

District Five Concussion Procedures

District Five Board Policy specifically addresses concerns and district actions for student athletes regarding concussion (JLCEF Concussions And Student Athletes). The district also recognizes the possible impact caused by a concussion for any student, not only athletes.

In order to address athletes and non-athletes, the district procedure is to convene the Student Assistance Team¹ as soon as possible when any student is reported to have sustained a concussion. Parents are encouraged to attend and, if appropriate, participate in designing an appropriate plan for the student's recovery based on the nature and severity of the injury and his/her symptoms. Parents are also encouraged to provide information from their physician so the team may better meet the student's physical, emotional, and cognitive needs during recovery. If an accommodation plan is developed, all adults with a need to know are informed.

The team may reconvene to monitor the student's progress and make any changes as needed. When the student no longer requires accommodations the plan will be terminated. If the SAT suspects that the concussion constitutes a disability, a referral may be made for an IDEA evaluation or to the Section 504 team.

The document attached is provided as guidance and support to the SAT. The two links provided have multiple resources that may be helpful to parents, teachers, and students.

¹ If the student already has an IEP or IAP/504 plan, then that team should convene and address the concerns related to the concussion rather than the SAT.

Following Concussion: Considerations for SAT, IEP, 504 Team

Common interventions are listed; others may be appropriate for particular students. Each area should be considered and the level of intervention aligned with the individual student's needs.

General	Cognitive	Physical	Emotional
Provide education and training for all staff re: symptoms, implementation of plan, and monitoring of student progress	Workload reduction w/out penalty or make-up	Visit nurse as necessary	Visit guidance counselor as necessary
Adjust school schedule (e.g., homebound, abbreviated day, drop or audit classes)	Homework reduction w/out penalty or make-up	Scheduled physical rest periods during day	Encourage continued social participation without physical/mental demands (e.g., students attends chess club to observe)
Plan incremental return to play with doctor, coaches, trainers, PE teachers	Alternative assignments and tests (e.g., oral test instead of written, listen to text rather than read)	Hall passes to travel before or after crowds	Explore alternative ways to remain connected socially and with the school community
Avoid noisy and over-stimulating environments (e.g., pep rallies, band class, cafeteria)	Extended time for assignments	Wear sunglasses indoors	Develop emotional support plan (e.g., counseling, peer support, hall pass to leave class quietly when feeling overwhelmed)
Remove, limit, or reschedule midterms, final exams, standardized tests, major projects	Break tests into smaller administration periods (e.g., 3 30-minute test sessions as opposed to 90 minute test)	Study/work area in quiet location	<p>Resources:</p> <p>www.cdc.gov/Concussion</p> <p>http://brain101.orcasinc.com</p>
Alternate periods of exertion with periods of rest	Provide class notes or peer notes	Lunch/recess in quiet area	
Limit social and academic screen time (screen time is not a good substitute for other activities)	Allow recording of classes	Provide rest or low cognitive demands instead of physical activity (don't substitute high mental demands for physical activity)	
Monitor and reassess needs as student progresses	Cognitive rest (e.g., limited screen time, quiet area, activity with low cognitive demands)	Remove from physical activities w/out penalty	