

A PARENT'S GUIDE TO RETURN TO LEARN

As recommended by the Centers for Disease Control (CDC), Plano ISD takes a collaborative team approach when supporting students returning to school after a concussion. Once a student has been diagnosed by a healthcare provider, the campus establishes a team that works together with a shared understanding of the student's needs. That team may include school administrators, school nurses, academic specialists, counselors, parents, teachers, coaches, athletic trainers and other school staff. The student may also be included as appropriate. The team provides support as follows:

1



STEP 1

After the school nurse is notified of the diagnosis by a parent, appropriate campus staff members, including teachers who interact with the student, are made aware of the injury.



STEP 2

The Campus Monitoring and Intervention Team (CMIT) will coordinate a meeting or phone call with parents to discuss the student's care and recovery, and determine the need for additional services or accommodations.*
(See reverse for a list of accommodation examples.)

2



STEP 3

The campus team and parents will work together, along with medical personnel as appropriate, to assess student progress and monitor the need for and level of accommodations. To assist with this process, the school will secure parental permission to obtain medical information that would be helpful in supporting the student's return to learn.

3



STEP 4

A timeline will be established for the student to gradually resume unaccommodated school activities as symptoms subside.

4

5



STEP 5

If a prolonged recovery, extending beyond several months, seems eminent, a 504 plan or Individualized Education Program (IEP) may be considered.



PLANO
Independent School District

* For dual credit courses through Collin College, accommodations must be made separately with the college's ACCESS office.

FREQUENTLY ASKED QUESTIONS

WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury (TBI) caused by a bump, blow or jolt to the head that can change the way your brain normally works. Concussions can occur from a fall or a blow to the body that causes the head and brain to move quickly back and forth.

WHAT ARE SYMPTOMS OF A CONCUSSION?

Understanding concussion symptoms can help identify the individual needs of the student, monitor changes and take action when necessary.

Headache	Dazed or stunned	Answers questions slowly
Nausea or vomiting	Feeling mentally “foggy”	Drowsiness
Balance problems	Feeling clumsy/sluggish	Change in sleep pattern
Dizziness	Behavior or personality changes	Irritability
Visual problems	Forgetfulness	Sadness
Sensitivity to noise	Concentration or memory problems	More emotional
Sensitivity to light	Asks same questions repeatedly	Nervousness

WHAT ARE SIGNS SCHOOL PROFESSIONALS LOOK FOR FOLLOWING A CONCUSSION?

(Source: Center for Disease Control *Returning to School after a Concussion: A Fact Sheet for School Professionals*)

- Increased problems paying attention or concentrating
- Increased problems remembering or learning new information
- Longer time needed to complete tasks or assignments
- Difficulty organizing tasks or transitioning between tasks
- Inappropriate or impulsive behavior during class
- Greater irritability
- Decreased ability to cope with stress
- More emotional than usual
- Difficulty handling a stimulating school environment (lights, noise, etc.)
- Physical symptoms (headache, dizziness, nausea, visual problems)

WHEN SHOULD MEDICAL CARE BE SOUGHT?

When a concussion is suspected, evaluation, diagnosis and treatment must be sought from a qualified healthcare provider.

IS “RETURN TO LEARN” THE SAME AS “RETURN TO PLAY”?

No. Return to Play is a protocol required by the University Interscholastic League (UIL) determining when a student can return to UIL athletic or cheer activities. Return to Learn applies to all students returning to the classroom following a medical diagnosis.

WHAT ARE EXAMPLES OF ACCOMMODATIONS OR INTERVENTIONS FOR STUDENTS RETURNING TO LEARN?

Allow frequent breaks	Provide a quiet classroom space as needed
Allow student to wear sunglasses	Allow class transitions before the bell
Limit computer/screen use	Postpone major tests/participation in standardized tests
Reduce brightness on screens	Allow extra time for assignments and tests
Reduce/shorten reading assignments	Reduce class assignments, homework
Change classroom seating as necessary	Limit physical exertion/recess/gym/athletics
Provide a quiet place for lunch	