# Return to Learn Protocol <mark>Teacher</mark> Better or Worse Daily Report

Student:					_	Date:	
Date diagnosed: Date ret				ned to schoo	ol and entered	RTL Protoco	ol:
Te	acher:				_		
Gr	ade or Subject:		Time of da	ay/Period or	Block:		
Cu	rrent Stage:	RED	ORANGE YE	LLOW	Day # in this	stage:	
Se	e the full RTL Progres	ss Chart	on page 2 of this do	ocument.			
1.	Compared to YEST		he student appear B	ETTER able t	o complete sc	hool work o	r WORSE?
2.	Compared to BEFO		CUSSION he student appear B	ETTER able t	o complete sc	hool work o	r WORSE?
3.	In the table below	please i	dentify the accomm	odations tha	t were offered	d and/or use	d in class today.
	Accommodation			Offered to s and USED b		Offered to s but NOT use	student ed by student
	Wearing sunglasses						
	Wearing hats/visors						
Quiet room to work in							
	Audio or video record	d class					

Quiet room to work in	
Audio or video record class	
Break assignments into smaller chunks	
Audiobooks or some to read to student	
Detailed step-by-step instructions and directions	
Allow frequent breaks	
Usage of headphones for soft music	
Shorter assignments	
Shorter assessments	
Extended time on assignments	
Extended time on assessments	
Notes, powerpoints, presentations provided	
Limit or eliminate screen time	
Alternate methods of assessment (verbal exam)	
Use of word banks	
Excused from having to make up an assignment	
Use of soft colored paper for assignments	
Others: please identify	

## Gradual Return to Learn Protocol (RTL)

To initiate the RTL Protocol the student must provide written documentation of the diagnosed concussion from a Health Care Professional to the school. Each student's journey through the RTL protocol is individualized. Each student's symptoms should only be compared to his/her own prior to the concussion and not to other students. Not all diagnosed concussions require academic accommodations. The RTL Protocol is an option for those students who need the gradual return to a full academic load.

		Worl	kload	Progression Through Stages			
Stage	Expected Duration	How much work?	Adjustments	When to Move On	Decision Making Data		
BLACK	1-2 days	Stay at home and rest		Student is able to independently wake up, get ready, and come to school without worsening symptoms.	Student's self-report Parent observations		
RED: at school with no work	1-5 school days. Maximum 5 days	No work. Student sits in class and listens.	No in-class work. Participation and engagement allowed and encouraged.	Student can sit in class for one day without worsening symptoms.	Symptom Checklist Teacher – better or worse Parent – better or worse		
ORANGE: At school with ½ work	2-5 school days	50% of classwork and homework. No tests or large assignments.	Academic adjustments for tests and assignments.	Student can complete ½ of their work for 2 full days without worsening symptoms.	Symptom Checklist Teacher – better or worse Parent – better or worse		
YELLOW: At school with full work	2-5 school days	100% of classwork and homework Tests can be modified.	For in-class work and homework – NO adjustment. For test – adjustments okay.	Student can complete all work for 2 full days without worsening symptoms. Student and CMT leader must make a plan to complete make up work before student can move to the next step.	Symptom Checklist Teacher – better or worse Parent – better or worse		
GREEN: Return to Learn		100% of classwork and homework. Make up important assignments.	None				

Please note: Progressing to the next stage is based on whether or not symptoms worsen. It is not based on symptoms being completely eliminated. The progression through the protocol may not always be linear. A student may move forward and backward through the stages as necessary.

#### Return to Learn Protocol CMT Leader Better or Worse Daily Report

St	udent:						Date:	
D	ate diagnosed:		Date	return	ed to scho	ool and entered	RTL Protocol	
Te	eacher:							
G	rade or Subject:		_ Time	of day	/Period o	r Block:		
Сι	urrent Stage:	RED	ORANGE	YEL	LOW	Day # in this	stage:	
Se	e the full RTL Progress	Chart	on page 2 of t	his doc	ument.			
4. 5.		does th		ear BE	TTER able	to function in s	chool or WOF	RSE?
6	•	does th	e student app			to function in s		
	Accommodation				Offered t	o student ) by student	Offered to st but NOT used	udent
ĺ	Wearing sunglasses							
	Wearing hats/visors							
	Quiet room to work in							
	Allow frequent breaks							
	Usage of headphones for	or soft m	nusic					
	Limit or eliminate scree	n time						
	Tardy to school without	penalty	1					
	Early dismissal from sch	ool witł	nout penalty					
	Remove from building b	efore a	planned fire ala	arm				
	Pass between classes al	one rath	ner than with cr	owd				
	Alternate lunch location	1						
	Avoid large assembly							
	Quiet/dimly lit room for	a break	(			_		
	Others: please identify							

7. After reviewing all Better or Worse Reports, meeting with the student, and assessing the student's Symptom Checklist, the recommendation for the next school day is to

REVERT to previous stage REMAIN on current stage PROGRESS to next stage

## Gradual Return to Learn Protocol (RTL)

To initiate the RTL Protocol the student must provide written documentation of the diagnosed concussion from a Health Care Professional to the school. Each student's journey through the RTL protocol is individualized. Each student's symptoms should only be compared to his/her own prior to the concussion and not to other students. Not all diagnosed concussions require academic accommodations. The RTL Protocol is an option for those students who need the gradual return to a full academic load.

		Worl	kload	Progression Through Stages			
Stage	Expected Duration	How much work?	Adjustments	When to Move On	Decision Making Data		
BLACK	1-2 days	Stay at home and rest		Student is able to independently wake up, get ready, and come to school without worsening symptoms.	Student's self-report Parent observations		
RED: at school with no work	1-5 school days. Maximum 5 days	No work. Student sits in class and listens.	No in-class work. Participation and engagement allowed and encouraged.	Student can sit in class for one day without worsening symptoms.	Symptom Checklist Teacher – better or worse Parent – better or worse		
ORANGE: At school with ½ work	2-5 school days	50% of classwork and homework. No tests or large assignments.	Academic adjustments for tests and assignments.	Student can complete ½ of their work for 2 full days without worsening symptoms.	Symptom Checklist Teacher – better or worse Parent – better or worse		
YELLOW: At school with full work	2-5 school days	100% of classwork and homework Tests can be modified.	For in-class work and homework – NO adjustment. For test – adjustments okay.	Student can complete all work for 2 full days without worsening symptoms. Student and CMT leader must make a plan to complete make up work before student can move to the next step.	Symptom Checklist Teacher – better or worse Parent – better or worse		
GREEN: Return to Learn		100% of classwork and homework. Make up important assignments.	None				

Please note: Progressing to the next stage is based on whether or not symptoms worsen. It is not based on symptoms being completely eliminated. The progression through the protocol may not always be linear. A student may move forward and backward through the stages as necessary.

## Return to Learn Protocol Symptom Checklist Daily Report – to be completed by Student with School Nurse

Student: \_\_\_\_\_

Date returned to school and entered RTL Protocol:

Severity Rating: Use this scale to rate each symptom below							
None	М	ild	Mod	Moderate		Severe (take me to the hospital bad)	
0	1	2	3	4	5	6	

	Date	te Date	Date	Date Date	Date	Date	Date
	Stage	Stage	Stage	Stage	Stage	Stage	Stage
Headache							
Dizziness							
Nausea							
Vomiting							
Drowsiness							
Fatigue							
Balance problems							
Light Sensitivity							
Sound sensitivity							
Speech problems							
Visual problems							
Difficulty concentrating							
Difficulty remembering							
Mentally foggy							
Trouble focusing							
Feeling confused							
Reduced attention span							
Easily distracted							
Feeling slowed down							
Irritable							
Feeling more emotional							
Feeling less emotional							
Feeling paranoid							
Feeling anxious/nervous							
Other - specify							