

**ARLINGTON PUBLIC SCHOOLS**

**Policy Implementation Procedure J-10.1.3 PIP-2 Return-to-Learn Following Physical or  
Mental Illness**

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Students with a physical or psychological condition that impacts school participation and attendance other than a concussion or traumatic brain injury may be referred by staff or parents/guardians to the school's Student Support Team (SST). The SST shall include professionals with expertise relative to the student's condition, including the school counselor and school psychologist. For psychological conditions, the school social worker will also be on the SST and for physical conditions, the school nurse will be on the SST. The SST may develop a return-to-learn plan or other system of support based on students' individual needs or may consider conducting evaluations to determine the student's potential eligibility for special education, for services under the Individuals with Disabilities Act (IDEA), or for services under Section 504 of the Rehabilitation Act of 1973.

### **Protocol for Return to Learn**

School personnel shall be alert to cognitive, academic, and social-emotional issues that may be encountered by a student who has experienced a physical or psychological condition. The School's SST will consider the gradual return to full participation in academic activities as appropriate, taking into consideration the recommendation of the student's licensed health care provider as to:

- The appropriate amount of time that such student needs to be away from the classroom; and
- The appropriate accommodations that would benefit the student and promote recovery based on the condition.

The SST may create a return-to-learn plan for the student, allowing for a gradual increase in the time spent in school, the student's workload, and the student's engagement with activities. Any plan should include:

- The roles of specific school staff in support of the plan, to include who will communicate with licensed health care providers, teachers, and parent/guardians.
- The dates on which the student's progress will be reviewed.
- The specific accommodations for the student; and
- The specific school staff that the student may connect with should they need further support.

Parents/guardians should be invited to participate in plan development. Students should be invited if it is deemed appropriate.

If the student is not progressing through a return-to-learn plan or is facing further challenges due to their physical or psychological illness, SST may need to consider further evaluations and referrals for special education, for services under the Individuals with Disabilities Act (IDEA), or for services under Section 504 of the Rehabilitation Act of 1973.

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**References**

Individuals with Disabilities Act

Section 504 of the Rehabilitation Act of 1973

School Board Policy I-7.2.1 Special Education Programs and Services

School Board Policy J-2.1 Section 504 of the Rehabilitation Act of 1973