



The 2020 WARNS Covid-19 Impact Survey

Executive Summary

May 2020

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Objectives

The objective of this survey was to collect information about the impact of the Covid-19 school closures on students in Washington State as perceived by school administrators of the WARNS assessment.

Methods

On April 13, 2020, a 10 item web survey was implemented to collect information from all 680 current users of the WARNS online system. The population of WARNS users assess students from 242 schools and youth service organizations across Washington State. The questionnaire sought extensive open-ended comments from the respondents in order to collect as much pertinent information as possible. A copy of the questionnaire is shown in the attached appendix along with *all unedited user comments*. The survey closed after 14 days on April 27, 2020.

Results

A total of 137 users responded to the survey for a 20% response rate. A large majority of respondents (92%) felt that the school closures have had a large negative impact on at-risk students in their districts. Ninety-six percent of respondents indicated that they have worked with students for whom school was a safe space compared to the students' homes. Respondents estimated that the at-risk youth with whom they work are experiencing a 50% increase in risk as a result of the school closures.

A ranking by frequency of the perceived sources of increased risk to at-risk youth is shown in Table 1. Increased stress was the highest ranked source of risk followed by exposure to abuse inside their residence. Themes from respondent comments frequently noted concerns about family stress due to financial burden of unemployment, the multiplicative effect of no school, no structure, isolation, no resources, stress, anxiety, depression – all leading to chronic mental health issues and increased risk of suicide. Additionally noted, homeless and already-marginalized students who rely on school for basic needs are even more at-risk.

Likewise, respondents reported on their perceptions of student sources of increased needs. Table 2 ranks the list of increased needs of students with access to mental healthcare services as the greatest need followed by the need for supportive structures.

Table 1. *Ranking of sources of increased risk.*

Sources of Increased Risk	Frequency	% of Cases
Increased stress - e.g. feelings of isolation, worry, or anxiousness	120	87.59%
Increased exposure to physical or mental abuse inside their residence	108	78.83%
Increased access to drugs/alcohol	85	62.04%
Increased access to peers with deviant behaviors	66	48.18%
Other, please specify (comment box):	32	23.36%
Increased exposure to physical or mental abuse outside their residence	29	21.17%
Totals	440	321.17%



Comments largely emphasized the impact of closures on student mental health – e.g. depression, suicidal ideation, and the great need for mental health services especially in more rural and isolated communities. Comments emphasized how schools are often the only source in student lives for fulfilling the needs for positive role models, structure, a safe environment, and social connections with peers.

To address some of these issues, respondent comments suggested that the state provide increased access to mental health resources, including funding for outreach and check-ins with students, either in-person or online. A major theme encompassing several topics was the need to provide some kind of safe social environments for students to gather together or for receiving support from each other and from school staff, even during the social distancing restrictions. The need for access to safe spaces was emphasized as necessary for providing peer social support, academic support and mental health counseling. There were many suggestions for providing safe social spaces from sports teams to clubs. There were also suggestions for supporting online activities between students and peers as well as academic support from counselors and teachers. Online support might be as simple as ensuring free internet services to families.

Half of respondents (50%) indicated that they were still able to work with their most at-risk students. These respondents indicated they are maintaining communication with many of their students online (e.g. Zoom), by email, or by cell phone. However, many also indicated the inequality of this access for families with limited technology such as a lack of internet access or cell phones. Respondents emphasized the inherent difficulty in maintaining or establishing a quality relationship via distance communication including barriers to building trust and the ease with which students can ignore attempts to connect electronically. Some respondents reported that they have lost contact with all or most students but others have indicated resourceful means for keeping in touch, including contacting parole officers, parents, extended family, or other social workers to obtain updates on students. While many respondents are trying to engage their students in various ways, there is clear frustration that some students are either ignoring such efforts or do not have the resources to make contact.

While some respondents reported a lack of available resources in their communities, many report a variety of food access and delivery for students and families either through the schools themselves, local food banks or other services. Many reported that their students have been issued Chromebooks or laptops and that there is access to online learning and resources. About half of comments indicated some level of available counseling, mental health, or drug/alcohol services, but also included mentions of limitations to such services such as only being available online. Other comments indicated that communities and schools are

Table 2. Ranking of sources of increased needs.

Sources of Increased Needs	Frequency	% of Cases
access to mental healthcare services	122	89.10%
access to supportive structures	115	83.90%
access to positive role models	114	83.20%
access to necessities (ex. food, clothing, shelter)	104	75.90%
access to technology (ex. computers, phone, internet)	91	66.40%
access to the internet	91	66.40%
access to tutorial assistance	87	63.50%
access to physical healthcare services	66	48.20%
Other, please specify (comment box)	9	6.60%
Totals	799	583.20%

attempting to provide imaginative solutions among schools and service providers to achieve increased access of services to those who need them.

The question about what Washington State should do to help at-risk students produced a great variety of responses and ideas. The most frequent responses concerned increasing support for mental health services and providing technology such as laptops and wifi for students to connect with peers and teachers in order to continue learning and maintain peer connections. Broader suggestions included state funding for families to address food security, healthcare, and technological equity. Other suggestions touched on providing safe spaces both in-person and online for peers and school staff to interact with students. For example, “online cafés” and making physical spaces available at schools for students and staff to gather.

Final comments to the survey emphasized themes found in previous comments. Additional support in the form of funding and training for school staff was common as well as problems with student engagement. Students who lack engagement with school during normal times have tended to be even harder to reach and engage in online school activities and counseling.

Conclusions

Responses from survey participants generally indicated a greater lack of engagement on the part of their most at-risk students due to loss of contact with school staff and increased stress and risks in combination with unmet needs as a result of the closures. While all students are experiencing some level of disruption, problems are especially acute for students in family situations that have been impacted by loss of employment, a lack of food security, and limited access to mental health counseling. Funding from the state to address the most basic student needs was called for especially to provide for mental health care and academic support, but also more generally to address food security and broader family needs such as providing technological equity. Efforts to provide means for in-person contact were also a common theme in which respondents emphasized the need for student contact with both peers and school staff.

Full Results

Access to the full set of results and respondent comments is available at the WARNS information website: [WARNS.wsu.edu](https://warns.wsu.edu).

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Appendix

WARNS Covid-19 Questionnaire©

Thank you for responding to the WARNS Covid-19 Impact Survey! This survey is 10 questions and should only take you a few minutes. It is voluntary and anonymous. If you have any questions, please contact us at WARNS@wsu.edu. Thanks!

Q1. Do you feel there are at-risk youth in your school district or service area who are **more** at risk as a result of school closures due to COVID-19?

- Yes (1)
- No (2)

Q2. What is the percentage of increased risk you believe these youth are experiencing?

Please use the slider to indicate percent.

0 10 20 30 40 50 60 70 80 90 100

	%	
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Comment: _____

Q3. What do you perceive are the sources of the increased risk these youth may be experiencing? (Check all that apply)

- Increased exposure to physical or mental abuse inside their residence (1)
- Increased exposure to physical or mental abuse outside their residence (3)
- Increased access to drugs/alcohol (2)
- Increased stress - e.g. feelings of isolation, worry, or anxiousness (4)
- Increased access to peers with deviant behaviors (5)
- Other, please specify (comment box): (6)

Comment: _____



Q4. What do you perceive are the increased needs for the youth you work with?

- access to necessities (ex. food, clothing, shelter) (1)
- access to mental healthcare services (2)
- access to physical healthcare services (3)
- access to supportive structures (4)
- access to technology (ex. computers, phone, internet) (5)
- access to positive role models (6)
- access to the internet (7)
- access to tutorial assistance (8)
- Other, please specify (comment box) (9)

Comment: _____

Q5. Have you worked with youth for whom school was a safe space compared with their home environment?

- Yes (1)
- No (2)

Q6. For youth for whom school was a safe space, what could the state provide as a safe alternative to their school environment?

Comment: _____

Q7. Are you still able to work with your most at-risk youth?

- Yes (1)
- No (2)

Comment: _____

Q8. What resources are available to support the youth in your district or service area during the closures?

Comment: _____



Q9. What would you like to see the state of Washington do immediately to help youth who may be more at risk because of the school closures?

Comment: _____

Q10. Thank you! Please use this space to provide us with any additional information or comments you feel are relevant. If you can also provide us with your ESD and school district, that would be helpful for us to understand geographic differences within the state.

Comment: _____



Unedited Respondent Comments

Q2: What is the percentage of increased risk you believe these youth are experiencing?

The most at-risk students are living in homes with domestic violence and/or caregivers with mental health and/or drug problems. The fact that these students are not able to engage with a daily safe place (school) places them at very high risk.

I couldn't estimate

We can't have the same contact with our students. Approximately 1/3 our our students have at least a partial disengagement with the school setting despite organized efforts to keep them engaged.

More potential for DV assaults with more time at home, not to mention, financial stress that parents face trying to manage!!

Several students experience homelessness, high depression, high anxiety, low SES, substance abuse at home, etc. I also have many LBGTQ+ students who are not accepted in their own home.

We have students who are homeless or close to becoming homeless. We are unable to track and care for these students as thoroughly as we would like. We also provide student assistance counseling to several students who are now not able to receive such services.

Although our schools supply much needed supports and structure, our small school/community has stepped up and has created varied supports for our students.

I am not able to hazard a percentage for this question. I'm not trying to sidestep the question, but the increased degree of risk is not quantifiable and anything I would say is just a guess. However, the WAYS in which youth are more at risk include lack of academic and personal support which they receive in school. These include meeting with counselors and/or therapists, access to LGBTQ support, increased isolation and lack of social network that might normally ameliorate symptoms of stress, suicide, depression and anxiety. Some students will have increased time in dysfunctional or unsafe family systems, etc. At-risk students are often assisted by positive relationships with teachers and participation in clubs and activities. These are just some of the ways that students might experience increased risk as a result of school closure

I am sure this varies per student and risk factor but, family environment/support, drugs/alcohol, and anxiety/depression risk factors all seem to have the possibility for significant increase in risk during a "lock-down".

I have no information about homeless students. If they are living in a shelter, I do not know how they are being supported. We did offer laptops for students to pick up. I have no knowledge of their internet availability.

This is difficult to gage, I am worried for my students that come to school as a safe place away from dysfunction at home.

I imagine there is a lack of encouragement to complete school work that is all online, and/or lack of resources to complete those assignments.



My school serves many students who depend on us for not only food, but for connection and safety. Our school provides a place of sanctuary that for some feels more like home than home does. We provide a safe place to be, safe and trusted adults, and a supportive environment that for some does not exist outside of our school community. While we are doing our best to ensure our students know that we are still here for them and want to support them as much as we are able, it is difficult to convey from a distance. Further adding to the challenge is the fact that students who depend on these things the most can be the most difficult to connect with during this time.

lack of positive contact with caring adults in school, lack of resources available: meals, counseling, added stress from parents losing jobs and homes.

I believe that schools are their structure and safe place. Without them, they do not feel safe and probably are not safe. It would be very interesting to hear from CPS about the lack of calls for kids. I am willing to bet that because their mandated reporters are not calling that their numbers of reports are way down. That tells me kids are getting abused with no supports to help them.

Some students were already not coming and now we are having a difficult time reaching them for online schooling....

This question is challenging because some students are likely experiencing a slight increase in risk and others are greatly at risk.

Many students live in unsafe areas and lack resources to connect with peers, teachers, counselors and other people who watch out for them and help them meet their basic needs.

Many are children of poverty with no support at home.

Concerns that these youth do not have consistency in their environment. Nor assess to technology or ability to use this technology for distance learning.

Very hard to judge though!

Thank you for asking these questions. Working in the middle school, I am very concerned about all of the students that I've done the assessment on.

A total guess, but based on some articles about the increase in danger to those who have/are experiencing domestic abuse/violence due to the shelter-in-place worldwide, I've got to believe that those in dysfunctional settings are at least 50% more at risk than when they were able to get out of their dysfunctional settings.

Fear of the unknown.

Parents and students are reporting students feeling more depressed being away from peers.

Students do not have easy access to a trusted adult to disclose unsafe situations at home.

Not only environmental risk from high risk behaviors in the home, discontinued contact with support services, self esteem needs, family stabilization services, drug and alcohol alternatives, the list continues

This is an educated guess. If they are in an at-risk household more unstructured time likely equals more risk factors/or greater risk.

Very hard to quantify, so I average out the overall increase in anxiety and depression that most PEOPLE are experiencing, the disconnected nature and perceived unavailability of supportive adults, the loss of routines connective interpersonal experiences.... this coupled with a mixture



of increased or decreased supervision. Family dynamics that worsen daily coping, or may now be improving as some will.

I do not have data to support this claim. This is an estimate based on the knowledge of the community I serve.

Lack of food. Close proximity in confined quarters.

We have a few that this is impacting greatly. One student is homeless and relies on breakfast and lunch at school for most of his meals. He also receives snacks and weekend meals that he is not receiving now. Another students do not have supportive family situations that is made worse by the being home.

difficult to judge but doing the best I can! We are doing even more intervening than usual so kids will stay engaged.

Many of my kids who were not coming to school to begin with or we're having substance-abuse issues etc.... Are now just free roaming with the possibility of having no access to any sort of mentor, adult supervising them and other similarities.

More drugs and alcohol.

Oftentimes these youth rely on services provided by their school to help cope with and/or alleviate the risk posed by forces outside of school.

Domestic abuse and neglect

Not only the virus but unemployment increase

I am guessing on this. I do not know a percentage

Most of the kids that have been at risk have more issues at home with layoffs and closures and so without income for the families, their home and/or living arrangements will become different.

Several of our at risk students are now stuck at home with little or no tech support and often 1 or 2 parents may also be working or using the one computer in the house. For these students, face to face interaction is often key to getting those students motivated and to complete work.

This is difficult to quantify. I believe our students who were already at-risk have been impacted at least two-fold. We have students who attended school but did not participate and we had kids who had terrible attendance but at least participated when they attended. Now we have students who are not engaging who would normally have participated in the classroom setting. We're still collecting data and tracking down students, so it's hard to say.

We are concerned about students who have lost their support network from school.

Primarily for physical abuse but also substance abuse

This is hard to know, I think it comes down to how much support they have at home. Some students school is what causes anxiety and some of the risk factors where in other cases they are less supervised at home so they have more access to drugs and other risky behaviors.

The same students that struggle with attendance are the ones not showing up with distance learning. They are not checking in with teachers or completing work. The longer this goes on the more challenging it will be to reengage them in classroom learning.

The added stress is worse because it effects your immune system.



depends on the issue

Marginalized families are further marginalized due to COVID-19, and accessing education competes with accessing adequate living means.

Student are not in school. No routine, or accountability. Playing video games at all hours. No engaging in school or we have not been able to make contact.

They are already missing school with little or no parental direction. They have no motivation to participate in distance learning. Now they are staying home and still parents aren't directing them to participate.

Hard to guess at this but without social contact at school and the lack of services that many kids receive, it is similar to Summer where many risks go up for kids.

Access to meals, services, supports and being in dysfunctional households.

I feel it is increased because of the many environmental influences that are negative or the lack of support at home. many associate with peers, doing or experiencing the same things, so they experience the bubble effect and can not see anything outside those norms.so the get trapped in downward cycles, with no new perspective or tools to change their experiences.

I have no idea.

Without the structure of school, many of our students and families are struggling.

Tough to put a number to this.

This question is ineffective in my opinion. I don't know how to quantify risk and I don't know what type of risk you are talking about and different types of risk could have increased more than others.

This is just a guess. I know that families who are worried about jobs and money, who are all together at home all day will have a lot harder time coping emotionally and helping their at risk child be successful in school. The situation is ripe for stress, emotional instability, substance abuse increase. etc.

It was hard to get them to school when we could see them, getting them to do digital learning is even harder.

When AT school, we know where they are and steer them towards an engaging, successful experience. These students need daily encouragement and personal contact which is limited at best in an on-line situation.

I am thinking about who our most at risk students have to reach out to for social emotional support.

Q3: What do you perceive are the sources of the increased risk these youth may be experiencing?

Credit deficient seniors who were already behind, now feeling more behind and having to do it on their own.

Less time with pro social adults at school

Poverty - parents lose job, homelessness

With more time on their hands, students are more likely to self-harm, complete suicide, or experience an increased level of suicidal ideation. These points are amplified in the rural school districts where students tend to be bored and isolated. Parents that work are at least 30 minutes away, quite often an hour away. In addition, cell and internet services are intermittent or nonexistent.



I believe these would increase, but no by a lot, and not in high volume. Obviously still an important issue.

See my comments in question #2

decreased ability to deal with personal problems, because there is little to no access to the services usually accessed during the school day.

Many students now can't access mental health services if they are on Apple Health due to one of the main Apple Health providers has stopped doing intakes at this time. Students who are suffering from Suicide Ideation, Depression, PTSD and are at risk for self-harm have now lost daily support from professionals and their peers at school. Some also report financial instability and food insecurities at home due to COVID. Some don't have cell phones to contact peers or hotline for support when they find parents un-supportive to their needs.

Abuse in the home and/or isolation and anxiety seem most likely to have increased risk overall.

The loss of security of knowing that they can go to school to have their needs consistently met.

yes, lots of anxiety for students who are missing out on things like getting better grades, graduation, scholarships, having to move, athletic goals

Not having enough food and safe shelter.

Decrease support for mental health needs

An increase in things that can happen to them that is beyond their control. More responsibility for younger siblings or caretaking of others. Even more lack of stability - lack of food, housing, and other basic necessities. And inability to get the help needed to progress in their studies without support.

Lack of adult assistance/abilities with school work.

Decrease in trained dependable support.

Increased stress from lack of basic needs.

Increased learning gaps for those in poverty, SWD, ELL, etc due to lack of executive function personally and as a family unit...learned helplessness.

Lack of access to alternative prosocial relationships due to our rural setting

Complicated grief. Losses of many sorts. From routines, perceived futures, to loved ones dying.

increased absent adult interaction;

difficulty with learning in a new way- losing motivation

a lot.of down time

Feel like they have a free ticket to not to school work or attend school next year.

Stress of not interacting with peers and face to face teacher support

Addition responsibilities with supporting household.

Limited access and ability to navigate technology required to participate in classes. Older students are getting jobs and increased work hours, and choosing that over school.

Not engaging in learning, sleeping all day playing video games all night, nothing is consistent or dependable in our ever changing world.

Many are school attendance refusals. Hard to break the habit when schools not in session. It instills it more.

increase to online gaming and social apps like tik tok, instagram.



I think parents found it hard to get them to school but harder to get them to participate from home.

Less supervision, increased social media risks, increased stress if family is struggling and or out of work, increased risk of nutritional needs not being met, increased stress of changing school expectations and concerns if credits not received.. etc

access to services, supports, food, clothing

Most students that are high risk have multiple negative, environmental influences.

Increased rate of depression, anxiety or other mental health concerns due to lack of structure, school support people and isolation.

No one to hold them accountable/ or to encourage them to make good decisions.

First students have loss the safe consistent environment that encourages making good choices and acceptable behavior. That has been removed, with equivalent substitute. Second, students are left with an increase in unsupervised time and structure, the risk factors are huge

For middle school, isolation and loneliness due to lack of friend interaction. Also, feelings of failure because they feel they can't be successful in online work.

Food security issues

Decreased contact and connection with positive peers, outlets, prosocial activities and appreciate supervision

Q4: What do you perceive are the increased needs for the youth you work with?

Our district has worked very hard to put the necessary technology into the hands of students. All secondary students have been provided the opportunity to get a hot spot and/or Chromebook.

It's a cluster.....!!

Also, no accountability with Truancy court and CTBs curtailed.

Routine, engagement, social connection with peers

Access to peers in person. Access to support at schools-in person.

We have developed a system to stay connected to our students academically and for basic needs, to provide meals, technology and internet services. We have heard that mental health access has been interrupted but it is unclear how difficult it has been to access physical health care.

I work with McKinney Vento homeless students and trying to get equitable services and technology is a challenge

Access to clean living environments. Access to hygiene care, showers, deodorant, feminine care products, shampoo, soap, etc. Also lack access to clean clothing and shoes provided by the school.

Access to tutorial assistance - that the youth does not know how to ask for help.

Access to their support systems in the school setting

Language and interpretation services

districts are helping a lot with technology- but mental health access is even harder when not in the physical school



This pandemic closure has been terrible for our district. Our families are not structured to handle these changes in home life. Educational institutions in our district are the safe structures for our family.

Unhealthy family dynamics

Lack of access to school and daily instruction and learning, especially those who are disconnected.

access to being social with their friends, access to extra curricular and co-curricular activities

Access to educators who know how to teach students with a variety of needs and learning styles.

Access to previously supportive relationships through school

Q6: For youth for whom school was a safe space, what could the state provide as a safe alternative to their school environment?

Funding for outreach workers to physically check on students.

Free internet set up and usage, to work on school work, keep in touch with school staff and keep in touch with peers.

Structured programs especially ones that offer mentors. And specifically Male mentors

Opportunities for physically-distant but face-to-face meetings with teachers and/or other school staff

Online counseling

safe spaces for kids to be during the day.

Not sure at this point. Perhaps socially distant space in the public library.

Food, opportunities for shelter if the circumstances are dire with some of the students.

Wifi service for those who don't have it. They are missing out and not connected with important adults as well as their peers.

Online teen support via Zoom or FaceTime, like our local non profit, The Benji Project!!
Or freeing up Fft providers to check in on at risk & high risk truants, etc.

With the social distancing orders, this is a difficult question to answer. Normaling, I would say boys and girls clubs that students can go to. Or holding afterschool sports teams. But with the circumstances, I think getting students in person access the mental health specialists is key. As well as providing individual rooms for shelter if situations at home get bad. They can then have a safe place to sleep.

Social/recreation clubs--like a boys'/girls' clubs, YMCAs--for when the social distancing is lifted.

Have a Mental Health Therapist check in, physically. A tutor or a teacher check in using safe distancing protocols would be an option. Daily, check ins should be a must by phone or video. Eyes on the student is key.

Free online virtual counseling sessions with a live counselor.

Locations that are open for these students to come and get mental health support, academic support, and basic supplies.

Safe/Monitored out of school environments for activities, academic support, social emotional support opportunities.

Access to and payment of counseling resources. Financial support for those students who do not have access to the internet or devices.



I wish I knew. We cannot make a home visit due to the quarantine. As a school counselor, I have not been successful in contacting all students because phone numbers have changed, and not all students have access to a phone.

A safe placement that allows them to remain in the same school setting.

They need to have access to a provider in person outside of the home. If home is not safe, these youth won't feel safe or free to speak openly and honestly about what is happening if someone might be listening or overhearing the conversation. They may not feel safe to reports they are unsafe. Another concern are young elementary school kids and their safety and how to reach out to them and make sure they are ok and safe.

This is tough because social distancing restrictions apply across every sector. An open on-line "meeting" students could join to talk and/or "hang out" with with an adult present? A 24 hours phone line for just talking?

A space for students to go that is not at home. Any check ins that happen with students are likely to be monitored by parents. Many students found support through friends, particularly LGBTQ students.

Access to shelters that allow them to stay in them, which I assume they are requiring whoever was in a shelter to stay there when the Governor issued his stay-in-place directive.

Secure food source and contact (even if it's virtual) with a caring concerned adult

For my students it mostly had to do with parents being alcoholics. Our students have crisis numbers on the back of their ID cards and we talk about that with students. What they are for and how to use them. Not sure what the state can do to provide safety in this situation.

A place fro them to go during the day

In this situation, I don't know. Social distancing creates a problem in providing safe spaces for students who are unsafe at home.

unclear

We need to continue to meet basic needs by ensuring food and water is available to all students. They need access to technology and the internet, regardless of ability to pay. I don't know how the state can ensure safety and security needs are met for students with unsafe home environments or those experiencing homelessness. We are all hurting for human connection due to social distancing guidelines. An important aspect of ensuring students feel safe is making sure they have access to safe and positive adult role models. Typically schools would provide this for many students. While we are doing our best to continue to reach out to students and connect with them, it is a challenge given the current circumstances. For youth experiencing homelessness or abuse organizations that provide shelter and safe adults, like the Coffee Oasis and others, are vital and require additional support to meet the increased needs of the community.

Day camps? online tutors, online counseling, virtual clubs? WIFI access is huge in our rural area!

A place to be away from their home. YMCAs could be an option...

Pop up service locations

I don't know, in this situation. Maybe day shelters for older students so they can take showers, get supplies, wash clothing etc. Be near other functional people like adults who can help them, while being socially distant.



not sure...

That is a very hard question to answer. I really do not know how to answer that except making sure all staff are trying to reach out to these students.

Another space that is not within their home that they travel to. YMCA... Boys and Girls Club... libraries... anywhere that the student has an 'escape' from their home, since school can't offer that currently.

With our current "stay at home" order, I am not sure. I know that even CPS is having to conduct interviews remotely making it even harder to assess students' safety and needs.

at this point, I don't know, especially since we are not supposed to gather, and to practice social distancing. Perhaps some SEL support or mental health support for each student.

Libraries, Boys & Girls Clubs, Outdoor recreation opportunities.

A safe space that allowed for distancing but still holds the resources. An updated school!

More frequent check-ins with students from social workers and community partners

I would love to have 'safe home' where marginalized youth can go for food and positive adults.

In this current state of emergency, nothing I can think of other than toll-free hotlines, social media reporting outlets, etc.

more school resources such as outside intervention specialist

Covid-19 testing and then a safe place to go to do homework and counseling.

designated check ins with positive messages

Check ins from school personnel

some students need access to the internet to even be able to do zoom meetings with students and teachers to connect socially and do work

open phone lines (hotlines) and open youth locations they could go physically if needed (of course following all social distancing but this is essential)

I am not sure with the stay at home order.

I don't know how they can help in a situation like this..

Paper mail invitation to wifi hotspots and specific log-in for live rooms with music and adult supervised (tech control) places to connect. Best new art, best coping/resiliency stories. Youth need to feel part of something. We should hook them up with that. The challenges are many. Maybe youth could help create the forum(s) Socially distant and responsible, but not quite gathered? But not quite quarantined either? This is a brainstorm.

A COVID-19 safe location where youth can access internet, food, counseling services and school related resources.

I have no idea

I am not sure with this current situation. School was a place they would go that was away from the home situation.

I don't have an answer to this right now.

Contingency planning, continuity for learning, support vulnerable populations, and address mental health and psychosocial support needs for students and families

More resources in rural areas; alternative access for communication between students and schools (ideas such as student phone service)



emailing and talking by phone helps to stay in touch with supportive staff- so tech support helps

Other access to safe areas- libraries, tutorial businesses

A safe place to go, like a local YMCA or YWCA

Welfare checks could be a good start because a lot of my kids don't answer the phone or parents have blocked numbers etc....

Not sure... intervene at home.

Increased and/or improved areas or locations for youth to recreate.

Not sure

Internet access and computers

I don't think there is an alternative with the social distancing

Students need access to mental health specialists and a safe haven to go to when things escalate and they need to leave their home. Students are out on the streets at night in need of safe shelter.

I have no idea. What can the state afford? A fully funded boarding school would be great.

Social emotional supports and tools.

Online mentors that could talk to the students everyday.

Some kind of check-in services. I'm not sure what that would look like.

Internet hot spots and help with printed copies of materials like worksheets or packets

Safe counseling

Mental health services in rural areas

Since childcare for essential workers is provided, maybe limited classrooms (with technology and teacher, like a computer lab) and transportation and meals all in one place for at-risk students could also be available.

Increased access to mental health supports for students.

Alternatives to respite care

access to youth centers

transportation services

Unknown. Just educating families and giving them resources so they can learn how to structure school work time, play time, etc.

PPE so they could be in school. Lunches are already happening.

More mental health services and food, clothes and shelter. Also more mentorship programs.

Possibly a safe space to go, a quiet location to do homework, easier access to counseling/ no insurance barriers, a place to get away from dangerous situations



I look at the number of CPS forms we typically fill out in a school district per month, then I know none are currently being filled out. The abuse did not just stop, and everyone is getting along. That means these kids that are in a tough situation have no one to talk with, no safe space to share what is happening at home. Add to that parents who are stressed out, dealing with loss of income, maybe loss of insurance, not enough food and everyone together all the time. It is like a pressure cooker for our struggling families. One alternative could be open up sports that are outdoors, a reduced risk because we are outside, gives kids a coach to talk with, something to do something to be a part of. Or allow social distancing in schools for mental health and counslors to meet with students face to face in person but 6 feet apart.

Put them back in school

respite care

aiding in finding a way to have safe, quarantined options

24/7 live human support.

Tutor/rec centers

not sure with social distancing and not be able to gather.

I do not have an answer for this. Due to the social distancing.

Unsure in this challenging time

I cannot foresee that there is an adequate alternative.

they need to be in school

A leadership class, that teaches, coping, social, resilience skills, plus helping them understand how the brain develops under chronic and childhood trauma or stress.

This is a very difficult question considering the social distancing we need to follow. I am not sure.

With everything closed down, that is very hard to answer. Libraries would be a safe place.

Locations for them to spend part of their day.

That is a million dollar question. Nothing replaces direct contact.

This is a critical question, but is very individualized (per student). We have kids who need additional/improved housing, more access to food and health, etc. Honestly, they need a place to go and see people outside of their family. Maybe a youth center?

The state could provide education and resources for families to make their homes safe.

The state could expand their investigations during this time. Perhaps investigate families that have been on the borderline in the past as the increased stress could have made home more volatile. The state could call and check in on previously closed cases to make sure youth are still safe or expand their services is some other way.

Do community outreach to make their services more approachable for people who are not mandated reporters.

The state could take on more partnerships with those agencies providing child care through this time.

They could provide messaging for kids and teens to reach out and advocate for themselves if they are not safe i.e. commercials, social media campaigns etc.

The state could provide more funding for child and teen shelters.



Contact information of trusting adults available to assist them whenever they need a safe place or a safe ear.

A place to go to do their school work during the day that meet Covid 19 guidelines.

Ability for students to access a place to "study" and/or receive supports - having people do well checks.

Given the restrictions by the state re: group gatherings, this is a challenge. Boys and Girls Club, Cafeteria at school, any place that students could come together and still maintain a safe distance.

Connections with safe adults who can interact with them regularly regarding school and their own lives. Counseling, too!

a youth shelter

Online social emotional and mental health support. One on one tutoring and connection for those with out internet connection.

Internet connection and tablets for students.

Respite childcare during the day

Free virtual counseling services/or by phone...opportunities to connect with other students who are going through similar situation/feelings.

Safe clean study centers, with all social distancing models and precautions in place?

financial support resources- for families who are experiencing stressful situations like income loss that increase likelihood of alcohol/drug use, Domestic Violence/child abuse, Also, increase of mental health resources via telehealth, free online parenting classes, Drug/alcohol cessation programs-access to AA groups, frequent check ins-electronic or phone and in person if family is not responding. Provide resources/opportunities for "family fun" time ex. pizza and game night.

Social Distancing at school....every other day 1/2 as many kids. one day a week at school..social distancing. Kids and teachers need in person contact.

Opportunities to gather in pairs with mentors or small groups of supportive adults and peers outside.

I have no idea

internet and tech support. Opportunities to have mental health supports to reach out to families.

Q7: Are you still able to work with your most at-risk youth?

Yes but much more restrictive and no access to sanctions have a few running wild.

I'm in communication with most of these students, but the supports (mental health, academic check-ins, etc.) are limited or missing.

zoom support groups, and referrals to family engagement specialist who can do home visits.

It is hard as these students do not have internet access. So I do not have the access to at risk youth as much I would have previously.

I can reach out to those who have wifi service. Those who don't are at an disadvantage to many services.

Via the phone and FaceTime, but 50 percent ghost me or ignore my calls and texts.



It is more of a challenge now because at-risk youth become more motivated when they see people supporting them and in "their corner". It is hard to create that kind of trust and connection over technology. Some of my students do not have cell phones so equality of access creates a challenge too.

I have been connecting with them on the phone and through texts.

Some though, I am not able to get a hold of using various methods.

This is limited due to student phone / communication ability.

But in a very limited way.

From a distance--by phone, checking in.

Obviously it is different now, but I have been able to contact at-risk students and parents with whom I have previously worked via phone, email, and social networking like ZOOM.

Some, but not all, due to the communication issues previously mentioned.

I am able to work with some of them but not all of them.

In limited modes, yes. I could call students to check on them, as long as another adult is on the line.

These students may have limited technology access. There is no way to get in touch.

I care for a cancer patient and I am over 60. Our counselors and teachers are available by email, as am I.

With some, however, I worry about those youth I might be missing. Those who don't reach out to me.

The students that need our help we will not be able to contact confidentially at the middle school level. We only have parent information and a lot of times parents do not allow that conversation to happen.

Virtually but yes

The answer to this is actually "sometimes". It depends on whether I can get in touch with them through phone or email. Students with more consistent access to technology are more likely to respond to our outreach. We have provided Chromebooks to any student who requests one, and we have been able to provide internet hotspots to some. But there are those who will not respond to our calls, emails, and letters and they tend to be more at risk. I am particularly concerned about some of our students who struggle with mental illness since all of the isolation we are being encouraged to engage in for our physical health is detrimental to our mental health.

by phone, text, or email

It is very difficult to get a hold of these kids. They are often living from place to place, or not at home often enough to get a hold of them. Sometimes parents of these kids intervene and do not want us to talk to their kids.

but is complicated to connect via phone and email

Many do not have technology capabilities.

I am finding it very hard to get in touch with many students remotely. Students do not check email and we are not allowed to use our personal phones to call them. If we use an unlisted number, families do not pick up the phone. It is super hard to connect with others who just don't have access to the internet or don't have a phone at home.



Not directly, I am the principal. Many teachers are reaching out via zoom or google meet etc to support, and e mailing or phone calls, homework packets, and we are offering free breakfast and lunch each day, delivered, or they can pick up.

If I can get ahold of them.

Am working by email. Not all are able/willing to respond in that way.

Many don't have internet/technology

Yes, but minimally and I don't know if they are telling the truth or if their abusive parent is listening so the student cannot tell the truth.

Virtually

Most of them

Mostly, however some don't have good internet so we have to rely on phone calls

Only virtually if we are able to get in touch using phone or email.

To an extent.. not all students are able to communicate with me electronically.

They are mostly inaccessible. If we had known even a day before, we would have set up check in procedures. Our MV liason has his kids but there are certainly more.

We are struggle to reach our most at-risk youth.

Limited response.

I am able to work remotely, but not in person.

Only through phone contact with parents

There are struggles to communicate with families in general that are made worse by the current situation.

It takes a lot more time. Less access to students.

Kind-of, we can try to connect with them, but since they aren't physically at school it makes that difficult.

Limited access to reach students; face-to-face is how students felt at more ease. Maybe as this "school" will improve as we get more into it.

through phone and email

On line

Student are able to access services via computer and phone.

We are able to connect with some, not all, and provide support over the phone or connect them with service providers.

Difficult to get in touch with them. Lots of legal issues about talking to them without parent permission.

via the internet and phone calls

Its a challenge to get hold of them, email or phone calls

These students are the most difficult to reach. We have used email, phone calls, and text messages to the students and their families.

We have also reached out to their parole officers, social workers, and extended family in order to get updates on them.

We may work over the phone but not in person

Most have lost contact!



We have reached most of our at risk students, providing supports. There are still some who we have called, emailed and still have not gotten a response back from a few students.

I am using a personal cell phone to call all of my students once per week. I still have a few that I cannot reach, but they're participating in online school with their teachers, so I'm hopeful.

To certain extent. Via Google meets or phone calls. But the success is variable.

Yes, but no at the same time. I have been emailing and calling but some do not answer or respond back.

Personally I have limited contact, as I work from home. However my counselors are reaching out daily to these families.

Difficulty reaching them. Poverty issues.

working with them remotely

Not able to contact. I feel they are living like it is summer.

My district is not taking attendance for the rest of the 19-20 school year.

The youth that are at risk are not those that answer emails or respond to phone calls. Once the order to stay home is lifted hopefully we can do homevisits.

however it is minimal since service providers at the school are restricted from contact as well.

With no contact, work is difficult.

only if we can reach them via phone, text, email

School is out of session for the year, so no ISS in school.

But many of them are not engaged and not responding.

I can connect with students online or over the phone.

Not unless they have internet access...and aren't being distracted by negative influences now that they may lack structure and support.

I am able to connect with them via ZOOM, emails and calls, but it is not enough.

Those most at risk are those without the autonomy to reach out for help.

Many of them do not check their email and are not concerned about their school work during this crisis. They may not reach out until their situation becomes emergent.

via telephone, email and texting

Many have essentially disappeared- not responding to school outreach.

Most of our highest risk students at the middle level are refusing to try and engage online. We are in the midst of putting an entire process in place to try and engage them. Not sure it will work, but I am very concerned about these students!

kind of, but not really

Limited to phone or text or FaceTime connection.

Yes, when they are willing. Good response to individual communication efforts. Not as good response to emails or mass communication efforts.

It is very limited on how we are able to work with our at-risk students at this time, but we are able to connect with them.



I have mostly been in contact with the parents-phone and email. A lot of feedback I have received from parents are that they are getting a sea of emails and it is overwhelming and hard to keep up and keep track of all the new information that is being sent to them. Parents are working from home and dually home schooling and taking care of little ones/babies. Its a lot to manage of all that 24/7.

Q8: What resources are available to support the youth in your district or service area during the closures?

We have youth mental health services available via phone/computer chat. We also have hot spots for internet and computers for students.

Wifi hot spots throughout the district using school buses. Google meetings with students and families. All hands on deck when it comes to getting a hold of kids.

Local service providers for mental health and drug and alcohol remain open via video and phone.

There's food service and my district has done an effective job to provide Internet access to our students and families. Our small school is the central and most important deliverer of services.

Meals on the go and online classes

lunch, hot spots, chromebooks

Counseling Staff/Health Care Staff/Teachers/Paras

Meal delivery, paper and pencil work as well as online work. Access to teachers during regular school hours chromebooks and access to counselors during regular school hours.

Food, academic learning, teacher and counselor support for those who have wifi.

School Food, bfast and lunch are distributed via school bus stops. Teachers try to FaceTime

Our district is providing free meals to students. They also had a chromebook check out for students who did not have laptops for school work. They also partnered with comcast to offer free wifi for families for two months.

We are providing meals and computers to those that need one since we are now providing lessons on line.

Lunches and breakfasts. School work packets. Chromebooks were available for pickup.

BUT, WIFI is not accessible to all yet

Phone numbers to teachers, Mental Health Therapist, trusted paras. Staff and the previous listed individuals, willing and able to video chat, daily.

We are providing food / computer handout and support. We are also providing child care to first responders and health care professionals.

Meals from the school, check ins from teachers.

Food. Check and connect from several sources--teacher/staff, counselors, administrators. Internet/Chromebooks.



Our district has supplied every student with a Chromebook and a charger so that they can access on-line learning. We are investigating how to secure internet service for those families who do not have it.

We are providing meals to all students who have free and reduced breakfast and lunch. So far this amounts to over 33,000 meals delivered via buses to students in our district.

Churches are stepping up their assistance as well.

I am able to call them. I am also able to email them. The problems arise when a parent answers and does not allow me to speak to the student or when the attempted phone call or email contact fails to work.

Counselor, graduation specialist, administration, migrant advocate, website resources, mental health counseling, and Alcohol/Drug counselor.

Crisis hotlines, food bank, kids meals delivery straight to the home.

However, many mental health providers have stopped accepting new intakes while they are figuring out Telehealth, or longer. One of the main mental health providers for Apple Health has stopped accepting new intakes at this time.

Free meals to ALL students. I'm not sure what else.

Student support advocate, mental health counseling, food services. However, not all students are accessing these.

We have issued laptops and hot spots. We started new learning today. We will be reaching out to students who do not check in. We deliver breakfast and lunch to bus stops daily M - F.

School lunch distribution, on line access to teachers, counselors, administrators.

Food, computers are being distributed, and contact from our SSA's and counselors.

Meals (both through our district meal program and other community partners), computers, internet hot spots, virtual instruction and tutoring.

Food delivery. Computers available for pick up at school. Internet is an option, but students need to identify themselves as in need of those items

Meals are being provided for pickup twice a week. Teachers and support staff are reaching out to students not only to provide learning opportunities, but to provide information about community resources for food, shelter, health care, and other needs students may have. Our student support personnel are keeping regular contact with our most at risk youth and requesting weekly feedback from teaching staff concerning students who may have moved into a higher level of need so that we can reach out to them and add them to our caseloads.

meal deliveries, Chromebook checkouts, Rotary Homeless Alliance funds for food, gas, toiletries, soap, and motel vouchers.

None that I am aware of...

Nutrition, basic needs, grant funded services

Food Bank, the School Personal who have the capabilities to reach out and find some of these kids.

food is available, we are reaching out to families to provide computers and emotional support

We have email, zoom, our SAS can call students.

some of our mental care providers are offering phone services; our district Family Navigator is able to travel for home visits; we have food and device assistance; some child care support



Our district is providing BF and Lunch during the weekdays to all students who need them. There is limited daycare for healthcare and emergency personnel's children. We have resources online and will be starting to reconnect regularly with students for remote instruction starting next week.

Free breakfast and lunches, some tele therapy from the hospitals, teachers are checking in at least once a week, district is working on providing chromebooks and free internet service for online learning.

Offering students Crom.-Books, food locations, phone/email contact, hard copy school work they can pick up, home visits it appropriate.

Meal assistance

We are providing hot spots, chromebooks for students, food, paper school work, calls home from teachers and other staff.

school district is providing meals
internet hot spots and computer devices have been supplied to all families in need throughout the district
school counselors, teachers and success coordinators are attempting to make regular contact with our most vulnerable youth on a weekly basis.

All have one-to-one devices. We've reached out to check for any physical needs, hotspots for wi-fi, etc. District is busing food to students daily.

none

At home teaching, counseling outreach.

school lunch deliveries

Food, tech, clothing, care closets

food banks, school district deliver lunches, provide laptops to families--but internet availability is an issue for rural areas

We are using our school counselors to reach out and make connections.

Several, however, we are struggling to connect families with those at this time.

Meal and Computer Sign-out.

LMHC by phone, MV liason for emerging needs, counselors at food pick ups,

School Navigator to help with basic needs and medical/mental health.

Meal distribution throughout the district.

Technology check out and free internet for low income.

Students all have chromebooks, so we are able to do virtual groups, but participation, quality of connection, and follow-up for those missing...very spotty.

Food services

Technology devices

Online counseling

Very little.

There is food available but the student or parent needs to pick it up at the school or at their bus stop. School staff that are available during the school year are still available but technology is an issue for some families and staff.



Minimal. Telehealth behavioral services but many do not have the bandwidth this requires.
virtual counseling, free mobile meals for all ages, community closet for students and families, teachers reaching out to students
Chromebooks, WiFi is getting better, but still is an issue with being in rural area, spots for students to pick up free breakfast/lunch, email to staff
parents who will help other kids virtual AA meetings Virtual counselor meetings
Access to internet and technology. Counseling services
We are offering free meals during these difficult times and the district is setting up hot spots which makes internet available for most students to complete work at home.
Free lunches and packet pick ups at locations provided by the district. There are also adults and district staff there for them to communicate with.
Teachers, Counselors, Social Worker, Mental Health Counselor, Classified Staff, Administration, School Nurse
meals on wheels, chrome books, wi fi, online classes, links on websites for mental health, counselors emailing and calling
Students are able to communicate when counseling support is needed via computer, phone calls and email.
Your typical state agencies and select food banks, mental health providers, and religious outreach groups.
Counselors are trying to contact students. Teachers are trying to reach out to students.
chrome books, meal pick up in front of the school. Wi-fi access if they are willing to sit in the school parking lot.
online curriculum, all students have chromebook, teachers reaching out
Due to social distancing guidelines, the support services our students were receiving can no longer be conducted in person. Some services are being done via phone calls however, due to this change, some students are no longer participating in the services.
Comprehensive Mental Health and check in calls from staff.
We have been calling parents and students to do check-ins.
Funding, SEL supports, drug and alcohol support
Mental Health counselor and working with the Communities in the high school services.
Computers supportive staff
Food, internet, technology, counselors online
Meals/food; internet hot spots; laptops one per student; 504 and IEP accommodations when possible; Zoom and you tube meetings; teacher websites have office hours and reduced content
Minimal counseling



Two thousand meals being provided by school bus routes, Laptops and wifi hotspots available by request, Technology support available by multiple means, daily communication from teachers through multiple means such as CANVAS, Skyward, email and Zoom, Childcare as needed, Additional health and community resources, Distance Learning Support group created for those who cannot access through online resources, Elementary schools created special food resources for migrant families who do not eat the types of food available at the food banks, Additional resources given to Senior students to help meet graduation requirements and some requirements have been waived.

Some resources from Snohomish County.

Those who have access to internet have ability to reach out to counselors or mental health services.

Many... community outreach, TBIP, Title IV, Food Service, all most all of our supports are up and running.

Free wi-fi technology, free lunches, Chemical Dependency Specialists and counselors are making phone calls & setting up video conferences with students.

Access to school counselors

Orting Family Support Office

Orting Food bank

School Meals

Chrome Book provided by the school district

access to Teachers and Counselors through distance learning

some mental health, food, teachers trying to teach remotely

Those are posted on our website.

Case management caring adult relationship.

lunch, remote learning services, remote school nurse services, mobile internet

School mental health counselor. Food pickup/school work pickup. Counseling by phone/email. Website with resources. Facebook/email communication from district.

online instruction, meals,

We have communities in schools, food services, resource pages on our district page, teachers, counselors etc

Food services, Online communication and support with teachers, counselors and admin if available, Paper packet school work if no online access, Online schoolwork if access, Services providers reaching out online and through telephone as available, tech support within the district, Gear Up support for freshmen, Graduating senior support through counseling, Online platform support through teaching staff.

technology if they signed up on-line and have access to get here, breakfast and lunch, if they can get to the schools where it is being served, access to internet

FOOD, and encouraging emails.

We are serving breakfast and lunch to any child that needs it, our family support worker is doing porch visits to some families, we are continuing to have a "virtual counseling center" and we have shared out crisis and emergency contacts.



Students have access to counselors, teachers, admin. Food services are providing breakfast and lunch to students. Students who were receiving mental health counseling through Greater Lakes can continue.

Good question.

food, and access to instructional material

We have numerous people working with McKinney-Vento and mental health services. Our school has also fully transitioned to on-line learning (with 100 Plus computers being handed out to our kids). But, even with these supports, they are still in at risk home environments.

Student support specialist

Food delivery,
Case Management,
Mental health Care\SUD treatment,
Financial support,
one youth shelter in our area

Mental Health Zoom meetings
Meals/Computers provide by school district

We are a 1 to 1 District so all of our students have a chromebook and access to the internet but our most at risk youth don't do a good job of using that resource.

All the same that were there prior to closures just administer differently.

not many - just free/reduced breakfast/lunches delivered potentially prior to teenagers being awake.

School staff, via technological platforms
Food banks, school meals
Emergency medical and mental health facilities
Daycare for younger students

We are delivering free food. Our counselors are connecting with any kids who will engage with them. We are delivering paper copies of materials to kids who don't have internet. We are lending school chromebooks to all students who need them. We are zooming groups of kids during the week to try and connect.

food, chrome books, free wifi

Due to timing most Online schools were not available to enroll at this late time of the year. Most of my students don't have internet access or computers.

Food, internet access, mental health services, drug and alcohol services, distance learning.

Mental health assistance, food available at school or at a students school bus stop daily M-F. On-line "office hours" making staff accessible throughout the day for student needs both academically and emotionally

We are providing breakfast and lunches M-F for all students, and each student 7-12 has a chromebook and the district has provided wi-fi hotspots for students within our community. We are also teaching online so students can access work and teachers virtually.



Wifi hot spot, Chromebooks, tech support, daily teacher support M-F, Access to School Counselor/Mental Health Counselor and School engagement/Family support specialist M-F. Community, Crisis and Mental Health, Parenting resource links on School Website, Access to online learning programs/tools. M-F and Weekend food program-Pick up or delivery option, Free breakfast and lunch

Room One - local social service agency, Food Bank. We have a fund run by local Kiwanis that is used by school counselors and support staff that enables us to purchase supplies / basic need support for students and families.

CTBs, Wise, JCS

Swinomish Tribe, School teachers and paras

Q9: What would you like to see the state of Washington do immediately to help youth who may be more at risk because of the school closures?

Create some kind of internet cafe that students could engage with to connect with positive influences. It would have to be compelling and interesting for them, but it would give them a healthy outlet for socializing and checking in with peers.

Make sure they all continue to have food, electricity, WiFi, and some type of technology to continue their education.

Not sure what can be done with gatherings not allowed

Develop a safe plan for some students to return to a brick and mortar building--not to return to regularly scheduled classes; but instead, to safely meet (clean, physically distant) at school once or twice a week.

Offer free online counseling sessions

promote/provide support via phone checkins, zoom, helpful resources, psa's....etc

We need a plan to make sure that we don't leave anyone behind when things get back to normal. Also, we need a way for students to be able to reach out for help and defined ways to help them.

A needs assesment statewide to see what are the needs of family and how locally schools can assist with these barriers such as internet access, etc...

Additional community mental health support so when we find student who need help, it's available.

Distribution of laptops, tablets and/or burner phones to allow texting for lower income folk who have limited access to WiFi etc.

also some teachers and administrators don't have so phones and don't want to use their personal phones to connect with students.

Mental health outreach is needed via tele health calls.

Reducing barriers to promote increased connections, is where money should be concentrated!\$\$\$

Mental health specialist access. A lot of my students experience anxiety and depression, and with everything being closed, access to mental health support has disappeared.

Extra academic support through the summer. Wifi for all.



Help with borrowing lap tops, better access to phones and video. Lack of income limits technology availability on all platforms. Even if devices were on a *loan out* system it would be very helpful.

Mental Health services readily available.

Financial support for school districts--specific to at risk students. Communication to ALL stakeholders on/for opportunities

The State could expand access and staffing for emergency mental health services. It is important to extend these services to parents and families as well. Parents are feeling the strain of the COVID crises in the form of isolation, lost jobs, and diminished social interaction too. Financial assistance for families is very important. This includes things like streamlining the process for securing unemployment benefits. As an example, one of my family members has lost his job and filed for unemployment weeks ago. Nothing is happening. At-risk families and kids often live right on the margins anyways. Loss of jobs and income means difficulty in surviving for many.

I do not have a good solution.

Provide online counseling support

Teens need to have access to the phones so they can call hotlines without asking parents for permission to use phones. Or an online web based chat program (I know there are some but teens are not familiar). Food insecurities are huge right now so food deliveries direct to the home would be helpful. Some families can't afford gas money or have sold their only vehicle during this crisis.

Provide more on-line or telephone mental health services.

Increase access to technology.

We do not appear to have youth wondering around our town. Police should make contact with youth who they locate without a place to go and deliver them to a shelter.

Not sure, I just would like there to be a way for those students living in a difficult situation to not be penalized if they have difficulty accessing on line learning

Social media blasts on Snapchat, and Instagram, and twitter of resources for them in case they are in trouble - abuse, suicidal feelings et.

Give them a contact that will support them while at home

home check-ins

Provide support to shelters and non-profits providing services to at-risk youth.

For peace of mind and to minimize stress -

For High School seniors: Waive unmet PE credits. Waive 3 credits (ANY 3, not just elective credit) as an emergency measure due to national crisis to ensure students can graduate. Make this available to the classes of 2017-2020 so that seniors who did not graduate with their cohort can also graduate. Waive all test requirements (Classes of 2017-2019) and the "Graduation Pathway" requirements for the class of 2020. Make this a blanket offering to all WA state high school seniors. Do not make this waiver something that has to be applied for.

Classes of 2021, 2022, and 2023 (Juniors, Sophomores, and Freshmen) should be provided with a 2-credit waiver for student circumstances due to the unavoidable circumstances we are



all experiencing at this present time. This should be a waiver applied to all three classes that you do not have to apply for as a district to get.

Motel/Hotel Vouchers, Food vouchers, Essential needs available like diapers, soap, toilet paper, hand sanitizer, Gas cards so families can drive to wifi hotspots and get groceries.

Provide funding for places like the YMCA to staff and keep social distancing boundaries for referred students from schools.

Be prepared to employ additional resources once school resumes

Fully fund public education. In a few years voters are not going to support levies because of the financial crisis many people are in now. Maybe levies need to go away so all districts are funded equally. Nothshore is a perfect example of being a district full of haves, they were able to go to an online school model immediately because they have money. Other districts have struggled and will struggle even more when levies start to fail.

not sure

That is a good question with the social distancing. I wish we could call families from home with district cellphones or some how route our work phones from home. Hard to reach students even with texting or phones.

Unsure... I would suggest increased home visits but because of social distancing I don't know if we can provide that... increase opportunities for connection between students and safe adults.

I believe students and families are confused about the remainder of the year and how learning will continue or not. As districts post - school closure for the remainder of the school year, yet we plan to continue instruction, many students have become unengaged and are no longer trying to connect with teachers and counselors. They need to have more of a standard format that all schools will be following as to instruction, grading policies, new instruction, current senior's graduation requirements, etc...

Mental health support, help parents parent.

If possible, create a location these students can go to for school work help, mental health counseling, food, exercise, and transportation.

Have an area of the school as an emergency drop in center.

Not sure

I don't even know how to answer that question. But long term goals would be to start parenting classes right now for students and parents.



reopen schools as soon as possible
provide funding for increased school counselors and mental health providers for the 2020-2021 school year to help youth deal with the increased isolation, anxiety and depression they may have experienced during the stay at home order.
Think about the long-term (5-15 years) impacts on individual students with gaps and provide funding for after school, summer school opportunities for the next decade, then ease up on some of the OSSI protocols knowing that schools will be faced with helping to close these gaps for years to come.
more hotspots for technology
On line counseling.
I am not sure
Provide regular check ins, web access, and devices to maintain communication and ways to access academics
improved access to internet and technology
Provide information to hotlines and safe locations.
More mental health care, video counseling, other online resources
Additional financial support for families in order to relieve the stress they experience -in turn, creating a better environment for the student.
Facilitate the ability to get food and technology to rural routes. Set up health clinic and access to reproductive services asap including condoms.
Mail COVID-free paper guide to links and resources. With both telephone options, and wifi options, and a reliable number for them to text/call to reach out and get helped!
Internet hot spots
Provide technology and food.
I am not sure what type of services the state can offer in the current situation.
I do not have an answer for this right now. Maybe is pools and other hangouts are going to be closed this summer. When appropriate open up the forests and parks for free or a discounted rate. Maybe discount fishing licenses for teens and adults. Encourage people to stay 6 feet apart but get outside in our forests and parks again for mental and emotional and physical well-being.
Child care, substance abuse and mental health support, vouchers for food
Uncertain at this time since we are also under Stay home, Stay safe
Allow some places for staff to meet with 2-3 at a time- such as at a library or school/ for emotional or academic support
End the state wide quarantine on May 4th. This will allow them to leave and access other facilities.
If it be possible, having staff from school do home visits on students teachers are not able to get a hold of.
Not sure... provide 'engagement' coordinators ??
Internet and technology access, outreach to our local rural families and communities.
Maybe phone numbers they can call?
Adopt a lenient grading policy and/or forgive the semester somehow.



There is limitations, these kids are survivors be ready to work with them when schools are opened
I would like to be allowed to do a home visit with some of our at-risk students. These students need consistency and structure and all of that was lost when schools closed. We need to provide a daily check-in with these students - a safe place they can go to meet with trusted adults in order to support their needs.
Increase educational funding by 45 percent.
Online resources geared toward teena
Provide information to parents through the use of mail and not online information. The traditional way of communicating with parents works better and it is more personal to many people. Hard copy mail is better and parents will read and keep the mail longer on their hands. E-mail does not have emotional contact with humans.
???
more financial support to schools
Mental health services in rural areas Drug and alcohol services funded
As usual, we are spread really thin with resources. Every staff person is doing the work of three people. We are using our personal resources (home phones, cell phones, home printers, etc) to try to educate and support kids. I feel like I need to know who the at-risk kids are, because I'm sure there are new concerns, so I need help finding out who is most at risk in this situation.
Provide funding to offer more support for students during school closure.
Free WiFi for all.
?
Provide more mental health jobs and services
Get the unemployment thing figured out, we hear of so many families that have not gotten a check yet. Provide some guidance for teachers in distance learning environment how to handle suspected abuse. Offer more metal health services in rural Pierce County (Orting area) Provide community meals for evening and weekends. Kids and seniors have meals during the day.... What about the pregnant mom, or the working family that is saving money to pay the rent.
get everyone back to work and school
24 hour phone support for more than suicide/harm issues. Help getting students access to technology. Encouraging parents to not treat this as an early summer break.
Provide teachnology and internet support. Provide 24/7 live human support accessible resources:
set up school-based resource/rec centers
Go back to school. Have staff in building for small group or students that want to come in and talk to counselors.
no suggestions
I do not have an answer for this due to the stay at home order.
Unsure at this time.
Open schools.



allow them to come to school for support services, tutoring, even if it is just for an hour
set up a hotline for at risk youth to call for assistance if needed. a soacial media page or access to school counselors.

Again, this is very difficult to answer. I suppose it would be helpful to have social workers that are willing to go to home and check in with students. If I, as a school counselor, could know that there was a team of trained folks that could go to homes and check in that would be amazing. Being able to get a youth out of a home even for a day or two would be helpful as well but I have no idea how the state could provide a space for them.

Provide access to mental health services for all students, not just ones who qualify for medicare and can access free mental health care without parent involvement. Students who need to use their parent's insurance often cannot get their parent to find mental health care for them.

Provide social workers to make connections with them and actual physical places they can go for support

Provide a resource that would give all students equal access buy providing technology, devices, and internet.

There really isn't a band-aid to help most of this out.

Allowing at risk youth (with social distancing in mind) to come to school via a day-care like situation might be beneficial, but it could come at the risk of increased exposure...

Fining ways to engage the community in making reports of child abuse. Equip our communities with the tools to keep kids safe, build on strengths that already exist like neighbors and grandparents or adults who can still interact with youth who are in risky scenarios.

online school
physical activities

Give us the ok to go to a students house while maintaining social distancing to make face to face contact when we haven't heard from or seen them.

more access to food closer to their homes and at various hours.

I am not sure.....

Increase counseling and support with online learning. Make sure families who struggle with stability have money for food, rent, etc and an adult available to support them and their family.

More internet access in rural areas, youth shelters, family shelters, paying hotels to let families live there.

Focus more on racial inequalities and financial hardships. Basic needs as well as educational tools.

We are not allowed to have video on one one one Zoom meetings. How can we check on their physical welfare?

I wish I had the answer but I do not

I'm not sure

Opportunity for safe spaces/places to go to get help and ways to get there-especially for unsafe/volatile households, Easy access to financial support-for rent, energy, water, food, healthcare. Easy access to Mental health support.



not sure.....

Provide access to quality mental health services for youth for now and during recovery phase. There is a shortage of mental health providers who can work with youth free of cost especially in rural areas.

Allow Becca dollars to be utilized by the courts for direct services and programs.

tech support

Q10: Thank you! Please use this space to provide us with any additional information or comments you feel are relevant.

Thanks y'all!

Done.

Rural area that is not easily connected to internet.

Our food banks are in dire need and shelters are full or not taking new residents. Motel Vouchers are in dire need! Community Action has run out and sick people are the first to get them. Single mom with 4 kids sleeping on concrete floor of warehouse last night, family of 5 sleeping in their car....families having to move out of the area to live with families out of State...

Our school district has been doing a good job and trying our best to be fair to all of our students.

The BECCA system is not so effective currently, so I'm not sure the state can do anything additional that I trust will benefit any student.

This is not easy to come up with an idea(s) to help the disengaged student with school when most of them do not want to be in school. Finding a way to offer them school and maybe a job. [School District] is a fairly small school district that struggles with 'generational poverty'. I am new to this phrase but it seems to be the case as I learn more about my students and their home lives. I would love to see the state provide career and college platforms for students to learn about options for their future and a way out of the hopelessness that seems prevalent in this area.

Accountability is a must, but once we flatten the curve and move forward, we must plan for future closures and provide the training for staff and the resources for schools to hit the ground running in case of another pandemic. We must also study the long-term impacts on the students currently in primary school/pre-school and how this closure and social advancement by age rather than by meeting of skills/standards might impact school achievement data for years to come.

thank you for asking

Help the helpers. Provide tech training/coaching for educators and counselors. Help connect new normal, new skills so people can all learn from each other quickly. OSPI should facilitate that all of us caring for children are supported, and INVITED to share and receive each new skill we have. Additionally, support services that acknowledge the emotional difficulties all of us are experiencing-- without judgment.



Okanogan County central (Omak /Okanogan) I think has zero cases. We are a large county --If people don't cross a pass from Nespelem or Methow Valley (Winthrop) then we have one or two cases by the border and one or two cases by Chelan. We should open to healthy options for our kids to get outside in the country --social distancing continued. State needs to decrease licenses and fees for fishing/hiking and get people outside but away from each other. We are located on the east side of the state.

The learning curve for our staff in understanding asynchronous learning (new thinking) vs synchronous learning(old thinking) has been the most challenging. The staff want to be face to face they didn't "sign up" to be online learning teachers.

I've already shared all my concerns.

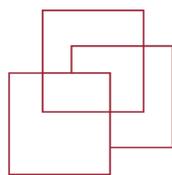
Students who don't engage during school continue not to engage while we are out of school. Some students who would engage during school, are choosing not to engage while out of school so obviously the academic risks are increasing. Many students will be damaged further by this lack of school contact and decreased availability of resources and support. There will have to be a strategic rebuilding process.

Honestly, Washington as a state is doing pretty well. We just need time and patience to get through this. Good luck! We all need it.

This is a time to build up our families and communities. Community wide positive community training or positive home or positive quarantine training. Anger management tools, SUD prevention tools, more access to AA and Alateen online etc. Give them knowledge and tools to bring up our youth in a safe environment.

Some of our at-risk students are being more successful with online learning than traditional learning. There is a need in rural areas for alternative learning options but rural district don't have the resources.

I think the state of Washington and Our local district have done an amazing job.



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