

Marist High School Return to Learn Protocol

A student's best chance of full recovery from a concussion involves two critical components:

- Cognitive Rest, which is essential in the resolution of concussion symptoms. Cognitive stimulation such as driving, playing video games, computer use, text messaging, cell phone use, loud and/or bright environments, watching television, reading, & studying should be avoided or limited.
- Physical Rest, which means completely avoiding or limiting physical activities such as PE, athletics, and strength and conditioning while recovering from a concussion.

Note that recovery from a concussion is very different from person to person; please do not compare one student to another. Athletic trainers are legally allowed to diagnose concussions, however, a concussed student should be evaluated by a physician – either the Marist High School team doctor or a personal physician.

Upon diagnosis of a concussion the following steps will be taken to communicate to the Concussion Team and the family:

1. The athletic trainer or nurse will inform the Concussion Team via email.
2. The school nurse will email a copy of both Marist High School's Return to Learn and Return to Sport Protocol, to the parents and to the student.
3. The school nurse will call the parents to let them know that for the duration of the protocol:
 - a. The student must report to the nurse prior to the start of the beginning of the school day; the nurse will call the student out of class if the student does not report.
 - b. The student must report to the trainer (athlete) or nurse (non-athlete) immediately after school
 - c. The members of the Learning Support Team are
 - i. School Nurse – Amanda Gaida
 - ii. Athletic Trainer – Hannah Doyle and/or Beth Richardson
 - iii. Assistant Principal of Academics – Sarah Kolkmeier
 - iv. Director of Counseling – Joy Lewis
 - v. Student's Counselor
4. Note that if a student is not in compliance with reporting to the nurse and/or the athletic trainer, the school nurse will call the parents to inform them.

******Four Stage Progression of Concussion Recovery******

Goal: Full Return to Academic and Athletic Participation

Stage 1: Complete Rest

- Stage 1 usually lasts 2-4 days; could last more than a week per individual case.
- Severe symptoms while resting may include but are not limited to:
 - Headache or pressure in head, dizziness, nausea, photosensitivity, auditory sensitivity, inability to focus/concentrate, memory/lack of recall, feeling mentally foggy, unusual changes in mood, fatigue
 - Students may complain of intense and continuous/frequent headaches
 - Students may not be able to read for more than 10 minutes without an increase in symptoms
- No PE or athletic participation (includes practices and attending events)
- Interventions:
 - No school attendance for at least one full day – emphasis on cognitive and physical rest
 - No Sports: does not attend practice/games
 - No tests, quizzes or homework
 - School counselor will notify student's teachers and appropriate staff
- Student will progress to Stage 2 when:
 - Sensitivity to light and noise is decreased
 - Intensity and frequency of headaches and dizziness is decreased
 - Student can read for ten minutes without increased symptoms
 - Feeling of foginess and/or confusion is decreased

*** If a student remains in Stage 1 for longer than two weeks, the Learning Support Team will consult with the school social worker and perhaps, the team doctor or the student's physician.

Stage 2: Return to School

- Symptoms
 - Are mild while resting
 - Increase with increased physical and mental activity
- No PE or athletic participation (may attend PE classes or practice, but may not participate)
- Interventions:
 - Limited class attendance for 1-2 weeks (may alternate morning and afternoon classes)
 - Avoid choir, band, PE, cafeteria, crowded hallways (pass from nurse)
 - Limited computer work, videos, movies; wear dark glasses when viewing SmartBoards, PPTs
 - Rest in nurse's office to offer breaks between academic classes
 - No tests, quizzes or homework; divide academic work up into smaller portions (15-20 min.) and note that math/science computations may be difficult during recovery
 - Provide student with class notes (teacher or student generated) or audio books
- Student will progress to Stage 3 when:
 - School activity does NOT increase symptoms
 - Overall symptoms continue to decrease

Stage 3: Full Day of School Attendance

- Symptoms
 - Are gone while resting
 - May be mild to moderate with cognitive and every day school activity
- No PE or athletic participation (may attend PE classes or practice, but may not participate)
- Interventions:
 - Continue with Stage 2 interventions, as needed
 - Progress to limited homework, tests and quizzes; limit to 1 test per day

*** If unable to progress to Stage 4 after three weeks, and it is unlikely that the student will be able to make up required work, the Learning Support Team will work with the student and parents to consider course level changes, or class withdrawal. After 8-10 weeks of residual symptoms, a Temporary Accommodation Plan may be considered.

Stage 4: Full Academic and Athletic Participation

- Asymptomatic (no symptoms)
- Student athlete will begin the IHSA required Return to Play Protocol with the Athletic Trainer
 - Written clearance from team doctor or student's physician required to begin physical activity
 - Five (5) phases of activity with increasing intensity are included with this protocol; each phase to take place 24 hours following the previous step:
 - Stage 1 – light aerobic activity
 - Stage 2 – increased aerobic activity
 - Stage 3 – Non-contact activity related to specific sport/skill
 - Stage 4 – Full contact activity
 - Stage 5 – Return to competition
- Non-student athlete will continue to report to the nurse for daily assessment checklist; Written clearance from student's physician required to return to PE participation – nurse to consult with PE teacher regarding appropriate return to full participation
- Interventions:
 - Resumption of full academic responsibilities – counselor will notify teachers
 - Creation of plan for possible modification and gradual completion of required make-up work with counselor; teachers can identify essential academic work for their course
 - Consider Tutoring Services if student has more than 3 weeks of academic work to make up
 - PE classes do not need to be made up

Follow Up

- One week after return to full academic and athletic activity – nurse and/or athletic trainer will conduct a follow up assessment with the student
- Student is encouraged to meet with school counselor regularly to discuss progress, grades, and status of make-up work
- Student is encouraged to meet with school nurse and/or athletic trainer (athlete) to assess any recurring symptoms.

