**Introduction**

One of the most important things we hope you achieve from this guide is confidence in your ability to face this pandemic and lead your family through the challenges ahead with optimism. Your role as a parent and a member of your community is more important than ever. Children and teens pick up on what they see from the adults around them. When parents and caregivers are better prepared, they can deal with the COVID-19 outbreak calmly and confidently, and provide the best support for their children.

And the challenges are many. Nearly 300 million children are out of school due to coronavirus, and entire school systems are closed to try and stem transmission as healthcare systems cope with the pandemic. As schools scramble to move teaching and learning online, parents are trying to figure out how to support their children’s academic work while keeping everyone in the household sane.

Students are facing challenges like none they have ever experienced. Coping with disappointment, kids and teens are sidelined from sports, plays, and other activities they worked for all year.
In addition to sharing space with their parents, they are battling isolation from peers, frustration with being cooped up, and a sense that there is no end in sight. Common complaints include too much time spent online, no boundaries between learning at home and learning in the classroom (it’s all homework now), and being lonely.

If there is any novelty to staying home, it will wear off quickly, but you can assure them that their peers around the world are dealing with the same emotions, and, with the right attitude, shared experiences build communities. There are many “normal” emotional responses to a crisis, including fear, confusion, anger, guilt, shame, humiliation, grief, and sorrow. Students may feel these at different times, and that’s okay. Remind them that others, including their teachers and parents, may be feeling the same way.

It’s a good time for self-compassion and compassion for others—a lesson that will hopefully stick with all of us long after this crisis has passed. There are many positive actions you can take for yourself and your family. And better days are ahead.
Set a Routine

If you haven't enforced a study routine with your children yet, do it now. Routines provide structure and a sense of safety, which helps students become ready to learn and willing to take intellectual risks.

When the school day has been completely upended, forming new routines is especially important. A crisis can make us feel unmotivated and powerless. Routine helps us focus and feel in control. Things like getting dressed in school clothes instead of lounging in pajamas normalizes this abnormal situation.

Remember that kids working online for long periods will need breaks to move, be offline, and talk to friends.

While they may be at home, they are expected to complete assignments and tasks assigned by their teacher in a timely manner.

Reach out to teachers with questions regarding assignments. Since they’ll be in an online environment it’s important to expect that instructors might not know when extra assistance is needed. They won’t be able to see expressions of doubt, confusion or body language that indicates when things aren’t going well.

Students should understand that they need to:

- Be self-directed.
- Be responsible for creating a structured week.
- Be at ease expressing thoughts, sharing ideas and asking questions through writing.
- Initiate communication, make contact with other students and the teacher online, and describe problems with learning materials using email, texting and/or phone.
- Study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule.
- Have a desire to learn skills and acquire knowledge because of an educational goal.
- Possess basic reading, writing, and computer literacy skills.
- Know how to open, create and/or save a document; use various technology tools (e.g., dictionary, thesaurus, grammar checker, calculator); and identify various file formats (e.g., doc, xls, pdf, jpg)?

Students will likely need support developing at least a few of these traits and skills. Identify which areas might be most difficult and make plans together to build on writing and technical skills and become more disciplined and
Checklist

Access to the technology needed on a regular basis to work on assignments.

A designated space to complete work and study, set up with essential learning materials.

A mentor, online tutor, or another adult to support online learning.

The ability to ask for help from the online instructor via email, text, or phone.

A contact for resolving technical issues.

A study schedule including breaks and lunch.

A way to monitor progress weekly.

Incentives.
Developing self-reliance and independent learning skills will not only help them succeed now, but will prepare them for the future.

Self-Motivation Basics (Grades K–5)
- Set an expected pace for assignments. This will teach how to avoid procrastination.
- Use the power of positive reinforcement. Make sure your system has a measurable rule for when your child receives rewards.
- Instill confidence. Students have an easier time finishing assignments when they believe in their work.
- Help your child remember that struggling is sometimes part of the process when mastering any new skill.
- Review objectives for each assignment so your child understands why each lesson is important.
- Make sure all distractions are removed from the study area before each school day.

Self-Motivation Reinforcements (Grades 6–12)
- Talk about future goals. Goals build self-motivation by giving students something to work toward.
- Encourage them to take a summer job or participate in an internship program.
- Tell them when they are doing a great job.
- Encourage them to ask their teacher. Being able to ask for help from others is a vital part of establishing self-motivation and independent study skills.
- Ask what keeps him or her motivated. The answer may surprise you.
Technology in the hands of every student can serve as an equalizer

Equity

Technology touches almost every part of our lives, and recent events move this fact to the forefront. Technology in the hands of every student can serve as an equalizer; increase student engagement; offer educators effective ways to reach different types of learners; and better equip workers of tomorrow to solve challenges similar to those they will experience in the workplace.

Remote Learning is a paradigm shift in teaching and learning. Online/virtual learning experiences offer a wide range of course options, and both teachers and students can win. But, if your family is struggling to make ends meet you might have unreliable internet or none at all, and limited access to the technology students need to complete assignments.

There are free and low cost options to gain internet access, but it might take some research on your part. You might also have less time to invest in monitoring progress and could greatly benefit from a nonprofit mentor or tutor program. There are also nonprofit organizations, like Communities In Schools, that specialize in coordinating local nonprofit resource options for students and partnering with schools to make sure every student has access to a laptop or tablet.

Here’s how online learning can help get districts on the path to equality and equity in their schools:

• Overcome teacher shortages. Partnering with a nonprofit provider can help schools effectively expand their educational resources even in challenging subject areas like AP, math, and computer science.

• Prepare students for college success. There are certain requirements that students must meet to be accepted into college, and students can fulfill these requirements through online learning.

• Prepares them for digital learning in college. When students get comfortable using online learning in high school, they take that experience with them.

• Opens up their world. According to recent data from the U.S. Department of Education, many students don’t have access to all the courses that will prepare them for college and careers. Minority students are disproportionately affected: one-quarter of high schools with the highest percentage of black and Latino students do not offer Algebra II, and a third of these schools do not offer chemistry. Partnering with a nonprofit online provider allows schools and parents to offer students a wider variety of courses.

• Online degrees are changing the face of education. They have “leveled the playing field’ for access, and the bad stigma associated with online degrees has diminished significantly. Earning an online degree is just as difficult, if not harder, as earning a traditional degree. Students shared additional reasons for choosing an online format, which included a range of transportation issues, having to work a lot of hours while enrolled and challenges related to having a disability.

Wifi Resources

Needless to say, internet access is essential to remote learning. Comcast plays a vital role in helping their customers stay connected— to their families, their workplaces, their schools, and the latest information about the corona virus—through the internet.

Comcast has provided the following message to share with families:

• We will make it even easier for low-income families who live in a Comcast service area to sign up by offering new customers 60 days of complimentary service.

• Xfinity WiFi hotspots across the country will be available to anyone who needs them for free – including non-Xfinity Internet subscribers. Once at a hotspot, consumers should select the “xfinitywifi” network name in the list of available hotspots, and then launch a browser.
8 THINGS YOU CAN DO FOR YOURSELF AND YOUR FAMILY DURING COVID-19
Nowadays, one-on-one instruction doesn’t have to be in person. This means students can work with a tutor who is specifically matched for their academic needs, regardless of geographic limits. This can be especially beneficial to students in rural areas.

To ensure a better experience, students should remember to complete their tutor’s assignments on a timely basis and keep in consistent communication with him or her. Maintaining a shared calendar can be helpful in keeping track of work and due dates, as well as tutoring sessions.

**Virtual tutors and mentors**

**iCouldBe**
This student-geared mentorship program encourages public high school students in the US to choose their own mentors. iCouldBe operates through classrooms across the country, where schools allow students to dedicate one class per week toward mentorship activities that promote academic success, career exploration, and post-secondary educational planning.

**iMentor**
Another student-focused program, iMentor empowers students from low-income communities to graduate high school and succeed in college. Through iMentor, students meet with mentors one on one, either online or in person. The end result is a strong connection that encourages students to pursue their dreams. In New York City, iMentor partners with public schools to ensure every student receives a mentor.

**MentorNet**
Science, technology, engineering, and mathematics (STEM) play a crucial role in the future of the US economy. MentorNet envisions a diverse 21st-century workforce in which citizens across all demographics contribute to innovation and live in prosperity as a result. MentorNet reaches out to STEM students through a vibrant community that is committed to student success.

**Take a Code Break**
Code.org provides free K-12 computer science lessons and games to help students learn how to code – www.code.org. With schools closed and tens of millions of students at home, Code.org is launching Code Break — a live weekly webcast where our team will teach your children at home while school is closed, and a weekly challenge to engage students of all abilities. Tune in Wednesdays at 10am PT / 1pm ET, starting March 25. Learn more at code.org/break.

**Try these engaging, introductory tutorials with your child:**

- **Dance Party** - Code a party featuring music by Katy Perry, Shawn Mendes, and more.
- **Minecraft** - Use problem solving skills to journey and explore new worlds.
- **AI for Oceans** - Learn how AI and machine learning can be used to address problems.
- **Flappy Code** - Write your own flappy game code.
- **Coding in Astronomy** - Learn about astronomy using Quorum, a programming language accessible to blind or visually impaired learners.

And many more tutorials!

**Videos: Watch these easy 3-5 minute educational videos:**

- **How Computers Work**: With an introduction by Bill Gates, this series of six short videos is designed to be approachable for everyone and easy to understand. The series explains what makes a computer a computer, how digital information is represented in 1s and 0s, how computer circuits work to manipulate digital information, and how a central processing unit (CPU) and operating system control the inputs, outputs, memory, and hardware of a computer.

- **How the Internet Works**: This series of eight short videos features Vint Cerf, the inventor of TCP/IP, David Karp the founder of Tumblr to explain HTTP and HTML, Google's “Security Princess” to explain SSL and cybersecurity, and engineers from Microsoft.
Facts about COVID-19 for discussions with children.
What is COVID-19?
- COVID-19 is the short name for “coronavirus disease 2019.” It is a new virus. Doctors and scientists are still learning about it.
- Recently, this virus has made a lot of people sick. Scientists and doctors think most people will be ok, especially kids, but some people might get pretty sick.
- Doctors and health experts are working hard to help people stay healthy.

What can I do so that I don’t get COVID-19?
- You can practice healthy habits at home, school, and play to help protect against the spread of COVID-19:
  - Cough or sneeze into a tissue or your elbow. Throw it in the trash right away.
  - Keep your hands out of your mouth, nose, and eyes. This will help keep germs out of your body.
  - Wash your hands with soap and water for at least 20 seconds. Follow these five steps—wet, lather (make bubbles), scrub (rub together), rinse and dry. You can sing the “Happy Birthday” song twice.
  - If you don’t have soap and water, have an adult help you use a special hand cleaner.
  - Keep things clean. Older children can help adults at home and school clean the things we touch the most, like desks, doorknobs, lights, and remote controls.

If you feel sick, stay home. Just like you don’t want to get other people’s germs in your body, other people don’t want to get your germs either.

What happens if you get sick with COVID-19?
- COVID-19 can look different in different people. For many people, being sick with COVID-19 would be a little bit like having the flu. People can get a fever, cough, or have a hard time taking deep breaths.
- From what doctors have seen so far, most children don’t seem to get very sick. While a lot of adults get sick, most adults get better.
- If you do get sick, it doesn’t mean you have COVID-19. People can get sick from all kinds of germs. What’s important to remember is that if you do get sick, the adults at home and school will help get you any help that you need.

If you suspect your child may have COVID-19, call the healthcare facility before bringing your child in.
**Where can I get information on where to get a COVID-19 vaccination?**

Go to vaccines.gov, text your ZIP code to 438829, or call 1-800-232-0233 to find where vaccines are available in your local community. Check out your state health department’s website to find additional information about vaccinations and providers in your area. Encourage parents and families in your school community to call their child’s healthcare provider to find out if they are offering vaccinations.

### What else can I do to get my school community vaccinated?

- **Launch pop-up, school-based vaccine clinics for adolescents and their families:** Partners are available through the Federal Retail Pharmacy Program to handle all aspects of clinic administration (including on-site set-up, appointment scheduling where needed, clinical and administrative staffing, and administering vaccines).
- **Build confidence in vaccines among students and their parents:** Launch locally-driven campaigns to get students vaccinated, including through creative initiatives and incentives. Partner with local medical leaders (e.g., pediatricians, school based health providers, or Chief Medical Officers for local hospital networks) to hold town halls, answer questions from parents and students, and address myths about the virus and vaccines.
- **Organize events to promote vaccination in your community this summer, in the lead-up to school reopening, and during the school year:** Partner with community- or faith-based organizations, local businesses, and others to encourage students and their families to get vaccinated. Collaborate with students to build a student-led effort that results in increased youth vaccination rates.
- **Make a Plan to Prevent COVID-19 from Spreading at School.** As students return to in-person learning, it’s essential that schools use layered strategies to prevent the spread of the virus. Layered strategies recommended by CDC have proven to offer the greatest protection (e.g. using multiple prevention strategies together and safely transition learning environments out of COVID-19 pandemic precautions as community transmission of COVID-19 reaches low levels or stop).

**Other Health and Safety Strategies:**

- **Wearing Masks:** CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status. Consistent and correct mask use is particularly important indoors and when physical distancing cannot be maintained. When teachers, staff, and students (ages 2 years and older) consistently and correctly wear a mask, they protect others as well as themselves.

- **Improved ventilation** inside school buildings can reduce the number of virus particles in the air. Some ventilation strategies that you can consider for your school include: bringing fresh outdoor air into the building by opening multiple doors and windows (when this doesn’t present a safety hazard), using child-safe fans to increase the effectiveness of open windows, and making changes to the air filtration systems.

- **Covering coughs and sneezes** can help keep educators, staff, and students from getting and spreading COVID-19 and other infectious illnesses. Educators and school leaders can reinforce good etiquette in school by: encouraging adults and students to wash their hands with soap and water for at least 20 seconds; reminding everyone in school to wash their hands frequently and to assist young children with handwashing; and, when handwashing isn’t possible, providing hand sanitizer.
Staying Home When Sick and Getting Tested:

- School leaders play an important role in educating teachers, staff, families, and students about when they should stay home and when they can return to school. Amid the recovery from the pandemic, it’s essential to keep children home if they are showing signs and symptoms of infectious illness, including COVID-19, and to get them tested.

Connect Students and Families to Nutritious School Meals

- Nutritious eating is important for children’s healthy growth and development and positive academic outcomes. As schools reopen, food distribution will continue to be critical to meet students’ basic needs and ensure that they are nutritionally supported to learn and grow. The U.S. Department of Agriculture will continue reimbursing schools and childcare centers for free meals to all students regardless of their income through the 2021-2022 school year.

- Does my school have protocols for safely providing meals both in school and, in instances where distance or hybrid learning is offered or a necessity, away from school? CDC offers guidance on maximizing physical distance around meal times in school. For more information about how schools can provide healthy school meals, regardless of education setting, check out Volume 2 of the U.S. Department of Education’s COVID-19 handbook.

Help Students and Families Access Safe Transportation to School:

- It’s vitally important that families are provided with healthy and safe schools; and it is equally important that children’s school transportation is healthy and safe. There are a number of protocols that can promote safety on public transportation to and from school.

- Wearing masks on school buses is mandatory, per CDC. Schools can assist in the effort to promote safe school transportation by staggering the schedules for school arrival and drop-off times or locations by cohort, or by putting in place other protocols to encourage physical distancing.

Physical Distancing

- Because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the extent possible within their structures, but should not exclude students from in-person learning to keep a minimum distance requirement. Several studies from the 2020-2021 school year show low COVID-19 transmission levels among students in schools that had less than 6 feet of physical distance when the school implemented and layered other prevention strategies, such as the use of masks.

- Mask use by people who are not fully vaccinated is particularly important when physical distance cannot be maintained. A distance of at least 6 feet is recommended between students and teachers/staff, and between teachers/staff who are not fully vaccinated.

Cohorting:

- Cohorting means keeping people together in a small group and having each group stay together throughout an entire day. Cohorting can be used to limit the number of students, teachers, and staff who come in contact with each other, especially when it is challenging to maintain physical distancing, such as among young children, and particularly in areas of moderate-to-high transmission levels.

- The use of cohorting can limit the spread of COVID-19 between cohorts but should not replace other prevention measures within each group. Cohorting people who are fully vaccinated and people who are not fully vaccinated into separate cohorts is not recommended. It is a school’s responsibility to ensure that cohorting is done in an equitable manner that does not perpetuate academic, racial, or other tracking.
Take Care of Yourself.

**Maintain boundaries.**
Maintain boundaries during times when we are relying more on digital technology than usual. Colleagues, children and parents may expect you to be present and quick to respond because the online experience lends itself to that expectation. Schedule blocks of time for taking care of yourself (like going for a walk, catching up with friends, reading to your children, going for a run, reading a book just for pleasure, or meditation) and blocks of time for the kind of professional work that requires concentration and no interruption.

**Be intentional about your social media usage.**
Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting. Most of us have a love-hate relationship with social media. On one hand, social media makes it easier than ever before to stay connected with our loved ones and colleagues around the world. On the other hand, there is a lot of negativity and distraction to be found. The key here is to take control of your social media experience; don’t let it control you.

Schedule time to use social media and establish usage parameters. There are apps that can help block you from certain sites at particular hours of the day or by tracking the amount of time you use social media.

Try setting an intention before going on social media: “I’m going on Twitter to find some inspiration from other colleagues” or “I’m getting on Facebook to ask for help with this digital tool I am trying to use” or “I’m getting on WeChat to check in on a colleague I am concerned about.” Then set a timer for 15 minutes increments to see if you are still sticking with that intention. Notice your emotions as you scroll through social media.

**Practice self-awareness through journaling.**
The more we are aware of our feelings, knee-jerk reactions, defense mechanisms, and relationship dynamics, the better we will be in taking care of ourselves and our family.

Start a daily journal and use prompts to build your self-awareness like: What went well today? One thing I appreciate is... An emotion I experienced today was..., and I felt this way because... One thing that inspired me today was... What didn't work today? What can I learn from that? One thing I learned about myself today is... A small win today was...

Your journal can be traditional text entries, but it can also be a physical or digital space that collects video entries, sketchnotes, photographs, audio entries, etc.

**Connect.**
Reconnecting with our friends and colleagues helps to boost our moods and will decrease our stress. Find that happiness once a week by scheduling a regular video call with your friends in the same situation. You can play pictionary, charades, or other group games, you can each make a meal around some sort of theme and then show it to each other and eat together no matter where you are. Whatever your style, create rituals and don’t let the distance get in the way.

**Vent.**
There is a healthy way to complain and an unhealthy way. We complain to express our emotions. That venting can often lead to bonding, a decrease in stress levels, and gaining perspective. We may complain to get our feelings out, or in order to seek solutions. Both motivations are okay and healthy. The key is to be aware of your motivation to complain each time and be thoughtful about naming the feelings you are having.

Before you call a friend, take a few breaths and then ask yourself these two questions: Do I really need to complain to my friend right now, or is there a better strategy I could use at this moment? What do I hope to get out of this conversation? A solution? Understanding?

**Stay healthy.**
Relax your body often by doing things that work for you—take deep breaths, stretch, meditate, or engage in pleasurable hobbies. Eat well-balanced meals, exercise regularly, and get plenty of sleep. Avoid alcohol, tobacco, and other drugs.

Schedule time for your exercise routine. You can use apps like YogaGlo or Nerd Fitness for online classes and coaching. If you are someone who has a difficult time getting motivated, try small goals, like 15 minutes of walking or even the 6 minute workout from the New York Times. This creates rituals around your exercise to help you forge a new pattern in your day. You can do this using the same music, using the same space, setting an intention, and rewarding yourself with something after, like a delicious smoothie or some downtime.

If you are someone who has struggled in the past to develop healthy habits, use this disruption to break your old routine and start a totally new one.

**Tell and seek stories of resilience.**
Ask your community to share stories of their resilience. What we need right now are reminders that there are acts of resilience all around us, in our past and in our future. When we consider these stories we may feel our emotional and psychological reserves refill and strengthen us for the challenges we are facing.
Coping with stress will make you, the people you care about, and your community stronger.

Do things you enjoy.
When we're stressed, one of the best things we can do is make time for activities that make us feel calm and happy. Whether it’s going for a walk, singing, reading a book or playing a family game, try to take time to help you and your family find a sense of enjoyment and calm.

Use time off to relax—eat a good meal, read, listen to music, or take a bath. Remind yourself that strong feelings fade. Renew your spirit through meditation, prayer, deep breaths or helping others in need.

Seek help when needed.
If distress impacts activities for several days or weeks, talk to a clergy member, counselor, or doctor, or contact SAMHSA's Disaster Distress Helpline: 1-800-985-5990 or text TalkWithUs to 66746.

Embrace the shared experience.
We are all in this together. This is an experience we are sharing. Shared experiences create culture and community. Let's focus on how these events will bond us together through the future.

What kind of inspiring stories of our common humanity will you tell your friends once all of this has passed?

Start that story now.
**ACTIVITIES FOR CHILDREN**

Scholastic: Learn at Home

Audible Stories - FREE library of children’s and young adult's literature audiobooks (different languages available)

Kids Out and About: 250+ Creative Ways to Keep Your Family Sane During the COVID-19 Crisis

CNN: All the virtual concerts, plays, museums and other culture you can enjoy from home

Family eGuide: Boredom Busters: 110 Fun At-Home Activities for Families & Kids

Planning with Kids: 10 Activities To Do At Home With The Kids

NPR: Just For Kids: A Comic Exploring The New Coronavirus

Parenting Healthy: Social & Emotional Learning Resources – Covid-19 Resources for Kids & Teens

USA Today: Indoor Activities to Keep the Kids Entertained During COVID-19 Isolation

**RESOURCES FOR AT-HOME LEARNING**

CASEL, CASEL CARES Initiative: Connecting the SEL Community: CASEL CARES is a new initiative that connects the SEL community with experts to address how SEL can be most helpful in response to today’s circumstances. These resources are designed to support educators, parents, and anyone who works with children. This page will be updated regularly in response to changing conditions.

Centervention Free Social Emotional Learning Activities: Free resources – lessons, activities, and printables – in the following skill areas: Communication, Cooperation, Emotion Regulation, Empathy, Impulse Control, and Social Initiation.

EverFi Free Digital Education Resources: EVERFI’s focus since our founding has been to provide critical resources to students and learners across the world at scale in any location and at any time. With help from our incredible customers, we are proud to give direct access for K-12 parents and teachers to our library of 20+ digital courses at no cost.

Inside SEL SEL Resources for Parents, Educators & School Communities Related to COVID-19: Our team at Inside SEL has put together an initial list of resources, blog posts and guides to help cope during this volatile and difficult time. Our intention is to continue to add to the list as we come across more relevant content.

Learning Heroes Readiness Roadmap: You want to keep your child on track while school is closed. Here’s your Learning Hero Roadmap to help with math, reading, life skills and more.
Sanford Harmony Harmony at Home: Harmony at Home is an online toolkit for educators, families, and caregivers to teach vital social emotional learning (SEL) skills using the strategies Sanford Programs has developed for classroom teachers. We’ve curated interactive Sanford Harmony lessons as well as Sanford Inspire resources for parents to make this transition as easy and rewarding as possible.

Search Institute Coronavirus Tip Sheet: Ideas for actions to consider during these uncertain times with young people in your family, classroom, or program that are prompted by Search Institute’s Developmental Relationships Framework.

PUBLIC HEALTH AND GOVERNMENT RESOURCES

Centers for Disease Control and Prevention (CDC) Primary and most updated source of the latest federal policies, guidelines and resources including travel restrictions, infection rates, prevention and treatment, and U.S. government response.

Ready.gov and Ready.gov for Kids Guidance and general information on pandemic response and preparedness, especially for those who are not yet critically impacted. Youth-specific guidance and resources also available.

USA.gov Links to state agency websites (including state government, state health agencies and emergency management) for every U.S. state and territory.

National Institute of Allergy and Infectious Diseases U.S. research institute with most current understanding of COVID-19 characteristics and best practices for preventing virus transmission.

American Hospital Association Consolidated information about healthcare response, best practices, and patient resources.

National Association of School Psychologists Resources for supporting youth with mental health impacts from the pandemic and daily-life disruption.

American School Counselor Association Resources for school social workers and counselors to support working with families during the pandemic and school-related response guidance.

National Child Traumatic Stress Network Trauma treatment resources including learning, assessments and interventions.

World Health Organization Regional Office for the Americas of the World Health Organization 525 23rd Street, NW Washington, DC 20037 202-974-3000 http://www.who.int/en

USDA.gov: Feeding Programs Announcements
  • Proactive flexibilities to allow meal service during school closures to minimize potential exposure to the coronavirus. (3/10/2020 - USDA.gov)
U.S. Secretary of Agriculture announced a collaboration with the Baylor Collaborative on Hunger and Poverty, McLane Global, PepsiCo, and others to deliver nearly 1,000,000 meals a week to students in a limited number of rural schools closed due to COVID-19. (3/17/2020 - USDA.gov)

RESOURCES

The Clay Center for Young Healthy Minds: 7 Ways to Support Kids and Teens Through the Coronavirus Pandemic

Scholastic Classroom Magazines: Teaching Our World: The Coronavirus

Child Trends: Resources for Supporting Children’s Emotional Well-being during the COVID-19 Pandemic

Zero to Three: Answering Your Young Child’s Questions About Coronavirus

NASP - National Association of School Psychologists: Health Crisis Resources

Child Mind Institute: Talking to Kids About the Coronavirus; How to Avoid Passing Anxiety on to Your Kids

Psychology Today: How to Stay Calm in the Midst of the Coronavirus Crisis


CDC - Centers for Disease Control and Prevention: Helping Children Cope with Emergencies; Talking with children about Coronavirus Disease 2019: Messages for parents, school staff, and others working with children; Preparing for an Outbreak -- FAQs for Individuals and Families; Manage Anxiety & Stress


National Child Traumatic Stress Network Website: https://www.nctsn.org

New York Times 6 Minute Workout
https://www.nytimes.com/2020/02/18/well/move/in-6-minutes-you-can-be-done-with-your-workout.html

Nerd Fitness: https://www.nerdfitness.com

YogaGlo: https://www.glo.com

American Psychological Association’s Building Your Resilience https://www.apa.org/topics/resilience


Calendly Scheduling Software https://calendly.com

Moment, Screen Time Control App  https://inthemoment.io


Boys and Girls Clubs of America: How to talk to your child about COVID-19

Child Mind Institute: Talking to Kids About the Coronavirus

Children’s Institute: COVID-19 Resources for Families

Generations United: COVID-19 Fact Sheet for Grandfamilies and Multigenerational Families

Girl Scouts: How to Talk to Your Kids About Coronavirus

InsideSEL: SEL Resources for Parents, Educators & School Communities Related to COVID-19

Learning Heroes: Support Learning At Home Webinar

Learning Heroes: Trusted, high quality, FREE learning tools that can be sorted by grade and subject


Playworks: #PlayAtHome Playbook and Recess Live on Facebook

Reading is Fundamental: Social and Emotional Learning Resources

Sanford Harmony: Bring Social Emotional Learning to Your Home

Springboard Collaborative: 2-Week At-home Coaching Plan

Springboard Collaborative: Virtual Family Workshops

Stanford University: COVID-19 Resources

Weird Enough Productions: Comics Non-Profit Releases 400 Pages of Comics, Lesson Plans, Activities for Teachers & Caregivers

#COVIBOOK: Supporting and reassuring children around the world

DoSomething.org: Coronavirus: What’s Happening And What You Can Do

DoSomething.org: Resource Hub

Leading for Kids: COVID-19 Resources for Kids and Families

NPR: Just For Kids: A Comic Exploring The New Coronavirus

Peace First: Peace First Launches Rapid Response Grants to Address COVID-19

Voices of Youth (UNICEF): Studying at home due to coronavirus? This is how young people around the world are keeping their mood up

CREDITS

Coping With Stress During Infectious Disease Outbreaks https://store.samhsa.gov/product/Copingwith-Stress-During-Infectious-Disease-Outbreaks/sma14-4885


https://code.org/athome


Henry County Schools, Resources for Remote Learning Days https://schoolwires.henry.k12.ga.us/Page/130027
This guidebook was produced by Communities In Schools of Georgia to give parents and caretakers hope in this crisis and inspire resilience. Learn more.