

Union CSD Post-Concussion Return to Learn Clearance

This guide outlines the protocol Union CSD will be utilizing to help our students return to school following a concussion. While this protocol outlines specific stages of the return to learn process, multiple stages can be completed at one time or additional stages may be utilized with input from the athletic trainer, nurse or doctor. The athletic trainer or nurse will be able to sign off on the plan and completion of the stages. The nurse and athletic trainer may work together as necessary to meet the needs of all students on campus.

Communication protocol will begin with the nurse or athletic trainer. Communication from the medical personnel will be given to administration and school officials to be communicated to teachers and counselors. This process will continue to cycle depending on the needs of the student.

If there is any conflicting information from the physician caring for the student, school personnel will contact physicians for further clarification before clearing the return to learn protocol.

Student Name _____ Grade _____

Date of Concussion _____

Progress Monitoring

Date of Completion

Stage 1: Home/Cognitive Rest

Stage 2: School/Moderate Accommodations
(Partial School Days)

Stage 3: School/Minimal Accommodations
(Full School Days)

Stage 4: School/No Accommodations

PE Clearance Provider _____

Date _____

By signing below, I acknowledge the following:

1. Completion of the Return to Lean protocol *does not* provide clearance for Return to Play. This includes practice and games. My student will seek medical clearance as outlined in the Iowa Code 280.13c(3)a.
2. I have been informed and consent to my student's participation in Return to Play protocol if indicated (student athlete, regardless of season).

3. I acknowledge that student information will not be shared without written consent in compliance with federal Health Insurance Portability and Accountability Act (HIPPA) and Family Education Rights and Privacy Act (FERPA).
4. Pertinent medical information regarding concussion care may be shared with administration and teaching staff to meet the learning needs of Union students.

Student Signature _____ Date: _____

Parent/Guardian Signature _____ Date: _____

Staff Signature _____ Date: _____

Union CSD Return to Learn Plan

A concussion is a traumatic brain injury that is caused by a blow, bump, or jolt to the head or body that causes the head to move quickly back and forth.

After the concussion, the brain cells do not work well. The good news is that with most concussions the brain cells recover in 1-3 weeks. When the brain is pushed to do more than it can tolerate (before it is healed), the symptoms get worse. If symptoms get worse, back off on activity and give the brain more time to rest.

Remember, all concussions are unique so the Return to Learn plan must be individualized for each student.

After a student is diagnosed with a concussion:

1. Step 1: Stay home -- bed rest. Usually cannot concentrate even 10 minutes. Need darkness and quiet to rest the brain.
2. Step 2: Stay home -- light activity. Student can start doing more activities at home, may not need total bed rest. If symptoms get worse, cut back on activity and rest more.
3. Step 3: Return to school- part time, maximum adjustments.
 - a. School nurse (or other school personnel should meet with the student to assess symptoms.
 - b. No P.E. or fine arts classes. (With no make-up work needed.)
 - c. No significant classroom or standardized testing
 - d. Consider part days until more activity can be tolerated.
 - e. Build in rest periods in a dark, quiet space before symptoms get worse.
 - f. Student should eat lunch in a quiet space.
 - g. Student should be given the option for a quiet passing time with few students in the hallway.
 - h. Give the student written notes so he/she can highlight ideas instead of having to write them down.

- i. Teachers should consider categorizing work into:
 - Work REMOVED**: Consider removing at least 25% of the workload.
 - Work NEGOTIABLE**: Consider either “adjusting” workload (ie collage instead of written paper) OR “delaying” workload, however be selective about the workload you postpone.
 - Work REQUIRED**: Consider requiring no more than 25% of the workload.
- j. Consider allowing extra time for homework due to slow processing of the brain.

Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.

- 4. Step 4: School -- part time, moderate adjustments.
 - a. No standardized testing.
 - b. Modified classroom testing.
 - c. Moderate decrease of extra time, help and modification of assignments.

Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.

- 5. Step 5: School -- full time, minimal adjustments.
 - a. No standardized testing.
 - b. Routine testing OK.
 - c. Continued decrease of extra time, help, and modification of assignments.
 - d. May require support in academically challenging subjects.

Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.

- 6. Step 6: School - full time, no adjustments.
 - a. Attends all classes.
 - b. Full homework and testing.
 - c. If student is out for sports, can begin the Return to Play protocol.

Most student athletes will need only temporary adjustments to academic work. If symptoms continue, parents, administration, teachers and medical staff will meet to determine long term accommodations that may be included in a 504 plan or individualized education plan (IEP). The move to this plan will be based primarily on medical input.

Union CSD Return to Learn Classroom Accommodations

Student Name _____ Date _____

General recommendations:

- ☐ Shortened school day
- ☐ No PE/fine arts until cleared by medical personnel
- ☐ No testing
- ☐ Other _____

Recommendations for Cognitive Functioning:

- ☐ Reduce make-up work to critical work only
- ☐ Provide more time to do assignments and/or shorten assignments
- ☐ When able to test, provide extra time if needed
- ☐ Read quizzes/ tests out loud to student
- ☐ Allow use of notes for test taking due to memory issues
- ☐ Provide written instructions for homework
- ☐ Provide class notes by teacher or peer
- ☐ Limit screen time on computer, give paper assignments if needed

Recommendations for Fatigue/Physical Functioning:

- ☐ Allow rest breaks during the day before exhaustion is present
- ☐ Allow hall passing time before or after halls have cleared
- ☐ Allow student to wear sunglasses and/or hat indoors to control for light sensitivity
- ☐ Allow student to take lunch in a quiet place for rest and control noise sensitivity.

Recommendations for Emotional Functioning:

- ☐ Share progress and difficulties with parents, school nurse, other staff as needed
- ☐ Develop an emotional support plan for the student (may include an adult with whom the student can talk if feeling overwhelmed.)

Other Recommendations:

- ☐ _____
- ☐ _____
- ☐ _____