The information in the forwarded message is from Eric Rossen, author of *Supporting and Educating Traumatized Students.*

Unique considerations when planning for returning to school after COVID-19 closures:

1) Ensure access to school-employed mental health professionals (e.g., school psychologists, school social workers, school counselors) that are based in the school and are easily accessible to staff, students, and families

2) Expect a prolonged honeymoon period as students re-enter school and re-establish relationships when compared to returning from summer. This honeymoon period will likely be followed by an apparent increase in gaps/disparities caused by inequities in the months of school closures [see this resource from the National Association of School Psychologists - https://www.nasponline.org/x55210.xml]

3) Consider the viability of "looping" - allowing a brief period for students to spend time with the teacher from the previous year before transitioning students to their new teachers. This needs to be done with significant planning and determined at the local level.

4) Consider opportunities to virtually meet next year's teachers over zoom

5) Anticipate significant academic, emotional, and social regression; yet try to build off of the some of the unique learning experiences students may have had at home

6) Establish an intentional focus on SEL skill-building, which likely regressed with a lack of social interactions. Avoid assuming that lack of demonstration of social skills represents willful disobedience or purposeful insubordination.
7) Anticipate significant challenges in re-establishing a routine. Allow extra time to learn new routines.

8) Anticipate student defiance or resistance as a method of establishing control - many students may feel disempowered, victimized, abandoned, or resentful. Others will have lost trust and faith in the school's ability to care for and protect them. Adults working with these students should remember, "it affects me, but it's not about me" and establish mechanisms to empower students and provide unconditional positive regard to build trust.

9) Anticipate significant fatigue and sleepiness

10) Consider the needs for students and families transitioning to new schools (kindergarten, middle school, high school freshmen) that lacked an opportunity for orientation.

11) Recognize the potential for higher rate of certain adversities and stressors during school closures, and underreporting of those stressors, such as:
a. Parental substance use and abuse

b.Exposure to domestic violence
c.Child maltreatment
d.Homelessness (and general worsening of poverty and economic gaps)
e.Mental health issues, or exacerbation of underlying issues
f.Family separation (some were away and couldn't return, or not seeing loved ones)
g.Grief/loss that could not be processed
h.Stigma and racism that occurred as a result of COVID-19 (e.g., Asian-American students; those that got sick during outbreak). See https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators from National Association of School Psychologists

12) Connect with families - consider a needs assessment from students and caregivers

13) Provide students opportunities to voice concerns, challenges, and needs. Incorporate restorative practices when appropriate

14) Recognize staff needs upon return
a) Having potentially experienced their own loss or stress (financial, personal, social, physical/medical)
b) Perhaps seeing negative comments about the school's response, or feedback from families
c) Not getting to say goodbye to certain students or staff members that aren't returning to the school

15) Establish a mechanism to address secondary traumatic stress (e.g., Tap In, Tap Out; Buddy Classrooms; Boundary Setting; Self-Care in the Background)

[List generated by Eric Rossen]