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| |  | | --- | | Dear School Staff: | |  | |  | sustained a concussion on |  | . | |
| |  | | --- | | Recovery typically takes between several days to several weeks. The student should return to school as soon as they can tolerate it but many students will benefit from some accommodations to their school program as they recover. As symptoms resolve and the student's learning/cognitive functioning returns to normal, s/he can gradually progress to their normal school day with reduced supports. | |  | | **Current Symptoms:**The student is currently reporting the following symptoms as indicated by the (✓) below. These can be viewed as targets for supportive classroom accommodations to assist a successful return. See suggested supports for these symptoms on page 2. | |  | |
| |  |  |  |  | | --- | --- | --- | --- | | **PHYSICAL** | | **COGNITIVE** | **EMOTIONAL** | | Headaches | Fatigue | Feeling mentally foggy | Irritability | | Sensitivity to light | Sensitivity to noise | Memory problems | Anxiety/ nervousness | | Blurry/double vision | Nausea/ vomiting | Slowed thinking/ performance | Sadness | | Balance Problems | Dizziness | Difficulty concentrating | Feeling more emotional | |
| |  | | --- | | Based upon the current symptoms, he/she is: □excused for \_\_\_ days  □permitted to return to school with the following accommodations: | | □Stage 1: Partial day return to school (1-3 hours): Attend 1-3 classes, intersperse rest breaks. No tests or homework. Minimal expectations for productivity. (To Move to Stage 1 from rest home: (1) Student can sustain concentration for 30 minutes before significant symptom exacerbation, AND (2) Symptoms reduce or disappear with cognitive rest breaks allowing return to activity.)  □Stage 2: Full day with maximum supports: Attend most classes, with 2-3 rest breaks (20-30’), no tests. Minimal HW (< 60’). Minimal-moderate expectations for productivity. (To Move to Stage 2: Symptom status improving, tolerates 4-5 hours of activity-rest cycles; 2-3 cognitive rest breaks built into school day.)  □Stage 3: Full day with moderate supports: Attend all classes with 1-2 rest breaks (20- 30’); begin quizzes. Moderate HW (60-90’) Moderate expectations for productivity. Design schedule for make-up work. (To Move to Stage 3: Symptom number & severity improving, needs 1-2 cognitive rest breaks built into school day.)  □Stage 4: Full day with minimal supports: Attend all classes with 0-1 rest breaks (20- 30’); begin modified tests (breaks, extra time). HW (90+’) Moderate- maximum expectations for productivity. (To Move to Stage 4: Continued symptom improvement, needs no more than 1 cognitive rest break per day.)  □Stage 5: Full return, no supports: Full class schedule, no rest breaks. Max. expectations for productivity. Begin to address make-up work. (To Move To Stage 5: No active symptoms, no exertional effects across the full school day.) | |
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| |  |  |  | | --- | --- | --- | | **Safety Restrictions:** To reduce risk for re-injury, there should be no physical activity during recess/gym class and no sports participation **until student has been cleared for full return to school without** **supports (Stage** **5 above).** | | | | **Gradual Return to Physical Activity (must be able to tolerate previous step without exacerbation of symptoms before being cleared for next step):**  ­­­□Step 1: Light aerobic activity is permitted, such as walking, light stationary biking, or light weightlifting.  □Step 2: Sport-specific exercise is permitted such as moderate jogging, moderate stationary biking, or moderate-intensity weightlifting (reduced time and/or weight from typical routine).  □Step 3: Non-contact training drills permitted.  □Step 4: Full-contact practice is permitted.  □Step 5: Full return to sport is permitted if **ALL** of the following: No symptoms at rest/no medication needed to manage symptoms; No return of symptoms with typical physical and cognitive activities of daily living; Neurocognitive functioning at typical baseline; Normal balance and coordination; No other medical/neurological complaints/findings; AND Successful completed of gradual return to play (Steps 1-4). | | | |  |  |  | |  |  |  | |
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