



### 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.

		Workload		Progression Through Stages	
Stage	Expected Duration	How much work?	Adjustments	When to Move On	Decision Making Data
<b>BLACK</b>	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
<b>RED: at school with no work</b>	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
<b>ORANGE: At school with ½ work</b>	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
<b>YELLOW: At school with full work</b>	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
<b>GREEN: Return to Learn</b>		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.



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**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: \_\_\_\_\_

<b>Severity Rating: Use this scale to rate each symptom below</b>					
None	Mild		Moderate		Severe
0	1	2	3	4	(take me to the hospital bad) 5      6

	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							