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**eSchool+
Initiative**

COVID-19 School Closure Response Checklist
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The eSchool+ Initiative is a cross-disciplinary collaboration between the Johns Hopkins Consortium for School-Based Health Solutions, Berman Institute of Bioethics, and schools of Education, Medicine, and Public Health. It was formed in response to the COVID-19 pandemic in order to develop tools and resources for schools to think responsibly about caring for students during school closures. The initiative benefits from expertise in ethics, school health, school policy, food security, clinical medicine and education.

How to Use This Tool

The COVID-19 School Closure Response Checklist (SCRC) is intended to guide school and district leaders and other key stakeholders in the decision-making process as they navigate caring for students during COVID-19 school closures. It is designed as a resource to help school teams think collaboratively and responsibly about five essential components of care that are negatively affected by school closures:

- *continuity of learning*
- *food security*
- *health*
- *housing and safety*
- *supervision*

When faced with the state requirements for school closures, school leadership and teachers have responded swiftly to address the immediate needs of youth, especially our most vulnerable children and their families. The SCRC is intended to aid school teams in meeting the needs of *all* children. It also focuses in particular on students from low-income families and in high-poverty areas, where the educational achievement and health equity gaps make these students disproportionately vulnerable to both short and long-term negative academic and health outcomes.

The SCRC provides a series of questions or prompts designed to help school teams think systematically through the issues they need to address, and the data they need to consider. The tool is divided into six parts. Part 1 focuses on baseline information about the student population of relevance to all school teams. The remaining five sections are specific to each of the five areas and allow school teams to drill down in the areas of particular relevance to their school population and expertise.

A Note About School Closures and Equity

The primary justification for closing schools is to protect the public's health. Children remain a low-risk group for COVID-19 mortality. However, children also remain a concern for transmission of the virus, especially asymptomatic transmission. Social distancing strategies like school closings help "flatten the curve" of spread of infection through a population, which in turn helps to protect the capacity of hospitals to care for patients who become seriously ill with COVID-19 or with other illnesses and injuries.

The benefits of school closing for the public's health are not without associated burdens. The worst of these burdens are falling on our children. When the burdens of a public health intervention fall disproportionately on one group, as a matter of fairness, everything that can be done to mitigate the negative impacts should be done. This ethical imperative is even more compelling because the affected group is children who are in our collective care.

It is also ethically important to remember that the burdens of school closures are not falling equally among all children. Children from low-income families and communities, including many children of color and rural children, will suffer the most. While all children will experience setbacks to their educational trajectory, as well as the losses of important school experiences and milestones like proms and graduations, sports, and academic competitions, setbacks to children who are already disadvantaged are likely to be the greatest. School closures are likely to widen the gaps that already exist between these and other children who are less likely to have access to and experience with computer technology. Disadvantaged students are also less likely to have parents or other adults who are able to be at home and who are able to monitor and assist with schoolwork, whatever the mode of home instruction. Children who are already disadvantaged by special education needs will similarly suffer more from school closures.

It is also the case that children who were disadvantaged prior to the pandemic are the primary focus of concern when it comes to food, health, housing and safety, and supervision. Schools serving disproportionately vulnerable populations have also borne the responsibility for answering the call to provide access for food and health during the COVID-19 pandemic, and will likely need to continue doing so once schools reopen.

School meals play a key role in reducing food insecurity. For students from low-income households, those who eat breakfast and lunch at schools have better overall diet quality than those who did not. Notably, one in six high school students in Maryland experience food insecurity. Food insecurity and access to food is also an increased area of stress for families, particularly as state orders to shelter in place have increased and plans to reopen remain unclear. Of note, this seems to be one area where states are prioritizing resources.

In many school districts, counseling and mental health services are available to children in the school setting; the loss of these services puts at least some children at risk of serious behavioral and interpersonal harms. Depending on the locality, many low-income children also receive significant primary health care services at school, including asthma and primary care. Low-

income children with learning and other disabilities also frequently receive speech and occupational therapy. Interruptions of primary health care and therapy services to these children can have significant, deleterious and in some cases irreversible effects on their health and functioning, yet many parents are poorly positioned to find alternatives to school-based services.

Schools provide supervision during the school day; this loss of supervision creates a significant burden for many families, especially when parents are in the essential workforce. For low-income families, who disproportionately use before- and after-school supervision services, the burden is that much greater. Some parents are essential workers outside of the healthcare sector, where fewer supports for families are being provided and where many jobs are low-paying. Their children, but other low-income children as well, are more likely to be left to fend for themselves, or in the care of older siblings.

The risks that follow from losing the safe, secure context of the school day are compounded for those children who are housing insecure, who live in unstable families, or who live with adults with a substance use or mental health disorder. All children who are at risk of abuse in the home are at significantly increased risk by school closures. These children are spending more time in confined quarters with threatening adults just as the vigilance of school personnel is being removed.

The responsibility to minimize the harms to all children, and to disadvantaged children in particular, that will result from school closure does not fall on school systems alone. Schools cannot and should not be the sole, or in some cases even the primary, source of redress. Making children as close as we can to whole is a societal, state, and national responsibility; children and their families are being burdened in order to protect us all. But by virtue of their special strategic relationship to the welfare of children, in ordinary and in extraordinary times, schools have a critical role to play now, not only with respect to continuity of learning, but across the spectrum of children's well-being.

Part One: Student Population Overview

- How many students are enrolled in your school/district?
- Do you have current parent/guardian contact information for all students?
- How many students in each school/district are at risk of dropout or in need of academic interventions for progression?
- How many students are eligible for direct certification, FARMS (free and reduced meals) and/or economically disadvantaged?
- How many students are ESL learners?
- How many students have learning or other disabilities that require accommodations in the school setting?
- How many students have received somatic or behavior health services in the school setting?
- How many students are considered unstably housed?
- Are there students currently relocated out of home or district placement due to the pandemic?

Part Two: Continuity of Learning

Curriculum Format

- Will the remote learning curriculum be paper- or computer-based or a combination?
- What percentage of students can fully access the digital learning platform?
- Does the district have email addresses for every student?
- Are all students expected to log in to digital platforms using district email? What are the contingency plans for students who cannot access digital platforms using personal email?
- If the curriculum will be fully or partly paper-based:
 - How will students obtain the requisite worksheets? Email? Mail to home? Pick up?
 - How will students return completed work?
 - How frequently will new material be made available?
 - How much contact will students be expected to have with each teacher on a daily and weekly basis?
- If the curriculum will be fully or partly computer-based:
 - Are students able to access course materials without Wi-Fi?
 - How are students without broadband or Wi-Fi service able to access material/lessons?
 - What additional steps for assessing online learning need to be put in place by districts?
- How will the school and/or district grading policy be adjusted to meet the needs of digital learning?
- What will assessments look like? Will they be primarily open response, multiple choice, or some other mechanism?
- How are the curricula differentiated for different learner levels so each student is engaged and challenged?

Students Requiring Additional Teaching Support

- What steps are being taken to ensure students needing extra support are helped including:
 - Students at risk of dropout or in need of academic interventions for progression
 - Students who need targeted instructional intervention
 - Students who typically receive one-on-one instruction
 - Students who are learning English as a second language
 - Underrepresented minorities
 - Gifted and advanced learners
- How should districts use Response to Intervention (RTI) for tiered instruction? In what way will the current response be a pivot from current RTI implementation? How will each school document how its RTI strategy connects to its digital platform(s)?

Distance Learning

Learning Platform

- What is your district learning management system?
- How will attendance continue to be taken?
- What online learning platform is available in your school/district?
 - Will schools be able to choose platforms, or will there be a systemwide platform?
- How many students and schools have access to online learning platforms?
- Does the learning platform provide opportunities for teachers to provide real-time feedback for learners?

- If students do not have access to online learning platforms, can the district provide a way for students to get access?

Student Technology/Devices

- How will each district assess the technology capabilities of its students? Paper survey? Phone call? Internet survey?
- How many children do not have access to a device appropriate for online instruction at home? What ages/grades are these students?
- Additional considerations about device access:
 - Is it possible to get devices to children without them? In what period of time?
 - Who will get priority for receiving a device (assuming the district cannot give a device to each child who does not have one)?
 - Does each district have a cache of available devices in schools that can be distributed? Are these already imaged for distribution?
 - Can your district or school make emergency investments to give all students access to a 1:1 platform and distance learning curriculum?
 - What is the availability of computer devices from suppliers in case they need to be ordered?
 - What do shipping windows for new devices look like?
 - Can new devices be imaged and delivered to students in time for use in school assignments?

Internet Access

- How many children do not have access to the internet at home? What ages/grades are these students? Additional considerations about internet access include:
 - Is it possible to get internet access to children without it? In what period of time?
 - Who will receive priority for receiving emergency internet access (number of children in the home; older children; kids who are receiving supports in school for risk of failure or not making adequate progress; kids who are direct certification or receive free and reduced lunch)?
 - Is there free internet access available and if so, how long will the free internet access from Comcast (or local provider) be available?
 - Will free Wi-Fi hot spots also be available for all students? Where will they be made available?
- Are there resources available to support students who have limited internet access?

Technology Support Resources

- Are there guidelines on how to access educational materials from a variety of different devices (laptop, phone, tablet, etc.)?
- Are students provided resources for safe internet behavior?
- Are resources available for students who are facing technology challenges (broken device, internet shut-off, etc.)?
 - Is there an on-call staff member?
 - How is this information communicated to students?

School Year Benchmarks

- What school benchmarks will be impacted by the closure?
- What is the grading system in place for distance learning?
- Will Pass/Fail grading, in lieu of numerical grades, be adopted for the remainder of the school year? What would this mean for students in gateway/threshold grades (4th/5th, 7th/8th, 11th/12th)?
- Will grade promotion and graduation be cancelled or postponed?
- How will the Algebra I and Language (e.g. Spanish, French, etc.) gateway be managed?
- How will Grade 3 reading (social promotion) be managed?
- How will districts ensure that kindergarten teachers have time to assess Executive Function (kindergarten)?
- Will standardized testing be cancelled?
- How will standardized tests and grades be replaced in formulas for entrance criteria schools?
- How will content area tests (e.g., 10th grade history) and Advanced Placement tests be handled?

Disabilities and Individualized Education Programs

- How many children have learning or other disabilities?
- For these children with learning or other disabilities, how will this impact learning via computer?
- How are services being provided for special education students, or those served by the Individuals with Disabilities Education Act?
- How will existing IEPs be revised or updated to meet mandated hours or services?
 - What online resources have been made available for students with IEPs? How does this potentially affect provision of services?
 - What resources are provided for families who have limited internet or technology access?
- What resources are provided to students with emotional or learning disabilities and their families?

Considerations for Teachers

Communication and Expectations

- How will teachers be evaluated for end of year? What district measures will be used for this year's end-of-year evaluation? What will be waived?
- How will school leadership communicate regularly with teachers?
- What is the teacher's role to be throughout the process of remote learning?
- What are the expectations of teachers, in terms of distance learning and checking in with students?
- What are the expectations of teachers in terms of grading student work?
- How are expectations of teachers being communicated?
- Is there a method in place to conduct virtual faculty meetings?

Capacity to support remote learning

- Do teachers have the capacity for teaching curriculum remotely?
 - How many teachers have the capacity to develop paper emergency curricula?
 - How many teachers have the capacity to supervise long-term online curricula?

- How many teachers have access to technology (internet and devices) needed for remote learning?
- Does the district budget include a means of ensuring digital access and platform licensing for teachers?
- How are teachers effectively teaching a range of learner levels using remote technology?
- How is the school prepared to handle teacher absenteeism as a stress response, or due to illness?
- Are there any union restrictions to be mindful of?
 - Are there contract-related concerns about teacher availability to support either online or paper home instruction?
 - Are there contract concerns about instruction being moved to extended school year through July and/or August?

Training

- Do teachers have the training for teaching curriculum remotely?
 - How many teachers have the training to develop paper emergency curricula?
 - How much would it cost districts to train teachers to support students in a completely online or blended learning platform?
 - How many teachers have the training to supervise long-term online curricula?
- What professional development resources are provided to teachers so that they may better support student learning remotely?
- How often are teachers expected to make contact with students on a daily and weekly basis?
- How should teachers document noncontact attempts?

Health Risks, Personal Protective Equipment and Infection Control

- In schools that are not closed, what are the health risks teachers face?
- Do all teachers and school-based staff (e.g., paraprofessionals, housekeepers, cafeteria staff) have access to health care?
- What are the available PPE at schools?
- Is there a protocol for disinfecting schools?
- Is there an infection control protocol for any contact between staff and students (e.g. during food distribution or learning packet pickup)?

Student Support Staff Resource Team

Communication

- What are the expected points of contact between students and student support staff, including school nurses, social workers, community school coordinators, and family and community engagement specialists?
- Is there a method for these support staff to communicate regularly with school leadership? With teachers? With other support staff?
- How are the expectations for school staff negotiated and communicated?

Training/Capacity to Support Students

- Which school staff have the training or capacity to support teachers and students?
 - Are there people who can help facilitate learning for students needing extra support?

- Are there school staff available to conduct outreach to families?
- Are any tutors/teaching assistants able to work individually with students?
- Are there school staff who can aid in distributing devices/instructional packets to students who are unable to pick them up?

Personal Protective Equipment and Infection Control

- For school staff that are still working in the school building, what precautions are taken to ensure their health?
- Who will supply PPE for school staff?
- Does every classroom have a digital thermometer? How often do schools take each child's temperature?
- What is the district policy for a student who registers a fever?
- Are their workspaces compliant with cleaning/social distancing protocols?
- If they are distributing materials or supplies, are they given masks or shields?

Considerations for Parents

Communication

- What information is provided to parents about the school's distance learning plans? How is that information being shared?
- Are parents aware of whom to contact at the school if they have a concern? Are there multiple contact methods available?
- How often is communication made by the school and/or district to parents and families? From whose office does this communication emanate?

Training/Capacity to Support Remote Learning

- What support is provided for parents/caregivers as they help their child navigate remote learning?
 - Is parental support adapted for a range of capabilities/educational backgrounds?
 - Is parental instructional information being provided in English and Spanish? Other languages?
 - Is parental support adapted for parents with disabilities (e.g., vision or hearing impairment)?

Infection Control

- If hard-copy worksheets and/or devices are distributed from pickup sites, what infection control practices are in place to minimize exposure and transmission of infection?

Part Three: Food Security

School Meals

Availability

- How many free and reduced-price meals and snacks were students getting at school and in after-school programs? (Consider meals that were offered through all existing programs, including the School Breakfast Program, National School Lunch Program and Child and Adult Care Food Program.)
- What are the available mechanisms for schools to continue to provide meals to students during school closure? Is there a summer meals program that could be implemented?
- What USDA waivers can be applied for to reach a broader number of students' needs?
- Are additional meals available for families outside of the school day (e.g., backpacks, pantry pickup, etc.)?

Distribution of Meals (school and after-school meals)

- Will meals be distributed at pickup sites or delivered?
 - Can parents and guardians pick up meals on behalf of children, without children needing to be there in person?
 - Can families pick up multiple meals or multiple days of meals at one time, to increase accessibility and minimize exposure?
- If meals are delivered:
 - How are distributions made? (e.g., school buses, vans)
 - How often are distributions of food made?
 - Are meals delivered if no one is at home?
 - Can multiple days of meals be delivered at once?

Accessibility

- If there are pickup sites, consider these questions:
 - Are eligible pickup locations and pickup times accessible for all families?
 - For families who rely on public transportation? (if public transportation is restricted)
 - For parents or guardians who work during regular school hours?
 - For parents and guardians who have children too young to stay alone and who would be difficult to take to pickup locations?
 - For parents and guardians who live a considerable distance away?
- If eligible pickup sites and times are not accessible for all families, can meals be delivered?

Communication

- How is the meal distribution plan being communicated to families in a way that ensures all are aware of the resource? (e.g., texts or phone calls to families; social media; school websites; local news media)
- Are updates to the meal distribution plan (changes in days/times/locations) communicated with advance notice to families?
- How are families with limited technology/internet access able to get updates about food distribution?

Workforce

- Who is helping to facilitate meal pickup at distribution sites?
- Are there any training procedures that need to be conducted?
- Is there a contingency plan in case one or more staff members fall ill?
- If food is being delivered, who is delivering it?
- Is there a point person who can reach out to families known to struggle with food insecurity?

Safety

- What infection control and food safety practices are in place to minimize exposure and transmission of infection?
 - What practices are in place at distribution sites?
 - What practices are in place for delivery?
 - What practices are in place for workers preparing and transporting meals?

Monitoring

- What is the best estimate of the proportion of eligible children who are currently receiving the food assistance? (e.g., the food is actually being picked up or delivered)
- What percentage of children who received one meal at school are receiving one meal now?
- What percentage of children who received two meals at school are receiving one meal now? Two meals?
- What percentage of children who received three meals at school are receiving one meal now? Two meals? Three meals?

Sustainability

- Are there any threats to the sustainability of the food assistance? (e.g., workforce, funds, etc.)
- What is the duration of committed support for replacing meals that students were getting at school? Is there support to replace meals for students as long as schools remain closed?

Other Food Services

- Is support available to help families of students eligible for free and reduced-price meals receive assistance in getting additional food assistance? (For example, under the P-EBT program, states may provide food benefits in the event of school closures lasting five or more days to all children who would have otherwise received a free or reduced-price meal at school. If students are in SNAP households, the additional benefit will be added to their EBT card. If students are not in SNAP households, these families will need to be enrolled.)
- What local organizations already participate in nutrition programs and are approved sites for food distribution?
- What state, local, or nonprofit agencies have capacity to support food distribution to students and/or families during school closure?
- Are there other organizations to partner with who can distribute groceries and household goods to families at meal distribution sites to help meet families' other needs?
- Is there an option available for schools to provide food for students over the weekend or additional pantry items for families?
 - If so, how is this food distributed?

Part Four: Health

General Information

- What health services are provided at school?
- How often are health services available at the school?
- What are the hours of the health services?
- Which services are provided directly by the school, and which are provided by third-party providers?
- Have school-based health care providers (e.g., health aides, school nurses, nurse practitioners, physicians) identified high-risk students for specific attention and follow-up?
- Was a school-based health center providing preventive care for students? What fraction of these students have a community provider?
- What fraction of the student population does not have health insurance and is receiving preventive care in school?
- Is there a resource for parents that outlines how to access health care in the community?

Clinical Care

School-Provided Services

- What fraction of students have chronic conditions (e.g., asthma, diabetes) that require medication?
- Is there a plan to ensure that students with chronic conditions have their medications at home and are set up to take them as prescribed?
- Is there an on-call health provider for urgent questions about how to access needed resources (e.g., medications for chronic conditions, navigating resources)?
- Does the school store medications or eyeglasses?
 - If yes, what are the plans to allow students to access their medications or eyeglasses?

Third-Party-Provided Services

- What third-party agencies currently serve as clinical health partners offering clinical care services for each school/district? How can their current capacity be engaged or expanded?
- Is there a plan to refer students without healthcare to community providers who can care for them so they do not seek care in emergency departments or urgent care centers?
- Does your school provide dental services through a third-party provider?
 - Is there a dental provider on call for emergencies?

Access

- Are providers who typically offered clinical care in schools able to connect with students virtually?
 - Is telemedicine an option?
 - How are students without internet computer access able to connect with providers?
 - How is patient privacy being ensured?
- Are there community providers available for students without health insurance?

Communication

- How are changes to clinical care system being communicated to families?
- Is this accessible to families unfamiliar with the healthcare system?

- Is this information available to families with limited technology/internet access?
- Is this information available in multiple languages?
- Is there a family liaison to help families navigate receiving clinical care in the communities?
- Is there a resource for families to help them sign up for insurance if they are without it?

Future plans/recovery phase

- Do third-party providers have contingency plans for providing services later this year or next fall?
- Do school staff providing clinical care have the infrastructure/resources to adapt to telemedicine for the long term?

Mental Health

School-provided services

- What fraction of students are accessing mental and behavioral health services at school? (This could be via an IEP/504 plan or through another mechanism.) What fraction need ongoing services when school is not in session?
- Have students with serious mental and behavioral health problems been identified and prioritized for immediate outreach and follow-up by a school or nonschool provider?
- Will a mental/behavioral health provider be on call?
- What is the role of school-based mental health providers during school closures? Can they be deployed to check on students with acute mental health needs?

Third-party-provided services

- What nonprofit agencies currently serve as mental health partners for each school/district? How can their current capacity be engaged or expanded?

Access

- Do students who take medications for a mental or behavioral health condition at school (e.g., psychiatric medications, ADHD medications) have this medicine at home, and are they prepared to take it as prescribed? Can school nurses/health aides assist with ensuring students have urgently needed medications?
- Will students who have acute mental and behavioral health needs be able to access care in the community?
- Is tele-mental health an option so that school-based providers can continue to offer therapy to students already in care?
 - Is this available for students with limited technology/internet access?

Communication

- How are mental health resources shared with families?
- How are changes to the mental health care system being communicated to families?
 - Is this accessible to families unfamiliar with the healthcare system?
 - Is this information available to families with limited technology/internet access?
 - Is this information available in multiple languages?
- Do students have information on whom they can contact if they are having a mental health crisis?

Future plans/recovery phase

- Do third-party providers have contingency plans for providing services later this year or next fall?
- Do school staff providing virtual mental health care have the infrastructure/resources to adapt to telemedicine for the long term?

Additional Health Services

School-provided services

- Will students who receive services like speech/language or occupational therapy be able to continue to access those services at home?
- Are there additional barriers that students receiving these services will face as they navigate distance learning?
- What nonprofit agencies currently serve as ancillary health partners for each school/district? How can their current capacity be engaged or expanded?
 - Are there additional community resources that students can be connected to?

Access

- Is telehealth an option? If not, what resources can be provided to help parents support their children's needs until they can get into care?
- Are there community resources available for a variety of insurance/healthcare needs?

Communication

- How are changes to the students' health care system being communicated to families?
 - Is this accessible to families unfamiliar with the healthcare system?
 - Is this information available to families with limited technology/internet access?
- Is this information available in multiple languages?
- If student care is transferred to another provider, how are care plans/progress notes being shared?

Future plans/recovery phase

- Do third-party providers have contingency plans for providing services later this year or next fall?
- If schools do not reopen this year, is there a plan to continue outreach regarding routine immunizations needed for school entry?

Wellness Programs in Schools

Students

- Are there resources provided on anxiety management, COVID-19 stress coping, and mindfulness?
- Will all students have access to these materials? Is parent consent required to participate?
- Will students have access to health education classes and/or programming through distance learning?
- Will students have access to physical education classes and/or programming through distance learning?
- Will social and emotional learning programs continue through distance learning?

- Are there community resources available to share with students to meet these wellness needs?

Families

- What resources are provided for parents who are struggling with or overwhelmed by facilitating their child's education?
- What resources are provided for helping parents address student health concerns at home?
- How are schools working to alleviate parental stress?
- Is there a point of contact for parents who are having difficulty coping with the new educational methods?

Teachers and Staff

- What familial, social, and community concerns do teachers have?
- What are social and emotional resources available for teachers feeling overwhelmed with unexpected expectations, planning, and evaluation responsibilities?
- How will school administrators address the mental health needs of staff?
- What mechanisms are in place in case a teacher is unable to continue paper-based or online learning due to illness?
- How will mental health supports be provided for teachers who are stressed, overwhelmed or at risk of burnout?

Part Five: Housing and Safety

- How many students are considered unstably housed?
 - What percentage of students live in temporary housing or homeless shelters?
 - What percentage of students live in housing without reliable utilities?
 - What percentage of students live in housing that is a less safe or secure setting than school?
- What measures are being provided to help students in temporary housing or homeless shelters?
- How are district homeless liaisons connecting with unstably housed students?
- What services are being provided to ensure unstably housed students have devices needed for distance learning?
- What services are being provided to ensure unstably housed students have internet access needed for distance learning?
- How are district homeless liaisons ensuring students are connected to health and wellness resources?
- What measures are being provided to help children without reliable utilities?

Part Six: Supervision

School Hours Supervision

School day and before/after-school programs

- What percentage of students use the following:
 - Before-school programs?
 - After-school programs?
- What percentage of students are not likely to have an adult in the home for at least part of the school day?
 - Is the school providing any space if children do not have supervision in the home (if legally allowed to do so)?

Community resources

- Is the school providing resources about how to supervise students while schools are physically closed?
 - To parents and caregivers?
 - To students in grades pre-K–5?
 - To students in grades 6–12?
- Are there community organizations available to provide childcare to families who need it?

Communication

- Are there resources for parents about safe internet use for their children?
- Are there text or phone hotlines for students who may be experiencing abuse or neglect in their households or who are otherwise unsafe?

Extraordinary Circumstances

- Are there resources for students who may have a family member affected with COVID-19?
- Is there a mechanism for communication within the school if a student has a family member affected with COVID-19?
- If students experience the death of a caregiver, is there a mechanism to know whether this child enters the child welfare system?