

RETURN TO LEARN

Concussion Protocols



Trinity High School takes seriously the physical, emotional and academic consequences of concussions. We strongly encourage students who may have sustained a concussion to see a physician who specializes in treatment of concussions and head trauma and we work with those physicians to help students fully recover so that they may not only return to play, but fully access their academic course of study.

Of primary importance in recovery of head injury is rest. Therefore, our first suggestion for students is to remain at home for at least two days after sustaining a concussion. That time at home should be spent away from studies, and all screens (computers, televisions, cell phones, I-pads).

Once a student has been seen by a concussion specialist:

- The student should be given a list of suggested academic accommodations to present to the school.
- The school, through the Instructional Support Specialist, will create a Return to Learn Protocol that will be shared with all the student's teachers.
- Should the accommodations suggest extended time on assignments and tests, the student will have all study halls moved to the Instructional Support classroom. This move is temporary; the student will return to their regular study hall/commons as soon as cleared of the concussion and all back academic work is complete.

During the time the student is under Academic Accommodations, the following additional Trinity requirements will be in place. These requirements cannot be negated by a doctor's suggested accommodations.

- Student will be encouraged to go to the nurse's suite for a short rest period during their study halls/commons and for the last 15-20 minutes of lunch
- Student will be required to eat lunch outside of the cafeteria. The level of noise & amount of light in the cafeteria can cause symptoms to return or get worse. A separate table will be set up outside of the lunch lines & the student can invite friends to eat with them at that table.
- Student will not be permitted to attend games or practices until they are able to attend full days of school for at least five days in a row. Outside practices in the sun, or indoor practices with excessive noise can cause symptoms to return or get worse. Additionally, the student should be leaving school at the end of the school day to go home to rest. Adequate rest is the only way a concussion can improve
- Student will not be permitted to attend any school sponsored dances, including THON. Flashing lights, loud music and for THON the length of the event could make symptoms worse, thus prolonging recovery
- Student will not be permitted to attend Kairos. The intensity of the program, including later evenings and few chances for the student to rest quietly on their own, does not promote an environment of recovery and will prolong their symptoms.
- Student participation in field trips may be restricted. The type of field trip, location, duration and physical activity (including amount of expected walking) will be evaluated with the teacher sponsoring the field trip to determine if such an activity could cause symptoms to be exacerbated.

If student is attending school on a part-time basis during recovery, he/she will not be permitted to attend any school functions. After the student has demonstrated full-day attendance on five consecutive days, the student will be permitted to have limited access to assemblies, and classes previously restricted by noise.

RETURN TO LEARN PROTOCOL

STAGE	PROGRESSION OF STAGES	DESCRIPTION OF STAGES	SCHOOL BASED INTERVENTION / RETURN TO LEARN PROTOCOL
1	HOME - Rest (24-48 hours)	<ul style="list-style-type: none"> • Limit cognitive/physical exertion • Limit computer, texting, video games, etc. • No homework • Stay at home, no school -No driving 	<ul style="list-style-type: none"> • Encourage student to rest brain and body as prescribed by medical professional. • Medical documentation of concussion required for school. • No school expectations regarding academic output.
2	HOME - Light Mental Activity	Cognitive activity as tolerated; aim for 30- minute periods <ul style="list-style-type: none"> • Take frequent breaks • Stay at home • Limited peer contact • No driving 	NOTE: Timeframe for returning to school will vary, according to the student's symptoms. The student does not need to be 100% symptom free to commence a part-time return to school.
3	SCHOOL - Part-Time <ul style="list-style-type: none"> • Maximum Learning Accommodations • Shortened Day/Schedule • Built-in Breaks 	<ul style="list-style-type: none"> • Required meeting with Instructional Support (IS) Teacher upon return • Provide quiet place for scheduled cognitive rest -No classroom or standardized testing • No homework • Provide extra time and adapt assignments • Limited school-based, extra-curricular activities, to provide opportunities for social contact (club activity meetings). 	<ul style="list-style-type: none"> -RTL plan implemented -School staff provided with written RTL plan. -Student temporarily removed from study hall and assigned to Instructional Support for study hall -Ongoing monitoring and adjustment of RTL plan as needed. -Monitor student's emotional adjustment. -Emphasis on in-school learning, as rest is necessary once outside of school. -Eliminate non-essential work so student focuses on key Prescribed Learning Outcomes only. -Consider exemption from assemblies, and classes such as Band/Choir/ Woodwork/ Mechanics, due to excessive noise and safety concerns. -Student will have assigned area for lunch (outside cafeteria). - No attendance at sporting events, dances, THON.

			NOTE: If a student is not progressing beyond Stage 3 after a 3 week period, the student's family will be contacted for a meeting.
Student to progress to next stage when able to manage 3 consecutive classes without cognitive exertion without exacerbating symptoms.			
4	SCHOOL - Part-Time <ul style="list-style-type: none"> Moderate Learning Accommodations Time spent at school increased 	<ul style="list-style-type: none"> No standardized testing -Limited classroom testing with 1 test per day Moderate decrease of extra time and adaptation of assignments Continued access to learning support, as required Homework up to 30 minutes daily 	<ul style="list-style-type: none"> Ongoing monitoring and adjustment of RTL plan as needed. Monitor student's emotional adjustment. Arrange access to a separate, quiet space for testing to limit distractions NOTE: If a student is not progressing beyond Stage 4 after a 6 week period, the student's family will be contacted for a followup meeting.
Student to progress to next stage when able to manage 4 classes without cognitive exertion without exacerbating symptoms			
5	SCHOOL - Full-Time <ul style="list-style-type: none"> Minimal Learning Accommodations Full-time attendance at school 	<ul style="list-style-type: none"> No standardized testing -Classroom testing with adaptations: 2 test per day Continued decrease of extra time and adaptation of assignments Gradually increase amount of homework (up to 60 minutes daily) Continued increase in participation of school-based, extra-curricular activities 	<ul style="list-style-type: none"> Ongoing monitoring and adjustment of RTL plan as needed. Construct a plan to finish completing essential missed academic work, and keep stress levels low. Accommodations are removed when student can function fully without them. Monitor student's emotional adjustment. Student may begin attending assemblies, practices (after 5 full days of school), and classes previously restricted due to noise (eg. Band/Choir/Woodwork/Mechanics).
Student to progress to next stage when able to attend school full-time and without learning accommodations.			
6	ATTENDS ALL CLASSES <ul style="list-style-type: none"> Full homework Full extracurricular involvement Resumes all previously restricted testing activities 	<ul style="list-style-type: none"> Attends all classes Full homework Full extracurricular involvement Resumes all previously restricted testing activities 	<ul style="list-style-type: none"> Upon completion of Return to Play(RTP) protocol, student may participate in PE. Student will have two weeks to complete any makeup work after RTP protocol has been completed and will be released from IS to regular study hall.
REMEMBER: Tolerance and progression is individual – all concussions are different.			
<ul style="list-style-type: none"> Students may start at any stage as symptoms dictate and may remain at that step as long as needed or return to previous stage if symptoms worsen. Exacerbation of symptoms may prolong concussion recovery. Time intervals used for progression through stages should be used as a guide only 			