



Webinar: SEL and Mental Health Supports for COVID-19

Participant Chat, 3/27/2020

These chat messages were posted by participants during the SEL4MA webinar.
The chat log was edited for clarity.

From Nick Woolf, SEL4MA: Good morning, everyone! Happy SEL Day and thank you all so much for joining us! You can use this chat to send us questions, comments, or resources.

From Neeham: Great to have this session - thank you!

From Karen Waters: Hello from Worcester Public Schools! Thank you for offering this webinar!

From Tara: happy SEL Day

From Nick Woolf, SEL4MA: [SEL Day website](#)

From Nick Woolf, SEL4MA: YAY!

From Barati: Happy SEL Day to everybody

From Margaret Hannah: Happy SEL Day and happy to be here.

From Troting: Here is a fun SEL movement we'd love to spread anywhere who is interested. Video is for SEL DAY and is for students anywhere! [Heart Hunters video](#)

From Nick Woolf, SEL4MA: ^love it!

Jim Vetter, SEL4MA: What is one challenge that your school, district, or organization is encountering around COVID-19 and school and organization closings?

From Maria Antonuccio: Isolation

From Natalie Pina: connections with kids

From Devyn Sorel: equity of online access

From Jessica Merritt: Getting in touch with our most at risk families/students - having a really hard time with that

From Amanda Taylor: maintaining sped confidentiality

From Anne M: gap and continuity of instruction

From Brenda Mannix: What is the appropriate amount of contact to have with families?

From Amy: not enough technology to distribute to all students to ensure all can access on-line learning.

From S. Shoffstall: Isolation and connecting with families and students.

From Katie Doherty: Connecting with kids

From Troting: access to technology for students

From Ali Meeker: confidentiality

From Emily Cote: Getting connected to at risk students

From Stephanie: Confidentiality

From William Conley-Elgee: Academic and social emotional regression

From Jen T: Mental health of the whole family unit

From Elizabeth: Uncertainty of time out

From Kerri: Services have stopped for students at school as well as at home

From Katie McManamon: Communication with neediest families

From Brian: Online learning

From S. Shoffstall: not enough resources

From Shannon Payne: Connecting with students and families

From Owner: Lack of response from students

From Meaghan Gnieski: Making sure we are able to contact all students and families and letting them know we are here to support them.

From Caroline Cartmill: connecting with students and families

From Katie McManamon: All resources are stopped!

From Evonne Carvalho: Access to technology for families

From Susan Root: How to connect with students and provide counseling remotely

From Nicole Podoloff (she/her): Equity— trying to get resources to everyone and continuing services/counseling for elementary students

From Pulichino: Maintaining connection with the kids

From D. Vaughan: Having parent interact

From Elaine Santello: Establishing online contact and platforms

From Heather J: How to keep connections with students without parents expecting counseling

From Nancy Giza: Students not responding

From Alexandra Moitoza: Connecting with kids and give them strategies and skills around SEL when they are struggling in the moment

From Owner: equity!

From L. Memes: students whose school is a safe place

From Molly Robinson: How to support the staff and their added stress levels

From Janet C: Mental Health Team feeling that mental health is not being prioritized, and rather academics are being pushed.

From Leslie: Isolation magnified by poor technology., No online options for our families

From Kelleca: Isolation and not being able to connect in a meaningful way.

From Karen Waters: Inability to reach ALL of our Head Start families remotely

From Heather J: equity

From Owner: Understanding the need

From Amy: C grid service delivery?

From Troting: parents/adults who struggle with MH

From Randy Ross: Supporting school leaders who are being pushed to deal with academics, and not having time to pay attention to mental health needs

From Mitch Lyons, SEL4MA: Parent seeing to the emotional health of their children

From Jacqueline Rodriguez: not being able to start student groups as planned

From 101720: Adjusting to online learning

From Ken Lundberg: Person to person connection. staff to staff. Even more: teacher to student

From Brittany: environments

From Melissa Escobar: Supporting students who are school/work refusal

From Emily: technology for all students and providing services, reaching low income families

From Erich Grosse: Students being engaged w/out grades

From Amy Meehan: well-being of staff

From Steph Gall: how isolated from other children my students are

From Beth C: How to deliver IEP services remotely

From M. Hokanson: lack of emotional support at students' homes

From Tom Denton: the difference between well-resourced and less well-resourced creating a bigger divide.

From Emily Cote: making sure they have food

From Kimberly Leonhardt: Continuation of Tier 1 SEL supports to all students

From Melissa Escobar: Helping families manage stress

From Christine: differentiation for online learning

From Chris L: isolation and possibly depression for the unknown

From Sarah O'Loughlin: Keeping kids connected to the school and to each other.

From Jacqueline Rodriguez: students living in shelters

From Jennifer Ross: Fear of the unknown, how long will life be in social isolation.

From Maria David: Children's access to online opportunities provided by school staff.

From Kari Denitzio: Not knowing who needs help

From Debbie Lafond: Helping them engage appropriately with peers using technology

From Troting: and kids on IEPs?

From Freya Messias: undocumented students who will not receive stimulus aid

From Tara: lack of resources

From Kevin Moyer-Wilkes: addressing potential DV/abuse situations that we had been monitoring before the closing

From Jen T: ongoing toll on parent/caregiver as this goes on, and their emotional regulation in regard to the kids

From Heather: Delivering services with minimal (if any!) teaching materials

From Maura Ricardi: peer to peer relationships, how can we keep our children connected?

From Darlene: isolation and engagement

From Elaine Santello: yes! tier one supports are hard to figure out right now-

From Sheera: Balancing emphasis on SEL with the academic expectations/resources

From Tara: differentiating social distancing vs isolation

From Lauren Zaino: How can we offer 1:1 services for kiddos

From Jaimie Scanlon: loneliness, kids missing friends

From Donna DeCaro: How to support kids with anxiety who were struggling to come to school prior to COVID-19-what will happen now?

From Jessica Merritt: Agreed Donna!

From Abbey T.: confidentiality utilizing online platforms

From Krista Rumschlag: agree with Abbey!

From Maryann Rollings: Should schools be the first or last to open?

From Tara: exactly especially when they don't respond

From Beth C: schools in other nearby states have closed for the rest of the year....

Jim Vetter, SEL4MA: What was one of the first things that your district, school, or organization did to help make sure that students and families were okay when school and organization closings started happening?

From Tara: reached out via phone

From Peggy Brooks: reached out by phone to families

From Jen T: contact families and kids via phone to check in

From Katie McManamon: Reached out to connect

From Maria Antonuccio: Provided breakfast and lunch

From P. Marino: Created a list of resources for families

From Troting: check-ins with all through email, virtual meetings, distributing Chromebooks

From Janet C: Set up grab and go lunches

From Rachel Hillegass: providing meals

From Pam McConnell: Providing food and Chromebooks

From Heather: Reached out to our families of high need first

From Keri Kozlowski: Providing Chromebooks and providing food for families

From S. Shoffstall: reached out by phone and set up lunch and breakfast

From Evelin Aquino: made sure all students had their laptops

From Brenda Mannix: contacted with emails, provided video supports for breathing strategies, working on phone calls

From Troting: Yes, grab and go lunch and breakfast distribution

From Evelin Aquino: planning for meals

From Suzanne: reached out with email, distribution of chrome books, give breakfast and lunch

From S. Small: Technology and food

From Latourelle: Made sure kids had access to food. Provided Chromebooks for those students that needed them.

From Sarah: lunch provided to students who needed it, Chromebook distribution to students and staff, reached out to parents

From Beth C: all our students have 1:1 Chromebooks/Zoom class meetings/ emails to students/resources posted online

From Jen T: coordinate food pick up sites for free breakfast and lunch, which has now been expanded into the evening as well

From Iris Nieves: Reached out to families and started setting up locations to provide food

From Debbie Lafond: Wrote a letter to my 290 students reminding them of the skills we have practiced this year that can help them as we all go through this.

From Troting: relationships/connections first

From Kerri: We met with counselors, admins and Behavioral Health Project Coordinator to identify high risk students. We have a point contact person who is reaching out to all high-risk families including point contact person for DCF, behavioral health providers and continuing to send follow-up and feedback to counselors

From P. Marino: How to talk to your children about Covid-19...

From Larainne: Developed a high needs list for each school. Met with CPTs at each school (nurses, counselors, principals, assistant principals, psychs). Made a Google Form as a screening tool for families with high needs.

From Tara: thinking outside of the box

From Kerri: Also, behavioral health and community resources are communicated to the HWRD community as well as what restrictions are in place as well.

From Kevin Moyer-Wilkes: provided meals and worked on getting internet and devices to students. we then got the teachers on Google Classroom to connect. Families have had a lot of access to lessons and activities

From Kerri: Building Principals are working diligently with their teachers regarding online platforms and resources as well.

From Kerri: Ongoing communication on a daily basis with school personnel and families

From Jen T: this week, Chromebooks were distributed to families who identified the need

From Troting: after establishing connections, we developed a strong community environment on Google Classroom, through interactive activities and Google meet sessions

From Troting: Franklin district set up a remote learning website dedicated to providing all of this info and resources in one place

From J. Levesque: we have done all of these things in the Wachusett Regional School District

From Hannah Melick: Here's a great resource with a lot of translations from UP Academy in Dorchester: [At Home Resource \(En casa recursos\)](#)

From Mitch Lyons, SEL4MA: Hannah Melick - very informative

From Kevin Moyer-Wilkes: that's amazing!

From Elaine Santello: Thank you, Hannah Melick!

From Steph Gall: when you don't hear back from families, what do you do? go in person? are there any other solutions?

From Tom Denton: Interested in what platform counselors are using to virtually connect. Google Meet, Zoom, other tools?

From Larainne: I was glad to see that there is a hold on evictions for the time being.

From William Conley-Elgee: Agreed Larainne!

From Troting: Our district is sticking with Google Meet

From Hannah Melick: We've been using a blend of Zoom and Google Classroom. Some teachers have set up Google numbers so students can text teachers.

From Karen Cree: Zoom seems more user friendly, but I know we are being encouraged to meet with Google Meet

From Antoinette Mailloux: Any ideas on how school nurses can connect with families during this time? I had many students that would visit my office multiple times a week. I am wondering how they are managing their "anxiety bellies" at home.

From Brenda Mannix: Zoom, Google Classroom

From Rebecca Ballinger: Using Google Meet or Zoom, whichever has an open slot for the time we want. Zoom is better because we can end the meetings with students when it is over.

From Ken Lundberg: At our middle school advisors are reaching out to advisees a minimum of three times per week via email, Google Chat, Zoom and so on. Our superintendent here in Needham has placed priority on the student's SE web being.

From Ken Lundberg: that would be well being :) not web being; though yes, we are becoming web beings.

From Troting: Same here in Franklin

From Michelle Fabian: Zoom, remind to contact students and families

From John Crocker: Feel free to steal: [Methuen's COVID-19 webpage](#)

From Tara: thank you John!

From Beth C: Thank you, John!

From Michelle Fabian: thank you John

From Larainne: @Antoinette: Our nurses are part of the team calling families. If they feel comfortable checking in, I think that's a great way to connect.

From Brenda Mannix: Thank you

From Antoinette Mailloux: Thank you Larainne!

From Stephanie Kelly: In addition to email communication, we have used Talkingpoints.org to communicate with families via text. App allows you to select the family's native language. For families we know lack internet or do not respond to email, we have placed phone calls.

From Jonathan Haines: Students in Boston with door-to-door transportation can have meals delivered to home. They can email mealdelivery@bostonpublicschools.org

From William Conley-Elgee: Hi Haines! Thanks for sharing!

From Randy Ross: We need to re-envision schools as service hubs, for basic needs (like food and tech) but also for social emotional connection thru tech (tier 1), mental health (more tiers 2 and 3). This period will drastically increase numbers moving into tiers 2 and 3, whatever we do. But offer at tier 1, those numbers may not be quite as great.

From Karen Waters: Spectrum is offering free WiFi for families

From Maria David: We have had families call Spectrum and have been denied...perhaps not all areas have availability.

From Karen Waters: Maria David, what community are you from?

From Maria David: Milford

From Sidney Worthen: Thank you! Leaving to meet with teachers.

From Hannah Melick: Welcome! happy to share. I don't think Zoom saves resources placed in chat, so I recommend saving the link, or I can share with Jim to send out to all registered attendees

From Ken Lundberg: Great idea!

From D. Vaughan: Please do send out the resources

From Luciana Maffeo: please send out to all registered attendees

From Kimberly McDowell: yes please

From Brenda Mannix: please send out that would be great!

From Mitch Lyons, SEL4MA: Thank, Hannah - I copied link and sent to myself so I can use with parents at SEL4Newton.org

From Nick Woolf, SEL4MA: Hi everyone! We will be sharing the chat and compiling resources!

From Troting: Oh great, cuz I've been trying to jot these resources down!

From Jeannine Riendeau-Colonies: Thanks, as I have been trying to write down resources as well

From Kimberly McDowell: thank you, trying to write down all as well

From Dana Catarius: Thank you Nick!

From Michelle Fabian: Once families have to do the work, they will reach out for more devices because they have multiple children needing to do work at the same time

From Danielle: I'm a school nurse and have been sending emails to touch base with the students who frequent my office

From D. Vaughan: I am worried that families need support but are not asking

From Mitch Lyons, SEL4MA: Parents are not asking and are unaware

From Laurie Mendoza: Salem is in the process of purchasing hot spots to place in strategic locations around the city

From Tara: not all parents understand how to utilize some of the technology which makes it difficult as well

From Brenda Mannix: I agree, Vaughn. Not sure whether to reach out to those not on my caseload if the teachers have offered me as a resource but parents have not contacted me

From Sheera: Some schools in Boston are being given a set number of hot spots that they can distribute to families

From Ken Lundberg: hop onto neighbor wifi

From Jeanette Cibelli: Someone in my graduate program also told us that if families have outstanding balances with an internet provider, they may not offer the services to that family for the free/discounted price

From Randy Ross: Yes on that comment about Spectrum not giving services if they have been cut off for nonpayment of past bills. I've encountered that in NC where I do much of my work.

From Margaret Hannah: Very useful resource with guides to first steps in finding resources around the commonwealth - [Introducing Massachusetts Network of Care - A Comprehensive Behavioral Health Directory](#)

Jim Vetter, SEL4MA: How have you been making connection with families, making sure that families have the resources they need, and making sure that you know which students need higher level mental health supports right now?

From Anne Marie Debarros Miller: Phone calls

From Erich Grosse: Google Classroom

From Pulichino: email, video chat, phone calls

From Karen Cree: I'm an adjustment counselor and have been calling all of the families on my caseload.

From Troting: seriously, phone calls

From Ali Meeker: email

From S. Shoffstall: phone calls, email, class dojo

From Katie McManamon: I have asked teachers to email me students that have not responded in one way or another

From Tara: We have asked teachers to let us know if they have students that they have not heard from or have not engaged with any of the Google Classrooms so that we can try and reach out or at least have on our radar

From Heather: Our school resource officers have been helpful with some families

From Maura Ricardi: I sent a mass email to my PreK-1st families of how they can access me, what support I can provide them, an SEL packet to start, and I am here FOR ANY REASON big or small.

From Maria Antonuccio: We email or actually call using *67

From Katie McManamon: Then I am getting creative finding the families, driving by beeping my horn to get attention!

From Janet C: Classroom teachers reaching to families via phone and email, as well as service providers, sharing resources which have been posted on district website

From S. Small: Emailed parents of kids on my caseload or students I see frequently. Have sent resources

From Tara: Wellness checks, if necessary, by PD if major concerns

From Kimberly McDowell: Foxborough

From Katie McManamon: Google Voice is a free phone number you can call and text from computer with a private number

From D. Vaughan: I love the horn beeping idea

From Jen T: Whenever possible, I speak first to the parent/caregiver, and I always try to speak with the child as well. I even include siblings to increase connectivity for the whole family unit whether they attend my school or not

From William Conley-Elgee: McKinley Schools, we are a therapeutic day program in BPS. Our kids need high tier supports. I have been calling and video chatting daily with parents and kids. Parents need daily supports to navigate challenging behavior! Videos on Google Classroom too, those make a personal connection!

From Jeannine Riendeau-Colonies: I have been calling my families directly talking parents and student

From Anne Marie Debarros Miller: Many of our teachers created Google Voice phone numbers and use it to call since they do not have school issued phone

From Katie McGann: We have the resources on our district page, our school's Facebook page. We have flyers we are handing out at the food pick up spots with the resources. We have a Google doc for all of our kids and anyone who has contact is documenting it on that form so we can see who we have not reached.

From Dana Catarius: We have created a spreadsheet for each school for staff to add to for families that have not looked at ALD or responded to emails. As counselor I can then make calls to families. Our district is hugely focusing on connections!

From Lori Rush: Phone calling, emailing and sharing information pertinent to accessing support such as usa.gov and reduced cost social services here in Plymouth, MA

From D. Vaughan: What do you use to video chat?

From Lisa Sadberry: I make daily phone calls to parents to do check-ins. Also providing individual counseling to students via phone calls. Maintain the therapeutic relationship.

From snreader123: I have called and checked in with all my families/kids and use Google Classroom to communicate and post review activities, then virtually meet with students to review work, but more importantly see how they are doing and how they are keeping busy

From Jennifer Karalekas: If you need to use your cell, *67 will block your number

From Ken Lundberg: Teachers are talking to each other, weighing in if we have not heard from a student, not just within what we call our clusters by across cluster as well.

From Janet C: All staff keeping a log with who was contacted and shared with administration

From Pulichino: I'm using Zoom to video chat

From P. Marino: I have sent emails to the families I work with and invited students to email with me. We are sending morning messages to our students from Principal, School Psych and myself, School Adjustment Counselor, trying to get approval to use Zoom for continuing group work and leadership program we have with our 5th graders. Started a Google Classroom for a group I work with.

From Rachel Hillegass: Every family hears from at least one "group" per day via email. One day is principals, one day is counselors/school psychologists, one day is teachers, etc.

From Anne Marie Debarros Miller: You can block your number or use a Google number. Works well!

From Maria David: A school community in Florida is partnering with Xfinity and have had students come to a designated place to pick up laptops that have already been pre-loaded with internet...don't know how they do it but understand it is working.

From Maria Fernandez: Thank you Jill!

From Kevin Moyer-Wilkes: Google Hangouts and Google meet has allowed many of our teachers to hold virtual classes or just meet up and connect socially.

From Ken Lundberg: Some teachers have created spreadsheets to track student connects.

From D. Vaughan: Thank you

From Erika: @Ken Lundenberg can you share a blank copy of that spreadsheet? I'd like to replicate.

From Troting: Yes, we have a school-wide spreadsheet to track who we talk or contact so we can see who we have missed

From Catherine Kiernan: Emailing parents and sending videos of me reading stories ending with tricks by my dog! The kids love it!

From Kevin Moyer-Wilkes: students are hanging out and socializing in chats via Google Hangouts that their teacher sets up. they can socialize and compare notes on assignments under the watchful eye of the teacher

From Owner: I worry about too many emails. As a parent I am overwhelmed by the amount of email. I'm interested to think about the Indiana model of making a phone call¶¶

From Ken Lundberg: yes, I will ask for a blank.

From Erika: Thanks!

From Sarah Glass: I've been calling the parent listed in Synergy, then asking to speak to my student and checking in with him/her. I'm an ESL teacher. I've also had class meetings using conferences in Canvas and Google Hangout. We use Google Classroom and Canvas.

From Alison Ciccone: Our spreadsheet includes teachers, too, so we know someone has heard from a student

From Beth C: Sharing videos of my therapy dog with all students in the district. They really miss her...so does the staff

From Erika: Yes, that's what I'd like, teachers too.

From Maria David: Phone calls with kids and parents seems my best method of connecting at this point.

From Brenda Mannix: I am also overwhelmed with emails both my husband and I work for schools and my 3 kids are across 2 schools. TONS of emails

From Ingrid Markman: In Lowell we serve lunch and breakfast to any child from ages 2 - 18 via a food truck at 9 different schools. We use connect-ed to reach out to families across the district. Each of the 31 schools have a building based social worker. The social workers have reached out to all families where there was a concern. The individual schools have each set up their own programs from group mindfulness sessions to fun activities. The district is providing curriculum packets for all grade level, but not requiring participation - all voluntary, but we have a lot of families are responding. One of the social workers created a Google Form that is posted on the website and sent out that families can fill out to share how they are doing, what they need and what they are doing during the closure. She has had a lot of responses to this. I will try to share the contents of the form if you are interested.

From Tara: has anyone come up with a plan on how to get some of the super anxious kiddos back through the doors when the time comes?

From Brenda Mannix: Good point Tara

From Rebecca Ballinger: @Tara- that is one of my greatest fears!

From Maria David: I am worried about getting the highly anxious back, too. They are the ones we are really needing to stay connected to.

From Donna DeCaro: My biggest concern as well Tara!

From P. Marino: Very good point Tara! I have been thinking about that as well.

From Jeannine Riendeau-Colonies: I have been thinking about the same thing how do we get those anxious and trauma kiddos back once we do come back.

From 101720: We are tracking student/family contact on spreadsheet for entire staff to use. All classroom teachers were assigned a support staff member to help make contact.
Boston

From Erika: That's the kind of spreadsheet I'd like to create, 101720.

From Anne Marie Debarros Miller: Boston also send text messages regularly to inform families about meals.

From Jonathan Haines: Kevin makes the important point that we are able to use these technologies to give students to opportunity to interact with each other in a safe space. This social aspect is very important to students' mental health

From Erika: Ingrid, a share of that would be appreciated!

From Troting: As of now, we aren't other than contacting them...big void!

From Beth C: I have emailed all my students directly and check in on them regularly

From Anne Marie Debarros Miller: We did a lot of home visits which worked well but now we can't.

From 101720: We are so fortunate to have a tech team established at our school.

From D. Duprey: Thank you. I like the idea of tracking communication on a spreadsheet. If anyone has an example to share, that would be great.

From Debbie Lafond: I work in a vocational-technical high school. Many of my students see the benefit of their education being their shop classes. Without the hands-on aspects of half of their school time, I worry about their connection to their educations.

From Rachel Levangie: I wonder if SEL4MA could set up a shared folder for people on here to share all of these amazing ideas/templates?

From Anne Marie Debarros Miller: I echo the shared folder

From 101720: Our spreadsheet contains student name, contact numbers, if contacted and how (drop down options) and food source

From Erika: 101720 that sounds great.

From Emily Cote: We did a shared Google doc for tracking contact with families as well

From Troting: Our spreadsheet includes date of contact, who contacted them, response, needs, and other notes. this spreadsheet is shared with ALL school personnel so that all are working collaboratively

From Debbie Lafond: I am also encouraging teachers to include visual and/or verbal reminders of their classes to their Google Classrooms. Transitioning to tech is tricky.

From 101720: All staff can contribute to our spreadsheet as well.

From Tara: There has been a lot of feedback of parents feeling thankful for resources, calls and emails but are also feeling overwhelmed trying to juggle working from home, parenting and educating

From Nina Riley: I wonder if there could be a folder of SEL activities by age level for counselors to post in Google Classroom

From Maura Ricardi: I love that idea Nina!

From Erika: I want Jen Cutler's internet connection. She's got perfect connection, it looks like. I can see her blink every time. Lol.

Jim Vetter, SEL4MA: How are you providing supports to students who already had higher-level mental health needs and were receiving Tier 3 supports prior to the COVID-19 closings?

From Jennifer Brennan: We have been setting regular meetings with families and students and focusing on coping and crisis management as well as continued collaboration with wrap around services such as DCF and telehealth individual therapy.

From Krista Rumschlag: My district seems hesitant to pursue telehealth individual/group counseling. Anyone else's?

From Maura Ricardi: I am making collateral contacts today with my list of students' providers (DCF, therapists, etc.)

From Troting: We send the Google meet sign-ups for students to meet with teachers regularly. This is posted in Google Classroom, but our SEL-vulnerable population is generally not participating.

From Brenda Mannix: How are people receiving consent for telehealth services?

From Kimberly McDowell: Our mental health teams at each level are meeting regularly on Zoom

From Erika: Brenda Mannix, Commissioner said consent not necessary.

From Brenda Mannix: That's not what I heard through NASP

From Heather J: my concern is what are the expectations of school based IEP counseling via video conferencing platforms

From Janet C: We have been told that we cannot provide services while we are adopting “optional” assignments for general ed. at this time. We are only allowed to provide general contact to ALL families on our caseload, so all is equitable. This is concerning that we may not be meeting mental health needs.

From Maria David: According to ASCA, we are only bound by FERPA and not HIPPA so Zoom should be okay if you make sure the settings are set up appropriately.

From Katie McGann: For those who might be interested. PESI is offering a free telehealth training online for free. Usually \$400. Use code telefree.

From Katie McGann: [PESI Telehealth for Mental Health Professionals, 2-Day Distance Therapy Training](#)

From Troting: Equity does not mean the same for all students

From Nicole Lafleur: I am wondering if we are able to do telehealth counseling or if there are licensure requirements prior to starting such as PD, etc.

From Karen Waters: We at Worcester Head Start are having our Family Service Advocates and our Behavior Specialist reach out regularly to those families that we know are at greater risk for having more difficulty coping with existing MH issues and elevated stress. This is in addition to Tier one support services for all of our children and families

From Troting: not set up yet...still so unsure what is expected and allowed

From Ingrid Markman: Here is the message and questions on the Google form: Just Checking In....

From Ingrid Markman: If you go to the website above you can find a copy of the Google form embedded in the website.

From Susan Root: Counselors and school psychs are concerned about providing Telehealth - being sure our counseling remains school based

From Troting: Sending out a survey is not a bad idea to check in and see who is not connecting

From Amanda Taylor: Yes Jen, these are major challenges we have been discussing as a team. How to manage boundaries in these video meetings, especially with high risk students and protecting ourselves

From John Crocker: BRYT program delivered a great training on telehealth - [Telehealth Training Presentation 3 17 2020 – BRYT](#)

From Melissa Bissonnette: American School Counselor Association webinar: Ethical Considerations: School Counseling in a Virtual Setting – [Part 1](#), [Part 2](#)

From Jennifer Brennan: Ethical Guidelines for Virtual School Counseling ASCA

From Rachel Levangie: My district said we cannot use Zoom with students. Something IT said about Google vs. Zoom and sharing of info/privacy. There were also rules about ages we were allowed to reach out to students. It's all still kind of confusing and it seems like the rules re: technology change every day

From Kerri: Hope these resources will help

From Maria David: [American School Counselor Association \(SCA\) website](#)

From Jeannine Riendeau-Colonies: Thank-you so much for this information

From snreader123: as a special education teacher, I have my own math and ELA classes and I can use Google hangouts with 1 student at a time. Even if families know who is in their child's class, I cannot facilitate them seeing the other students—confidentiality

From Jennifer Karalekas: Ludlow folks, I'm copying some of these links and will share via Google doc

From Jacqueline Dupont: Thanks Jen

From Amy Harris: Thank you Jen (Ludlow)

From Maura Ricardi: Me, too, Ludlow Peeps!

From Pam McConnell: Kevin and Donna, I created a Google doc and shared with you so we can take notes

From Lori Rush: Thank you!

From Tenzin Dhekyong: Thank you for all the great resources!

From Heather J: Thanks for pointing that out Jill and Jim about the challenge in we are all expected to change our systems/bxs quickly.

From Susan Root: Will we have access to the resources people are posting after this webinar?

From Nick Woolf, SEL4MA: Yes! Resources will be made available next week.

From Laura Dempsey: I am curious about that, too. Is there a way to save this conversation to keep resources?

From Nick Woolf, SEL4MA: This chat will be saved and all resources will be documented/shared out to you all next week!

From Pam McNall: Thank you Nick Woolf!

From Kate Jacobsen: Very helpful, thank you Nick!

From Pulichino: thank you Nick!

From Nick Woolf, SEL4MA: The chat transcript will be sent out as well!

From Jeannine Riendeau-Colonies: Thanks

From Erika: Yes, Jill!!!!

From Tony B: Thank you Nick!!

From Marya: Thank you!

From Deborah Donahue-Keegan: Thanks so much, Nick!

From Dana Catarius: Agree!

From Nick Woolf, SEL4MA: No problem. These are great resources and we are so glad we can help share them!

From Julie Hopkinson: How to keep virtual communication with younger kids and not turn into a parent counseling session?

From Sheera: In terms of the counseling/telehealth—also making sure that confidentiality on both ends can be maintained is a big factor

From Randy Ross: Here is my biggest worry: The virus may return next school year, if it does in fact decrease over the summer here. Dr. Fauci is indicating that may well be the coming scenario. So, what we are doing now is actually a dress rehearsal for a possibly longer period coming up in maybe 6 months.

From Erika: Randy, agreed.

From Rachel Levangie: Is anyone using a parent permission form to communicate remotely with their student?

From Debbie Lafond: Has/Is SEL4MA advocating for a focused and reduced amount of schoolwork for our students?

From Jeannine Riendeau-Colonies: If student is already on IEP do you need to have a parent permission slip?

From Erika: Jeannine, according to Commissioner call, no.

From Jeannine Riendeau-Colonies: That is what I thought so thanks

From Amanda Taylor: Yes, my district is working on a permission slip/consent

From Erika: But someone else said they heard from another agency that consent is required.

From Maria David: I think that our present permission to see the student at school should suffice for communication with student; but we can certainly call the parent and ask if we can speak with their student....We're certainly getting permission at that point.

From Anne Marie Debarros Miller: I think some parents need as much support as the kids and if we don't support them it may be harder to help their kids. So, it's ok for a conversation with younger kids to turn to parent counseling.

From William Conley-Elgee: Agreed!

From Mitch Lyons, SEL4MA: SEL4MA started [SEL4Newton](#), Anne Marie, - for parents

From Open Circle: Completely agree with Anne Marie

From Open Circle: kids wellbeing is directly linked to the well being of their parents

From Luciana Maffeo: So THANKFUL for joining this webinar - lots of valuable information - THANK YOU all for sharing your ideas and thoughts

From Kelleca: Our tech team asked us to use Google Hangouts and Google service to reach students because of the student privacy rights and that for our district most students are under the age of 13. Google core services are compliant with FERPA and COPPA. Hangouts also provide a way to track digital footprint.

From Hannah Melick: I need to hop off for another meeting, but this was really amazing. thank you everyone for your resources and thoughts!!

From Julie Hopkinson: Thanks Anne Marie, I agree too, but some of my kiddos want to share what is going on at home without parent taking over convo. Trying to balance support for both parent and child

From Jeannine Riendeau-Colonies: Oh, I have talked to parents already and will continue too as I agree they need our support as well as our students I just wanted to check on having to create a permission document

From Janet: thank you all. I am a school nurse and couldn't get through a single day without support of our wonderful counselors and SACs. Happy SEL Day to you!

From William Conley-Elgee: In terms of resources to lessen kids' general anxiety through mind-body connection and movement, Playworks has posted some good at home resources: [#PlayAtHome with Playworks](#)

From Erika: Jeannine, our attorney told us that obtaining agreement (even verbal) is vital, and documenting agreement is vital. It need not be written.

From J. Puhalski: How have districts utilized school nurses in terms of contacting families?

Jim Vetter, SEL4MA: What are you doing to provide Tier 1 social and emotional learning supports, to reinforce and help students apply core SEL competencies?

From Krista Rumschlag: Tier 1: Morning announcements with key staff, weekly videos from SEL staff about ZONES coping strategies

From Larainne: We are developing a Google Classroom for each of our level School Counseling Departments.

From Jennifer Brennan: We are providing lessons via Google Classroom or Facebook live/Instagram as well as posting resources to websites.

From Jen: With the Google Classrooms - are you worried about confidentiality? We were wondering about this today.

From Open Circle: Open Circle will be sending out resources soon to support our trained educators

From Pulichino: consistent morning video chats/check-ins

From Karen Craddock: It will be critically important to intentionally connect with the diverse networks of mental health professionals who represent the racially and ethnically diverse families and students in need as we seek strategies both in our process and content delivery in light of the practical logistics and psycho-emotional stressors of this moment. There are several professional networks of color at the national and local levels available as vital partners in our efforts to support mental health

From Open Circle: Completely agree, Karen Craddock

From Erich Grosse: I have been making videos for my Google Classroom, I try to mention my students' names who participated in the previous days comment sections

From Ken Lundberg: Don't have a blank one, but here is a working spreadsheet a teacher just shared with me she is using to track student connectivity, engagement.

From D. Vaughan: I have sent out ideas and things to parents as well as posting social games and books on Dojo

From Katie McManamon: We were also wondering about counselor classrooms and confidentiality

From Ken Lundberg: [Contact with Students Spreadsheet](#)

From Elaine Santello: I also wonder about Google Classroom confidentiality?

From Keri Kozlowski: Jill, Is MSPA's stance then that School Psychs are able to hold virtual and/or phone sessions with students at this time if we are taking into consideration all the ethical aspects, including scope of our services being provided. Typically, it is skill building focused.

From Maria Antonuccio: Thank you all. I have meeting with Public Health Dept. All your input has been extremely helpful, and I will share with my district. Be healthy and safe!

From Amanda Taylor: Does anyone know if you can hide students' names in Google Classroom? I had to shut mine down due to confidentiality

From Betsy S: Tier 1: In our meetings with teachers, we all discuss how our families are each having their unique experiences with this. When we plan our supports and engagement, we want to be helpful, educational, but also emphasize that our families' health and well-being is the number one priority at this time.

From Erika: Keri, excellent frame for the work you're doing.

From Jill Battal: LOTS of resources from MSPA and NASP here: [MSPA COVID-19 Resources](#)

From Catherine: Google voice number is an alternative to the *67 - if this is an approved tool by your district. I have found it very helpful in connecting via phone with families without sharing your personal cell number.

From Alison Ciccone: I've created/posted a weekly Wellness calendar on our district website with different categories per day. One stop shopping. Mindfulness, Creativity, Health Tip, Fresh Air Activity, Funny Video, Gratitude & Act of Kindness. Shared with folks yesterday and would be glad to share it with others. [Uxbridge Public Schools Remote Learning Resources](#)

From Jill Battal: MSPA and NASP's stance is that we think critically about different types of services (e.g., testing vs. counseling services), and use virtual platforms responsible to meet the unprecedented needs of our students and communities

From Jeannine Riendeau-Colonies: Through Google Classroom I am sending out lessons weekly not mandatory to all students with themes around Kindness and how they can be kind to the people that they live with. By grades K-6 they each receive a Kindness quote, a question they can share and then a family people they live with project. I included a letter for parents and guardians that they are the students first teachers and included positive SEL activities that we have already completed in school that they could use. I included

strategies they could use with their students 1-5 emotional strategies, how big is the problem with examples.

From Jill Battal: Guidance has been put out regarding HIPPA/FERPA related to Zoom and Google hangouts

From Keri Kozlowski: Thanks Jill!

From Tenika Ortiz: Thanks Jill!

From Janet: At this point our nurses have been asked to assist Public Health with creating/maintaining contact with our citizens who have been diagnosed with COVID-19, any possible contacts they have. We provide support and education to that population. I personally have an Advisory and keep in contact with my Advisory students.

From Dana Catarius: As counselor, I am sharing SEL activities and strategies with classroom teachers to share in their ALD weekly updates to families. I participate in class meetings too, as teachers request. All Elementary counselors have compiled a resource list that we can share with staff and parents as needed, as well. I am also writing a post cards to each our students (350), snail mail as a connection.

From S. Schmidlin: As a school psychologist, I am wondering about giving Tier 2 & 3 services during this time.

From Anne Marie Debarros Miller: I agree Julie, it hard to find a balance. I work in a school where 100% of our students have an IEP with social emotional disability as primary disability. For us, the parents' mental health is as critical as our students' mental health. So, our approach is to also support parents by connecting them to community resources and often, our wonderful teachers and counselors take time to listen to their needs as well.

From Jen T: Thanks everyone! I have another meeting to attend, virtually of course. This has been great, and I look forward to joining another in the near future! We are not alone!

From Randy Ross: I am concerned about the grief services that may be needed for kids who lose a family member to COVID. That will happen, sadly.

From Debbie Lafond: I agree, Randy.

From Jeannine Riendeau-Colonies: I do as well

From Randy Ross: I posted that article on FB!

From Tony B: Good Point, a lot of focus on the here and now, but what about the aftermath of this crisis, Good point Randy

From Owner: Greater Good Science Center has amazing resources and supports – [Greater Good Magazine](#)

From Julie Hopkinson: [Second Step COVID-19 Response: Resources for Educators and Families](#)

From Ivy Jones Turner: Harvard Business Review - [That Discomfort You're Feeling is Grief](#)

From Robin Ahigian: There are several resources that research organizations have put out that have been vetted, including a resource list from the Regional Educational Lab, Northeast and Islands - [Resources for Schools and Districts Responding to the COVID-19 Crisis](#)

From Tara: It is important to be honest about how we are feeling, we are humans too

From Tenzin Dhekyong: Great Resource: Greater Good Science Center - [Six Daily Questions to Ask Yourself in Quarantine](#)

From Open Circle: Wellesley Centers for Women - [When the News Is Scary: 4 Ways to Support Children During the Coronavirus Outbreak](#)

From Jeannine Riendeau-Colonies: For some reason yesterday, I was feeling very overwhelmed knowing that school was closed until May 4th!!

From Luciana Maffeo: Would it be possible to get all the links people have shared

From Mitch Lyons: SEL4MA will be assembling resources

From Luciana Maffeo: Thank you

From Robin Ahigian: CASEL is starting a webinar series today at 1 pm with Marc Brackett Strategies for being your best possible SELf – [SEL Resources During COVID-19](#)

From Nick Woolf, SEL4MA: SEL4MA - [SEL and Mental Health Resources During the COVID-19 Outbreak](#)

From Anne Marie Debarros Miller: Jeannine, I will be surprised if school don't close for the rest of the year given that the virus is showing no sign of slowing down in the USA. The USA now has the highest number infections.

From Jeannine Riendeau-Colonies: I know, I have that same feeling. I have been trying to be positive but yesterday I just felt cranky and not myself, so I had to name it as honestly being overwhelmed by all of this.

From D. Vaughan: overwhelmed is how I have felt, and just crowded

From Randy Ross: Glad to see that people here are naming our own states of mind. Have noticed that one day is really tough, the next better, and then maybe back to being cranky. We need to take care of ourselves as wells our families and colleagues. If we crack, then we aren't much good to our schools.

From Rachel Levangie: Speaking of copyright, I have some PowerPoints from Teachers Pay Teachers. I'm wondering if I can link those in a Google Classroom? I would think I could, because I had been showing them to kids in person in small groups. Does that sound right?

From Maura Ricardi: Rachel, a lot of the TPT counselors I follow and purchase from have set very specific can's and cannots

From William Conley-Elgee: Rachel Levangie, it is my understanding that if it is being used for individual students it is perfectly OK because you are implementing individual instruction and not sharing in an open way

From Rachel Levangie: Thanks Maura. I guess I should go to the specific source and check their guidelines

From Margaret Petrovich (SWS): uptick with cyber bullying considerations?

From Erika: Margaret, good thing to have on our radar!

From Karen Waters: Marlene, what will those wrap around services for tier 2 families look like?

From John Crocker: [Mental Health and Well Being](#)

From Donna DeCaro: Thank you John.

From Tenzin Dhekyong: Thank you John!

From Darlene: Thank you John

From Nova Biro: SEL4MA - [SEL and Mental Health Resources During the COVID-19 Outbreak](#)

From Amy: The Kindness 101 series with Steve Hartman from CBS was awesome by the way!!!

From Jeannine Riendeau-Colonies: Thank you so much this has been so helpful

From Karen Craddock: I will be providing resources with particular focus on equity and inclusion. I need to attend another meeting. Best wishes and stay well everyone

From Open Circle: thank you!

From S. Shoffstall: Thank you

From Dana Catarius: Thank you!!!!

From D. Vaughan: This has been great, thank you

From Betsy S: Thank you!

From Ali Meeker: I worry about maintaining confidentiality when facilitating a group. Even for my own son who has a social group at his school for ASD. He is self-conscious about going to group already. How do we know who else is in the room for the other kids?

From Tara: It is an issue for sure, Ali Meeker

From Barbara Anderson: thank you for sharing these ideas and resources!

From Rachel Levangie: Yes, I would love some clear guidance about confidentiality and groups/Google Classroom

From Abbey T.: Same here Rachelle

From Jim Vetter: Sign up to the [SEL4MA District SEL Coordinator Job-Alike Group](#)

From Erika: As much as possible I think we also have to trust good intent - trust that people are trying their best to set themselves up in confidential spaces, for example. We can't expect that of young people, but we can expect it of staff. And we can hope that staff will tell us when that won't be possible because of their own childcare/home needs.

From Laura Dempsey: @ Ali Meeker, this is a concern for me as well. I run a number of groups but our district, I believe is going to require a parent in attendance if we are able to do telehealth, so all those parents will be hearing the kids' confidential conversations. Wondering how others are thinking this would work if adults are required

From Erika: I don't like the idea of having adults required in attendance unless the entire structure of the group is changed. Otherwise they run the risk of becoming a voyeur, in group dynamic terms.

From Linda Watt: We have put out the link on our SEL tab for the district on the district website

From Kerri: Please contact me for resource sharing. Thank you.

From Kerri: Kerri O'Connor, MS/P Project Coordinator/Case Manager, Student Access to Behavioral Health and Community Support Program, Hampden/Wilbraham Regional School District, Thornton Burgess, 85 Wilbraham Road, Hampden, MA 01036

From Erika: The only consideration I'd have with Tier 1 is students' tendency to overshare at times, especially when behind the supposed "safety" of a computer screen. Marlene's point to be sure we're setting intentions in the beginning of using the space is important. We don't want students oversharing, which could then open them up to more bullying/teasing/etc.

From Larainne Wilson: I have been thinking about the expectation of privacy. If you would typically be in a classroom, you wouldn't expect privacy. However, with 1:1 counseling

you would. Our district wants teachers to record Google sessions and there has been some pushback in doing that, but it is felt that it is an added layer of protection.

From Robin Ahigian: Thanks so much everyone - great resources and great group. Will you continue to hold these on a somewhat regular basis?

From Michelle Fabian: thank you everyone

From Erika: Larrainne, this is exactly the advice our attorney gave us - run things as close to possible in the same mental framework you would in person. Sounds like your thinking is also in line with hers, which is great.

From Jay Ash: Yes, the resources and ideas were so helpful!

From Abbey T.: Yes, I would love someone to address the issues of recording Google sessions with school counselors.

From Rachel Levangie: I'm so glad you brought up students' willingness to engage. I have some students who I expect buy in, and others who I am concerned might avoid.

From Ingrid Markman: How can we access the resources that have been shared here after the webinar is over?

From Larainne Wilson: I think Jim, Jen, Marlene, Sara, John and others will put them together. I am happy to help as well.

From Erika: Recording was against my gut instinct, and our attorney validated that yesterday. Again, if you wouldn't do it in person, don't do it virtually. We don't record our sessions in person, so we wouldn't do it virtually.

From Ali Meeker: Thank you, very helpful discussion!

From Savanna Illinger: I second this: How can we access the resources that have been shared here after the webinar is over?

From Randy Ross: Any issues of cyberbullying coming up?

From Erika: Since we spent a zillion dollars talking to our attorney yesterday for half an hour, I'm happy to share her thoughts so the money can really serve a purpose. :)

From Jim Vetter, SEL4MA: [SEL and Mental Health MTSS Academy COVID-19 Webinar](#), Tuesday, 3/31, 10-11:30 AM

Jim Vetter, SEL4MA: What is one thing that you are doing for your own self-care, as you are helping support so many students, families, and other staff members?

From Maura Ricardi: Getting in the best shape with all of this time for workouts!!

From Laura Dempsey: AM power yoga classes/daily green smoothies!

From Maura Ricardi: And Facetiming on the regular with all the people I love and miss; just seeing their faces and hearing their voices helps me.

From S. Schmidlin: Spending quality time with my kids helps me!!

From Tara: inner coach!

From Savanna Illinger: My fiancée and I have been learning to meditate slowly!

From Erika: Take good care of yourself, Jen! You're amazing!

From Luciana Maffeo: Mindful Minutes throughout the day

From Jacqueline Rodriguez: Going for many walks

From Debbie Lafond: inner strength for outer stability foundation has fabulous resources

Jim Vetter, SEL4MA: If we at SEL4MA offered something like this webinar again in the future, would you be interested and do you think that others in your community might be interested?

From Dana Catarius: YES!!!

From Tara: Yes!!

From Amanda Taylor: Yes!

From Larainne Wilson: Yes!

From B. Grant: Yes

From Melanie Altrich Work: yes

From Latoya: Yes!

From Danielle Hill: Yes

From Linda Watt: I would definitely be interested

From Karen Waters: Thank you so much! This was very helpful!!! YES

From Amy: YES!

From Maria Fernandez: Totally!

From Heather J: Yes, Jim!!!

From Rachel Levangie: I would be interested!

From Keri Kozlowski: Yes

From Aileen: Yes

From Sarah Glass: Yes!

From Victor Branco: yes

From Brenda Mannix: yes

From J. Lopes: yes!

From Tenika Ortiz: Yes!

From Michelle D: yes

From Nina Riley: Yes

From Jen Medeiros: Yes!

From Donna DeCaro: Yes

From Abbey T.: Definitely interested!

From Jeannine Riendeau-Colonies: Yes

From Luciana Maffeo: absolutely

From Linds: YES please!!

From Jacqueline Rodriguez: yes!

From Tenzin Dhekyong: YES PLEASE!!!!

From Maura Ricardi: ABSOLUTELY

From Lori Rush: yes, Please!

From Pulichino: yes!!!!

From Daniela Paparo: Definitely

From Ali Meeker: yes

From Jennifer Ross: yes

From Victor Branco: and thank you!

From Amy: Thank you so much!

From Erich Grosse: YES

From Christina K: yes, very informative

From Brian McCarthy: Thank you so much. I would be interested!

From Melissa Escobar: yes!

From Molenni: yes

From Linda Watt: Thank you

From Erich Grosse: Thank You!!

From Kelleca: Yes. Thank you

From Sarah Glass: Thank you!

From Tenzin Dhekyong: THANK YOU SO MUCH!!

From Arielle: Yes, thank you!

From D. Vaughan: I would be interested, and I know others would in my district.

From Kelly Belthoff: yes please

From Pulichino: thank you so much for this!

From Jacqueline Rodriguez: thank you everyone!!

From Kimberly McDowell: yes

From Briana: Yes. Thank you!

From Michelle Urquhart: yes! Thank you!!

From Chris L: Thanks for having this-was helpful

From Betsy Grams: Yes, thanks to all the presenters and organizers. This session was incredibly helpful!

From molenni17: thank you!

From Lori Rush: Thank you, this was helpful

From Kimberly McDowell: thank you so much

From Linds: Thank you!

From Maria Fernandez: Thank you so much! Very helpful!

From Natalie Pina: thank you

From Leslie: yes please, and could we create mini grouping: SEL4 pk-2; middle school, etc.

From peter: thank you!

From Fanolisv: Thank you so much everyone, this has been so helpful. Yes! Let's have another meeting. Next time I would be interested in talking about cyberbullying.

From Heather J: Thank you for this helpful to hear what other districts are doing.

From Savanna Illinger: Thank you so much!

From Tony B: Thank you!!

From Donna DeCaro: Thank you. This was so helpful.

From nicks: yes, thank you!

From Lisa Lamoureux: Yes-thank you so much! Very informative!

From Mary: Thank you and stay safe everyone

From Jessica: yes, thank you!

From Owner: I'm interested in more targeted recommendations for social workers, challenges folks are facing and how they're dealing with them. A bit more focused on counseling.

From Jaimie Scanlon: Thanks Jim and panel members!

From Jeannine Riendeau-Colonies: Thanks so much. This was the most helpful for me this week. I have been to several webinars and this has helped me the most.

From Erika: I ditto Abby T.

From Tenzin Dhekyong: Thank you

From Shakesha Thompson: yes!! more for early childhood

From Erika: And Debbie.

From Luciana Maffeo: This webinar was therapeutic for me - thank you all for sharing

From Ali Meeker: It was really nice connecting with such a great caring professional group! Provides hope in getting through this!

From Pulichino: @Ali Meeker - Agreed! :)

From Margaret Petrovich (SWS): Thank you, everyone!

From Barbara Miller: Thank you all. Yes to more of this.

From William Conley-Elgee: Thanks!

From Nick Woolf, SEL4MA: Thank you everyone for joining!

From Brenda Mannix: Thank you

From P. Marino: Thank you everyone! Great information. Take care of yourselves.

From Larainne Wilson: Jen, Jim, Marlene, John and Jill: Thank you all! See you all soon!

From Tara: Thank you

From Savanna Illinger: Thank you all so much!

From Erika: Thank you all so much!!!!

From D. Vaughan: Thank you all, again

From Debbie Lafond: Be well!

From Luciana Maffeo: Be well everyone

From Erika: We appreciate you

From Nancy Giza: Thanks so much, so happy with all the resources!

From Melanie Altrich Work: Thank you

From Shannon Payne: Thank you! Stay well everyone!

From Anne Marie Debarros Miller: Thank for the opportunity to hear what others are doing.

From Amy Harris: Thank you!

From Jeannine Riendeau-Colonies: Thank you all and stay safe

From Elaine Santello: Thank you and be well!

From snreader123: thank you!

From Sheera: Thank you!

From Janet C: Thank you!

From Tenika Ortiz: Thank you

From J. Lopes: Thank you all!

From Tenzin Dhekyong: Thank you

From Christine: thank you!

From LK: thank you!

From Melissa Escobar: Thank you! Feeling more connected and less anxious!