

Shepherd Hill Regional High School

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Dear Parent and Provider:

Here at Shepherd Hill High School we take concussions very seriously.

It is the school's expectation that when diagnosed with a concussion, that a medical provider will advance the student through each concussion stage. (Please see attached Concussion Flow Sheet)

The Concussion Flow Sheet needs to be completed along with any additional orders from the medical provider.

As the student advances, a new Concussion Flow Sheet will be given to the school.

This process allows clear communication and expectations between the medical provider, student, the family, and the school.

“ . . . committed to excellence with pride and unity.”

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CONCUSSION HOME INSTRUCTIONS

Dear Parent/Guardian:

_____ may have sustained a concussion on _____. Please be advised that **in order for full return to play/return to gym the student athlete/student must be seen and ultimately cleared by his/her physician.** If _____ is in athletics at Shepherd Hill, please remind him/her to report to the Athletic Trainer on _____ for a follow-up evaluation.

Please review the following list. If any of these symptoms should develop, contact your physician or local emergency room:

- Decrease in level of consciousness
- Dizziness, disorientation, unusual/bizarre behavior
- Drowsiness, confusion, or difficulty remembering
- Increase in severity/intensity of symptoms
- Weakness or numbness/tingling in the arms or legs
- Difficulty with facial expressions, hearing, vision, balance, or numbness of the face
- Pupils which are dilated, unequal in size, or non-reactive to light
- Abnormal breathing, pulse, or blood pressure
- Any discharge from nose or ears
- Stiff neck, fever, increasing headache
- Convulsions or unconsciousness
- Persistent vomiting

If none of the above occurs, please follow the instructions below:

- Consult Athletic Trainer or Pharmacist/prescribing Doctor before the use of any medication
 - DO NOT use ibuprofen or any NSAID medication, only acetaminophen (Tylenol)
- Eat light meals
- Do not drink alcohol or eat/drink any spicy foods/beverages
- It is okay to go to sleep and get a full night's rest; there is no need to be awakened every hour to be checked
- Physical activity should not occur until cleared by your Physician or Athletic Trainer
- Share these instructions with someone who will be with you for the next several days so he/she can assist you if necessary.

 School Nurse/ Athletic Trainer

10/3/13

Concussion Flow Sheet

Student Name _____ Concussion Stage: _____ Provider's Name _____
 Date of Injury _____ Date of Appointment _____ Date of Next Follow-up _____ Provider's Signature _____

Stage	Key Ideas	Teacher's Actions	Student's Actions	Parent's Action
Red Stage	Complete Rest	<ul style="list-style-type: none"> • Contacted by nurse, athletic trainer, or guidance. • Explanation of Zone the student is on and possible timing of movement from Stage to Stage. • School to Home email 	<ul style="list-style-type: none"> • Out of school. No athletics, • Strict Limits on computer, gaming, TV, texting, cell or tablet use, and socialization. 	<ul style="list-style-type: none"> • Request team captain, liaison. • Agree to impose limits on technology.
Orange Stage	<ul style="list-style-type: none"> • Recover cellular health • Significant deficits in processing and concentration 	<p>GOAL: Student should have the minimum work necessary when transitioning to yellow phase.</p> <ul style="list-style-type: none"> • Develop list of 3 categories of assignments. <ol style="list-style-type: none"> 1. <u>Excused</u>. Not to be made up. 2. <u>Accountable</u>. Responsible for content, not process. May be notes or work shared by classmates, or may be covered by a broader assignment such as a review sheet. 3. <u>Responsible</u>. Must be completed by student. Probably for a grade. • Find a classmate who is willing to share work (Academic Assistance). • School to home communication. Parents and student must understand the three categories of work. • Prioritize effort to help student focus on make-up work or new work. 	<ul style="list-style-type: none"> • Part-time school. • When present, observing not participating. • Communication with teacher about progress and problems. • Get copies of work from Academic Assistance. • No gym, sports, show choir, band, or any clubs that are physically or mentally demanding. 	<ul style="list-style-type: none"> • Enforce rest at home. • Strict limits on technology. • Try to arrange alternative transport to school and avoid bus. • Communication with teachers and liaisons.
Yellow Stage	Gradual increase of time and energy as resumes normal workload.	<ul style="list-style-type: none"> • Continue to keep lists of 3 categories of assignments until all make-up work is completed. • Set dates for when the work the student is responsible should be completed. • One test per day- consider untimed exams. • Monitor completion of makeup assignments. 	<ul style="list-style-type: none"> • Clear communication with teacher on what needs to be done, when, and how to prioritize. • See nurse when in need for rest. • Limit worktime to 15 minute blocks. • Communication with parents and teacher about recovery and makeup work. • No participation in sports, gym, show choir, or band. Or after school clubs that are physically or mentally demanding. 	<ul style="list-style-type: none"> • Monitor student's symptoms. • Communicate with teachers and liaison. • Help student manage time.
Green Stage	Completely resumes normal activities.	<ul style="list-style-type: none"> • School to home communication when student is caught up and working at the same pace as classmates. • Inform guidance if term grades have been updated. 	Resume all normal activities.	<ul style="list-style-type: none"> • Watch for symptoms. • Tell school and doctor if symptoms re-start. • Tell teachers if student has a change in zone