily schedule.

Teachers may provide a **combination of learning opportunities** for students to take part in that include both "on-demand" (asynchronous) or "live" (synchronous) learning opportunities. Working collaboratively with the school administration, teachers will determine which remote learning option is best for their students.



Supporting Remote Learning

Teacher Planned On-Demand Learning

- A model of instruction that can occur at any time – kids independently self-pace their learning once teachers share the resources. Families can help to determine the home schedule for daily learning time.
- Teachers may create and send pre-recorded videos to describe the lesson and learning outcomes.
- Teachers curate and provide materials digitally (e.g., videos, assignments from district materials or supplemental materials) which students work on independently and submit.
- Resources shared from Google Classroom (e.g., videos) and/or other district supported resources.

Teacher-Led Virtual "Live" Learning

- This instruction takes place in "real-time".
- Teachers may design the sequence of learning based on where they left off and what their students are working on. This may take the form of a small group or whole group activity.
- Resources shared from Google Classroom (e.g., videos, live instruction) and/or other district supported resources.

Teachers will provide instructional resources and materials through remote means utilizing Google Classroom and Google Meet unless otherwise indicated by a teacher. All staff have access to district-supplied remote learning materials as well as professional development supporting remote learning best practices. Teachers have the opportunity to participate in multiple professional learning sessions in their content areas as well.

Parent and Student Communication

- Parent and student communication will primarily occur through email, Google Classroom, Google Meet, other digital platforms, and/or by phone.
- Teachers are encouraged to set office hours to connect with students and families to support their learning remotely.
- Advanced Placement courses - Students should be connecting with their teachers to learn more about the revised AP expectations. They should also log into their College Board accounts to access additional information.

Sample Remote Learning Schedule

Elementary Level

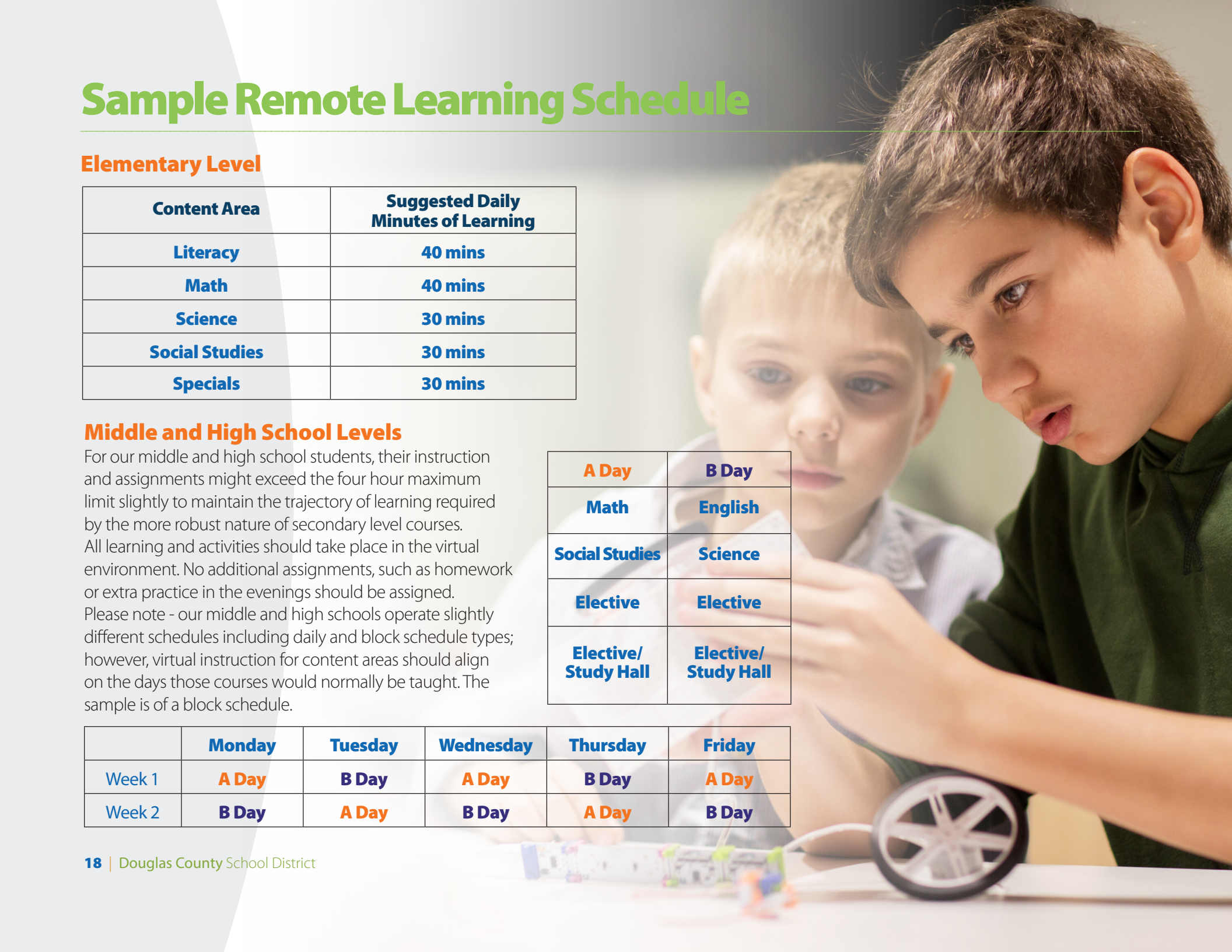
Content Area	Suggested Daily Minutes of Learning
Literacy	40 mins
Math	40 mins
Science	30 mins
Social Studies	30 mins
Specials	30 mins

Middle and High School Levels

For our middle and high school students, their instruction and assignments might exceed the four hour maximum limit slightly to maintain the trajectory of learning required by the more robust nature of secondary level courses.
All learning and activities should take place in the virtual environment. No additional assignments, such as homework or extra practice in the evenings should be assigned.
Please note - our middle and high schools operate slightly different schedules including daily and block schedule types; however, virtual instruction for content areas should align on the days those courses would normally be taught. The sample is of a block schedule.

A Day	B Day
Math	English
Social Studies	Science
Elective	Elective
Elective/ Study Hall	Elective/ Study Hall

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A Day	B Day	A Day	B Day	A Day
Week 2	B Day	A Day	B Day	A Day	B Day



Supporting Remote Learning

General Expectations

Our goal for the coming weeks is to keep our students engaged so they can learn and grow, while also affording them with meaningful opportunities for connection and community. To help accomplish that goal, we have set forth the following expectations for teachers and students:

- Google tools such as Google Classroom, Google Hangouts and Google Meet are the preferred platform for instructional delivery for both synchronous and asynchronous learning. However, we encourage DCSD educators to continue to utilize whatever platform/tool they are comfortable with or accustomed to using as long as the vendor recognizes and/or supports K12 student data privacy. Teachers can reach out to the DCSD I.T. support team if they have questions regarding any tool or its data privacy.
- Some courses may have a 'live' (synchronous) component or opportunities for virtual access, office hours, recordings and/or live forums using a platform like Google Meet and will be recorded so students are able to access the instruction as needed.
- Principals will continue to collaborate with teachers to develop a schedule for 'live' class sessions to minimize scheduling conflicts for students who might choose to join each of their 'live' class sessions.
- Students should give their best effort, exhibit their best online class behavior, and attend classes regularly, health permitting.
- Students are expected to be courteous and respectful online and adhere to DCSD's policies JICJ and JICJ-R Student Use Of District Information Technology.

Supporting Remote Learning

Student Expectations

- Giving their best effort and best online class behavior.
- Attending 'live' class sessions if available, or watching playback of any recorded sessions.
- Completing activities and work assigned by their teachers.
- Reminding their parent/guardian to notify their school or teacher via email if they will be unable to complete their assignments.
- Staying in contact with their teachers and counselors as they will be checking their email during the week daily during the normally scheduled school days, unless otherwise indicated by teacher office hours.

Leadership Support

Our DCSD school leadership teams are an integral part of our remote learning plan as they will be transitioning the positive school culture in their building to a virtual platform.

- ✓ Supporting teachers in determining which remote learning option is best for them.
- ✓ Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
- ✓ Reviewing district-supplied remote learning materials.
- ✓ Setting office hours to connect with parents to support remote learning for students.
- ✓ Participating in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment.
- ✓ Ensuring that they are monitoring District communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families.

Ways Families Can Support Student Remote Learning

Families are asked to support student learning by:

General Family Roles

- Assuring that a device and internet access are available at home (Please complete this survey to indicate the need for a device and/or internet access for at-home use if needed).
- Monitoring DCSD communication for up-to-date information regarding school closures and instructional continuation plans.
- Encouraging their students' participation in remote learning content.
- Understanding the DCSD device checkout agreement regarding use of a school or district-provided technology device.

Tips for Supporting Elementary Students

- Establishing routines and expectations for their child.
- Creating a comfortable, distraction-free place for their child to work and learn.
- Partnering with their child's teachers and reaching out should any challenges arise.
- Emailing their child's teacher with any questions about assignments or activities.
- Providing opportunities for their child to play and move outside, while practicing responsible social distancing.
- Keeping technology devices and chargers in a common place inside the home (i.e. living room, etc).

Tips for Supporting Middle and High School Students

- Helping students manage their online learning by encouraging them to engage in all classes and complete assignments.
- Creating a comfortable, distraction-free place for their children to work and attend online classes.
- Encouraging their children to incorporate physical activity and healthy breaks from classes during the day, while practicing responsible social distancing.
- Asking their students use the usernames and passwords for instructional resources that are accessible via the district portal and/or website.

Additional Resources

Parent Resources

Overdrive Digital Library
Our DCSD digital library is full of titles and features that make it easy for your child to enjoy great digital books! Audio and ebooks are available 24/7 through the Overdrive SORA app.

Tumblebooks
In partnership with the Douglas County Libraries, Tumblebooks is another digital library with books for students K-6. Check with your school library staff for the login and password.

When reading to your child use these simple Read Aloud Tips.

GoNoodle
An online resource utilized in many of our schools to encourage movement at the elementary age and increase mindfulness with interactive videos and games.

Other Learning Resources

Getting Started: E-Learning Overload: 8 Tips Educators Can Give Frustrated, Anxious Parents

American Federation for Teachers
www.sharemylesson.com

Khan Academy
https://www.khanacademy.org/

Mental Health Support

For many of us, finding the right way to talk about Coronavirus and the easing anxiety that comes with this atypical moment in time has been demanding. Here are some resources that may be of help over the next few weeks. DCSD continuously adds resources, such as the ones below, to its website at www.dcsdk12.org/coronavirus.

How to talk to your children about Coronavirus

- Talking to Children About COVID-19 (Coronavirus): A Parent Resource
- Coronavirus (COVID-19): How to Talk to Your Child
- How to talk to your kids about COVID-19

Other Articles and Resources

- Parenting in the Time of Coronavirus
- Overestimating, Underestimating: 5 ways to help teens manage anxiety about coronavirus
- Meditation Apps for Kids