**Sample Decision Rules for Return to School Screening Decisions**

The following is based on [NASP’s COVID-19 School Adjustment Risk Matrix (C-SARM)](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/returning-to-school-following-covid-19-related-school-closures-the-covid-19-school-adjustment-risk-matrix-(c-sarm)), which was developed to help inform decisions for initial service delivery based on the unique set of circumstances caused by COVID-19. NASP recommends the consideration of two factors when making decisions regarding traumatic stress risk: School Experiences Pre-COVID and the Student’s Shelter in Place Environment when determining who may need support. The following example is meant to be used as a way to triage supports and answer questions such as: which students need immediate support? Do we need to adjust our school-wide supports? Are there certain classrooms that need additional support?

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| **School Experience Pre-COVID:**  *A student’s school behavior and experiences before school closures contributes significantly to predicting school adjustment upon a return to school. The main question to ask is: what was the student’s experience with school prior to remote learning?* | | | |
|  | **Positive** | **Variable** | **Negative** |
| Office Discipline Referrals (ODRs) | 0-1 | 1-3 | 4 or more |
| Attendance | >3/quarter | 4+/quarter | 8 quarter |
| Course Grades | 2.5 or higher | D or F in any course | Ds or Fs in multiple courses |
| **Remote Learning Experience:**  *Social support is a powerful buffer against \*\*traumatic stress. A student’s engagement with online instruction and school outreach can be a broad indicator about their shelter-in-place experience. The main question to ask is: did the family/student engage in what the school offered as support during remote learning?* | | | |
|  | **Positive** | **Variable** | **Negative** |
| Percentage of time in class meetings | 75%+ | 50-74% | >50% |
| Course completion | All | Incomplete in any course | Incomplete in multiple courses |
| School materials picked up/returned to school (e.g. learning packets) | Most/Yes | Some/N/A | Few/No |
| Connectedness (e.g. student and family responsive to communication outreach) | Teacher reports multiple positive connections during remote instruction | Teacher reports infrequent connection during remote instruction | Minimal connection made with teacher during remote instruction |

\*\* Remember it is not recommended that teams universally screen for # of personal or family traumas because a tally does not provide direction regarding support services in schools, and not all will experience trauma stress reactions as a result of exposure.

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| Remote Learning Experience | Pre-COVID School Experiences | | | |
|  | **Positive** | **Variable** | **Negative** |
| **Positive** | Low risk | low/moderate risk | moderate/high risk |
| **Variable** | low/moderate risk | moderate risk | high risk |
| **Negative** | high risk | high risk | extreme risk |

Source: National Association of School Psychologists. (2020). Returning to School Following COVID-19 Related School Closures: The COVID-19 School Adjustment Risk Matrix (C-SARM) [handout]. Author.