



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# COVID-19 Response: Instructional Continuity Planning March 16<sup>th</sup>



## SEL Opener

### ■ Leadership Message of Support and Gratitude

### ■ Think, Feel, Choose

- **THINK:** What are the most pressing concerns on your mind regarding the COVID-19 crisis?
- **FEEL:** What emotions are you feeling as a result of these concerns?
- **CHOOSE:** What are some options that you might consider to address your concerns?
- **DO:** What will you do or are you doing to address your concerns?



#### Example Student Tool: Think, Feel, Choose, Do

Name: Johnny Jones

Date: 12/16/2018



#### Think

I'm not sure who is picking me up after school.  
I want to make sure that I get to go to basketball.  
I don't understand what we're doing in math.

#### Feel

I feel worried that I'm not going to basketball because mom forgot no one is planning to pick me up.  
I feel angry because my teacher doesn't care and just wants to teach math.

#### Choose

I could ask my teacher again if she knows who is picking me up.  
I could do a walking break strategy that helps me get calm.  
I could try to do the math and wait until a break to talk to my teacher.  
I could ask if I can go to the front desk to call my mom.

#### Do

I am going to wait until a break and then talk to my teacher.

## Agenda for Today

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- Opening Staff Meeting
  - SEL Opener
  - COVID-19 Update for Staff
  - Instructional Continuity Plan
  - Review Expectations for the Day
  
- Collaborative Work Time
  - Teachers planning
  - Leadership team planning
  
- Closing Staff Meeting
  - Check-in
  - Review Plans and Next Steps

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## Key Messaging from the DCPS General FAQ

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- ☐ Keep lines of communication open and consistent
- ☐ Review FAQs
- ☐ Continue to reinforce recommended hygiene practices to staff and students, including social distancing
- ☐ Use the DC Health Public Awareness Toolkit as a reference
- ☐ Communicate! Although we are taking serious measures to socially distance ourselves, let's stay connected virtually!

# Limiting the Risk of Communicable Diseases at Our School

- **Stay home when sick**
- **Cover your cough or sneeze with a tissue**
- **Dispose of tissue after use**
- **If you don't have a tissue, cough or sneeze into your upper sleeve**
- **Wash hands, multiple times a day, with soap and water for at least 20 seconds**
- **Avoid touching eyes, nose, and mouth with unwashed hands**



# Responding to a potential COVID-19 exposure

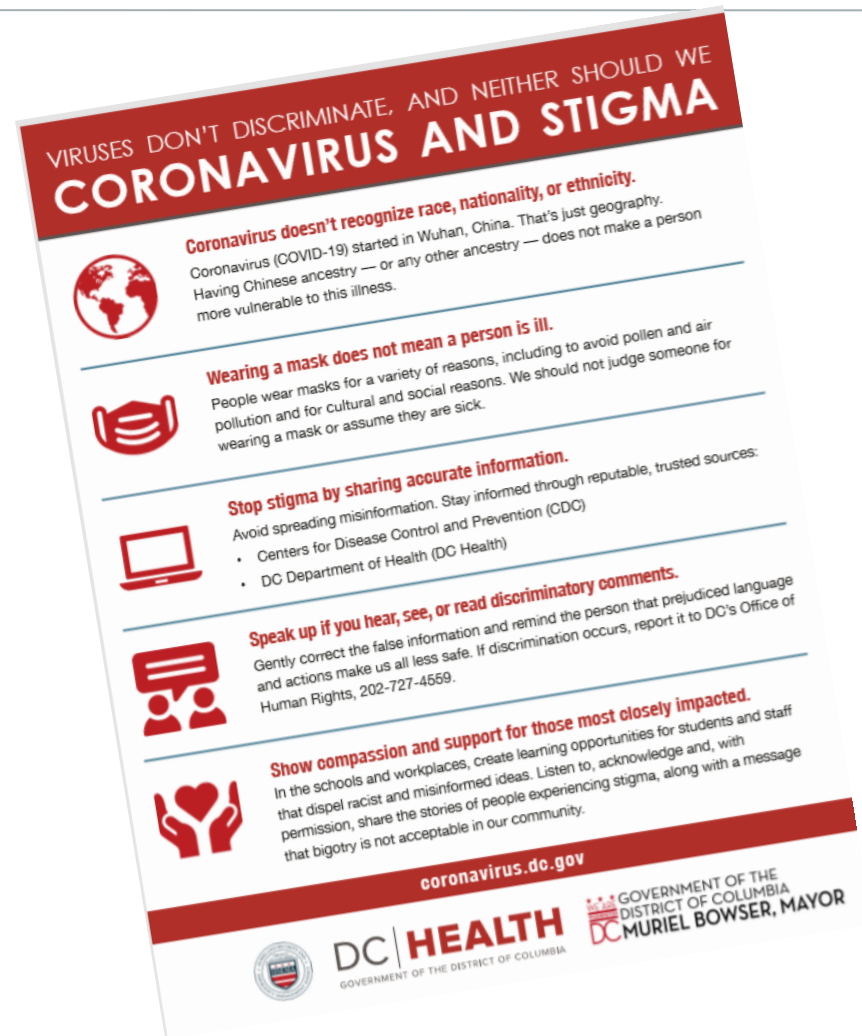
DC Health has issued some very helpful guidance regarding what to do if you have been exposed to COVID-19



# Supporting a Anti-Discriminatory Culture

We have a responsibility to protect students and/or communities that might be at-risk to bullying, harassment or discrimination.

Here is a resource from [Teaching Tolerance](#) that you may also find helpful.





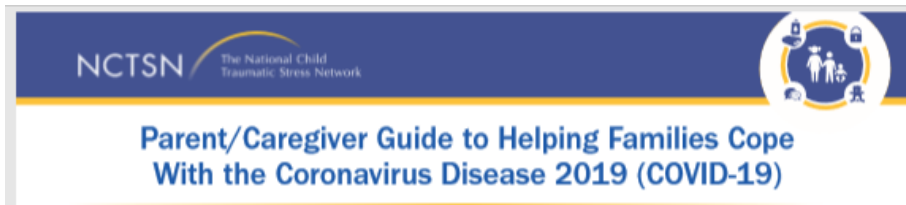
# Addressing Student Stress

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- **We know that this can be a difficult and scary time for our students. Here are some ways to help:**
- **Remain calm and reassuring.**
  - Children will respond and react to your verbal and nonverbal reactions. What we say and do either increase or decrease children's anxiety.
  - Remind children that we (adults) are here to keep them safe.
  - Reframe concerns to apply appropriate perspective.
- **Make yourself available.**
  - Provide space for children to talk and feel loved, such as 1:1 or family meeting time.
  - Encourage parents to give extra love and affection to their children.
- **Maintain as much normal routine as possible.**
  - A predictable schedule is reassuring for children.
- **Keep explanation language age appropriate and minimize access to news and social media.**
  - Distinguish between real and fantasy. Reinforce the precautions that are being made to keep everyone safe

# Addressing Student Stress

[NCTSN](#) and [NASP](#) have provided some helpful guidance for supporting children's anxieties about COVID-19.



Home > Resources & Publications > Resources & Podcasts > School Climate, Safety, and Crisis > Health Crisis Resources

## Talking to Children About COVID-19 (Coronavirus): A Parent Resource

### In This Section

Natural Disasters: Brief Facts and Tips

Resources to Assist States/Territories

Recovering from Natural Disasters

Large-Scale Natural Disasters: Helping Children Cope

Helping Children After a Wildfire: Tips for Parents and Teachers

Relocating to a New School: Tips for Families

New Schools for Students With Disabilities: Tips for

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don't know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

### Related COVID-19 Resources

Talking to Children About COVID-19 (Coronavirus): A Parent Resource (PDF, English)

Hable con sus hijos sobre el COVID-19 (Coronavirus) Un recurso para padres (PDF, Spanish)

ከል COVID-19 (ኮሮና ቫይረስ) ከልጆች ጋር ከልመነጋገርዋልጅ ሙገልገያ (PDF, Amharic)

和孩子談論COVID-19(冠狀病毒) 家長資源 (PDF, Chinese)

COVID-19(코로나바이러스)에 관

## Resources to Support our Students

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- This [simple BrainPop video](#) may help with talking to students about COVID-19.
- National Public Radio (NPR), collaborating with experts in social work and mental health, developed a cartoon explaining what kids might want to know about coronavirus. [You can listen to or read the original NPR story](#) or download a version to print at home.

## If you have questions...



### EMAIL:

**Staff with Questions**  
[dcps.covidqs@k12.dc.gov](mailto:dcps.covidqs@k12.dc.gov)

**Family/Community with Questions**  
[ceo.info@k12.dc.gov](mailto:ceo.info@k12.dc.gov)

Visit <https://coronavirus.dc.gov> for the latest information from DC Health. The resources page has public toolkits, fact sheets, and other additional guidance for stakeholders.

My door is always open, so please call me if you have concerns!

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## Introducing DCPS' Instructional Continuity Plan

The Office of Teaching and Learning has developed an **Instructional Continuity Plan (ICP)** to support meaningful, relevant learning in the event that schools are closed for an extended period due to COVID-19.



**Scenario One:** Independent learning (not teacher led), that does not rely on the use of technology.



**Scenario Two:** Independent learning (not teacher led), that leverages technology (requires devices and internet access)



**Scenario Three:** Teachers support instruction, leveraging technology, with guidance and training provided by Central Office.



**Scenario Four:** Central Office and select school-based staff support instruction, leveraging technology.

## Introducing DCPS' Instructional Continuity Plan

The Instructional Continuity Plan is housed on a **public-facing, open-access Canvas Portal** for students and families and includes:



Daily and/or weekly **learning plans** for students in each grade level (PK-8) and graduation requirement course (9-12) that can be completed offline and without the use of technology in the event a student does not have access\*\*\*.



**Resources for families**, including answers to frequently asked questions, suggestions for supporting student learning, health and wellness considerations, and links to optional digital resources.

\*\*\* Where possible, schools will be asked to facilitate making materials available in hard copy prior to school closure. Central Office will also provide distribution assistance.

## Instructional Continuity Plan Details



Learning plans focus on **extension or review** of key content/skills and/or **creative application of prior learning** for each course/grade level.



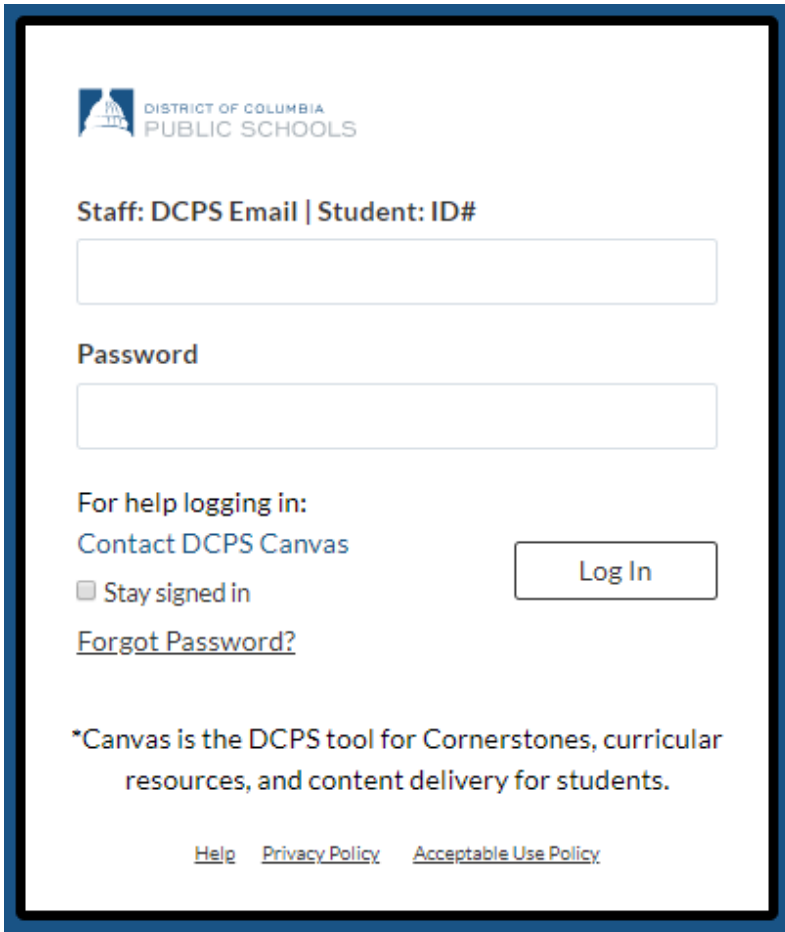
In line with our curricular philosophy, the goal was to create **a high-quality floor, but not a ceiling**—educators may expand upon the OTL-created Scenario 1 and Scenario 2 learning plans to provide additional learning opportunities for students.




Learning plans will include **meaningful accommodations** for students with disabilities and learning differences. The Division of Specialized Instruction is developing more specific guidelines for all students with IEPs and specifically students in self-contained programs. Resources will also include language supports for ELLs.



## Accessing the Instructional Continuity Canvas Portal

A screenshot of the District of Columbia Public Schools (DCPS) Canvas login portal. The page features the DCPS logo at the top left. Below the logo, there is a label "Staff: DCPS Email | Student: ID#" followed by a text input field. Underneath this is a "Password" label and another text input field. To the right of the password field is a "Log In" button. Below the login fields, there is a link "For help logging in: Contact DCPS Canvas" and a checkbox labeled "Stay signed in". At the bottom left, there is a link "Forgot Password?". A disclaimer at the bottom states: "\*Canvas is the DCPS tool for Cornerstones, curricular resources, and content delivery for students." At the very bottom, there are links for "Help", "Privacy Policy", and "Acceptable Use Policy".

 DISTRICT OF COLUMBIA  
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Staff: DCPS Email | Student: ID#

Password

For help logging in:  
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☐ Stay signed in

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[Help](#) [Privacy Policy](#) [Acceptable Use Policy](#)

**URL:** [bit.ly/DCPS\\_ICP](https://bit.ly/DCPS_ICP)

This course will be open to the public and will not require a Canvas log-in.

**Public launch date:** Friday, March 20

In the meantime, **DCPS staff** may access the course by logging in to Canvas.

**Username:** Your DCPS Email

**Password:** Your DCPS Email Password

Staff without Canvas access can use the following temporary log-in **on Monday, March 16<sup>th</sup> only:**

**Username:** DCPS.Resources

**Password:** Canvas20!!

## Accessing the Instructional Continuity Student Packets

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- All educators were sent the link to the Week 1 Learning Packets on Friday.
- Packets will be available for pick up by students and families from their schools.
  - The Warehouse team will deliver packets to schools by Wednesday (3/18)
  - Schools should create distribution plans for welcoming families on:
    - Thursday (3/19),
    - Friday (3/20), and
    - Monday (3/23)

# Navigating the Instructional Continuity Canvas Portal



Parents, students, and teachers can find access to:

- Family Guidance
- Pacing
- Learning Plans
- Digital Resources
- Support Options
- SEL Resources

Resources will be made available to our families and students and easily accessible from any device.

[bit.ly/DCPS\\_ICP](https://bit.ly/DCPS_ICP)



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## Planning Expectations

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*Teachers: You have differentiated guidance docs created by OTL, along with access to student facing resources.*

- *High level expectations for your work time today include:*
  - Establish daily office hours, methods of communication with students and families and share that with the leadership team.
  - Please send your first communication to your students/ families today with your anticipated office hour schedule today! Consider wishing them well on this expected spring break and that you will begin distance learning with them on Tuesday, 3/24.
  - Review the guidance and [learning plans here](#). Share some ideas with your team on how you will support kids find success virtually!
  - Meet with your team and agree to when you will meet and collaboration going virtually!
  - Bring home your laptop and any critical materials you may need!

## Expectations for Distance Teaching and Learning

- DCPS teachers and service providers will initiate distance teaching & supports beginning on **March 24<sup>th</sup>**
- Set a schedule for yourself that includes a minimum of **6 hours of worktime** a day
  - 4 hours for regularly scheduled instruction time/office hours
  - 2 hours daily planning: providing feedback on work that is submitted to them, grading student work, creating additional assignments as needed, planning instruction for the return to school, and collaborating with colleagues and school leaders.
  - **Please submit your schedule to the team by COB today. School leaders will send a newsletter/ email to the entire school community so that parents will know when you are available and how to reach you!**
- Stay connected to students. Reach out to some subset of students each day individually. Keep track of who you are reaching so you can let others know if some students are unreachable. Please schedule a group connection at least 2-3x a week.
- Experiment and give remote instruction a try! DCPS central office is providing enhanced Microsoft Office 365 suite capacity that will provide teachers the ability to setup audio and video conference calls, and direct calling capabilities. NOTE: Staff must RESTART and LOGIN to laptops Monday so that the upgrade can be deployed remotely.

## Sample Teacher Schedules:

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Establish a FLEXIBLE yet consistent schedule that works for you!

For example:

- 9-11 – Active Instructional Time/ Office Hours (2)
- 11-1 – Lunch
- 1-3 – Planning and collaboration (2)
- 3-5 – Active Instructional Time/ Office Hours (2)

or

- 8-9 – Planning and collaboration (1)
- 9-12 Active Instructional Time (3)
- 12-1 Lunch
- 1-2 – Planning and collaboration (1)
- 2-3 – Active Instructional Time/ Office Hours (1)

These are just examples:

- YOU can schedule the 6 hours in ways that work for you!
- Please communicate your schedules to your students and families.
- Please submit your schedules to your LEAP lead and Principal.



## Guidance for Leading On-line Learning

- If you would like to leverage technology for online learning, we have created a Canvas site to help you get started.
- The link is also included in your teacher guidance doc.

<https://dcps.instructure.com/courses/179610>





## THANK YOU!!

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These are unprecedented times.

Thank you for being willing to try new methods to stay connected and push our students' learning forward!

Thank you for your generosity of spirit in keeping our students and their experience a focus. They are deserving of your consideration and they are lucky to have you.

Please take good care of yourselves. Your wellness matters. You mean a lot to us.

Please stay in touch and let us know if anything comes up!