## CEHS Concussion Protocol

Guiding Philosophy: Concussions are serious brain injuries. Because they are invisible, the temptation is to return to school, academic work and athletics too early, which can substantially prolong recovery. After two years of working with an earlier version of this protocol which provided for an early return to school with substantially decreased academic responsibilities, the theme of this revised version is to normalize our response to concussions by having students whose brains are recovering from concussion to stay home to rest both physically and mentally. When a student returns to school, the return will be gradual and monitored, with a return to earlier stages if symptoms persist.

### STAGE 1
**Pre-Diagnosis**
- Student remains home, at rest, except to take ImPACT test. 3-5 days for 1st concussion, 5-9 days for repeat concussions.

### STAGE 2
**Complete Rest**
- Student rests physically and mentally.

### STAGE 3
**Piloted & Monitored Return to Classes**
- Student gradually returns to classes, beginning with single partial day, but without academic work expectation. Response monitored by Health Office. If symptoms persist, student returns to Complete Rest.

### STAGE 4
**Piloted & Monitored Return to Current Academic Work**
- Student attends classes and does current work. Health office monitors progress. If symptoms persist, student is returned to Stage 3.

### STAGE 5
**Resumption of Full Academic & Light Cardio Activities**
- Student begins to catch up on accountable and essential past work. Begins light cardio in P.E. class and/or with trainer supervision.

### STAGE 6
**Resumption of Full Academic & Athletic Activities**
- Student communicates with teachers concerning makeup of academic work.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>STUDENT</th>
<th>PARENT</th>
<th>SCHOOL STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Diagnosis</td>
<td>Student remains home, at rest, except to take ImPACT test. 3-5 days for 1st concussion, 5-9 days for repeat concussions.</td>
<td>Parents monitor rest.</td>
<td>Health office conducts ImPACT test within 24-48 hours of injury</td>
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<tr>
<td>Complete Rest</td>
<td>Student rests physically and mentally.</td>
<td>Parent continues to monitor rest. Appointment with qualified health care provider.</td>
<td>Teachers separate work into three categories: Excused, Accountable, Essential</td>
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<tr>
<td>Piloted &amp; Monitored Return to Classes</td>
<td>Student gradually returns to classes, beginning with single partial day, but without academic work expectation. Response monitored by Health Office. If symptoms persist, student returns to Complete Rest.</td>
<td>Parent monitors continued rest at home. If student is returned to Complete Rest, parent will schedule follow-up meeting with qualified health care provider.</td>
<td>Teachers continue to separate work as in Stage 2.</td>
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<tr>
<td>Piloted &amp; Monitored Return to Current Academic Work</td>
<td>Student attends classes and does current work. Health office monitors progress. If symptoms persist, student is returned to Stage 3.</td>
<td>Parent reports any concerns over persistent symptoms to Health Office.</td>
<td>Counselor notifies teachers of status. Teachers communicate concerns to counselor over student’s ability to perform current work.</td>
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<tr>
<td>Resumption of Full Academic &amp; Light Cardio Activities</td>
<td>Student begins to catch up on accountable and essential past work. Begins light cardio in P.E. class and/or with trainer supervision.</td>
<td>Parent reports any concerns over persistent symptoms to Health Office.</td>
<td>If student’s return to Stage 5 has taken at least 2 weeks, counselor holds parent-teacher-student meeting to define priorities &amp; expectations for past work makeup. If return to stage 5 has taken 3 weeks or more, school provides tutoring to support student.</td>
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<tr>
<td>Resumption of Full Academic &amp; Athletic Activities</td>
<td>Student communicates with teachers concerning makeup of academic work.</td>
<td>Parent reports any any resumption of symptoms to Health Office.</td>
<td>Guidance counselors monitor any difficulties related to student progress towards making up past work. Student begins Zurich progression for return to athletics.</td>
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</table>
Concussion Protocol Stage Notes

**Rest--what is it?** It is important for students to avoid excessive sensory stimulation that can result, for example, from attending loud events (including athletic events, even on the sidelines or as a spectator) and playing video or computer games or listening to loud music. This is very important at least through the end of Stage 3.

**Expected Duration of Rest Stage.** This is variable. However, it is anticipated that Stage 2 Complete Rest will last 3-5 school days for students diagnosed with their first concussions. This may be extended depending on the symptoms experienced by the student. This stage will last 5-7 school days for students with repeat concussions, again subject to extension based on symptoms.

**Categories of Work.** Once a student has been diagnosed with a concussion, teachers will begin to separate missed work into categories that the student will begin to catch up on once Stage 5 is reached. The categories are:

- ** ✓ Excused. Not to be made up.**
- ** ✓ Accountable. Responsible for content but only defined products.**
- ** ✓ Essential. Must be completed by student.**

**Tests and Quizzes.** The student will not resume tests and quizzes on current work until Stage 4. The student will not begin making up missed tests and quizzes until Stage 5.

**Qualified Health Care Provider.** To be qualified to diagnose concussions and guide recovery using this protocol, the M.D., D.O., P.A., N.P. or neuropsychologist must have had training to read and interpret ImPACT tests and must be familiar with CEHS's recovery protocol and willing to work with school staff within this protocol.

**The Importance of Honesty.** In order to reduce the length of the recovery period, it is critical that students and parents accurately report their symptoms to the Health Office and the physician. Inaccurate reporting of symptoms will prolong recovery and could have serious academic and health repercussions.

**Tutoring.** The school will provide limited tutoring to assist with makeup content and work for students whose recovery takes longer than three weeks to get to Stage 5.