

Israel-Hamas War: Resources for DCPS Educators

As a diverse school system, we know DC Public Schools (DCPS) students, educators, and staff may have family, friends, and other connections to the Middle East. As we all witness the local and global impact of the recent conflict and its atrocities, members of our community may be experiencing feelings of anger, grief, and/or fear as they work to make sense of the violence. Others may be feeling outright sadness and confusion as they are exposed to countless images of death and destruction, especially when children are the victims.

The Israeli/Palestinian conflict is another example of the many global situations that could significantly impact the emotional well-being of our students, staff, and families. This news may raise emotions, concerns, and questions from our students. ***If a student expresses a need or you notice a need for support, immediately refer them to your school behavioral health coordinator.*** Our school mental health teams are trained in trauma responsive interventions to address heightened emotions and support emotional regulation through individual, small-group, and/or dedicated space designed to listen and facilitate discussion. If you are interested in obtaining school-based mental health support for your student, please complete the DCPS [Referral Form for Student Mental Health and Counseling Support](#), or by scanning the QR code below:



As educators, we are charged with creating safe spaces where students can ask questions, examine multiple perspectives, and raise their thoughts and concerns—especially when exploring current events rooted in conflict. To support our DCPS educators in this work, Central Services teams have compiled a list of resources to use as we prepare for conversations with our students. These resources are designed to provide historical context to the situation and support the development of classroom spaces comprising diverse identities and multiple perspectives, allowing for each student to feel valued as they explore and process what they are hearing and seeing.

- [How to Talk About the Israel-Hamas War \(Education Week\)](#)
- [What is Hamas? \(CBS News\)](#)
- [Antisemitism and Its Impacts \(Facing History and Ourselves\)](#)
- [Dismantling Islamophobia \(Harvard Graduate School of Education\)](#)
- [Processing Attacks in Israel and Outbreak of War \(Facing History and Ourselves\)](#)
- [Supporting Youth Affected by the Violence in Israel and Gaza: Tips for Families and Educators \(NASP\)](#)
- [How to Talk to Kids About What’s Happening In Israel Right Now \(Kveller\)](#)
- [Handle With Care: Supporting Young People During Crisis \(Southern Poverty Law Center\)](#)
- [Making a Difference in the Midst of the Israeli-Palestinian Conflict Lesson Plan \(PBS\)](#)
- [Article On Culturally Responsive Teaching - Edutopia](#)
- [Article on Days After Pedagogy](#)

As the conflict continues, our resource list may be updated. Further, DCPS educators should also pose these critical “sourcing” questions to support students in *validating* news sources as they discuss current events.

Please email **Anthony Hiller, DCPS Senior Director of Core Content Alignment**, with any questions: anthony.hiller@k12.dc.gov.

SOURCING

Before reading the document ask yourself:

- Who wrote this?
- What is the author’s perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is it reliable? Why? Why not?