



Arlington Public Schools
Return to Learn Plan (RTL) for Medical or Psychological Conditions

Student Name:		Student ID:	
Student's Current School:		Name of Parent/Guardian:	
Grade Level:		Homebound Student (Y/N):	
Date of onset or hospitalization:		Date of anticipated return to school:	

Date(s) of RTL Meeting:

Documentation of medical or psychological needs to be reviewed (check all that apply):

- APS release of information to speak to medical provider
- Treatment provider's documentation
- Current student schedule
- Attendance history
- Enrollment history
- Grades and prior transcripts
- IEP or 504 plan (if applicable)

Meeting Participants (list all)

Summary of current level of functioning and essential considerations as the student returns to school:

Attendance and Stamina

The plan will consider whether your child needs to attend school on an adjusted schedule, gradually attending for longer periods of time, increasing the amount of time the student spends in school.

- Modified schedule (e.g., reduced intensity in schedule or changing the schedule)
- Shortened school day (e.g., coming later or leaving earlier)
- Breaks, flash pass, or rest periods
- Classroom seating/flexibility (e.g., head down; soft light; quiet)
- Consideration for Homebound Services (partial or full)
- Other _____
- Other _____

Notes on Attendance and Stamina:

Academic Engagement

The plan will consider whether your child needs to have work expectations adjusted; gradually increasing the amount of work, the amount of time spent on work, and/or the type or difficulty of work the student is expected to complete; a realistic plan for making up critical assignments will also be developed.

- Reduced workload
- Alternative to reading/writing (e.g., text to speech; speech to text)
- Alternative assignments (e.g., writing a paper on a sport vs. physically participating)
- Essential assignments (e.g., those needed only for mastery)
- Verbal check-ins with teacher to assess comprehension and knowledge
- Communication about benchmarks for completing assignments and staying on track for credit
- Other _____
- Other _____

Notes on Academic Engagement:

Level of Support

The plan will determine what level of support, modification, or accommodation is needed by the student; gradually, the amount and type of academic modifications/supports should decrease.

- Ability for student to meet with school counselor, school psychologist, school social worker, or public health nurse for support when needed
- Identification of at least three people within the school who are trusted adults
- Timeline estimates for progressive increase of work and participation
- Clearly defined roles of teacher, counselor, or other staff, for monitoring and communicating.
- Identify dates/times for reconvening the SST to monitor and adapt as necessary
- Clearly identify POC (Point of Contact) for student and parent
- Other _____
- Other _____

Notes on Level of Support:

Date and Time for Review of Progress and Plan:

- Meeting invitation sent
- Copy of plan provided to parent/guardian

School Staff Point-of-Contact (default is School Counselor):

Arlington Public Schools Return to Learn for Medical or Psychological Conditions

As defined in [Arlington School Board Policy J-10.1.3 Return-to-Learn Plans for Students Experiencing Traumatic Brain Injury or Other Medical or Psychological Illness](#), APS will ensure the creation and implementation of a comprehensive Return-to-Learn plan for each student who experiences an extended absence or interruption in education due to mental illness, traumatic brain injury, surgery, chronic illness, or other physical or psychological condition. APS will ensure that students are given adequate time and accommodation to heal and are comprehensively supported until they no longer need such support.

Students returning to school following an extended absence need support as they integrate back into classes and the social environment of school. Whether returning following a chronic illness, short-term illness, mental health challenge, concussion, childbirth, or other medical condition, it is critical that parents and educators work together to ensure the student's successful return to school.

School-based professionals, consisting of school counselors, school psychologists, and school social workers, are available to support the transition process as students return to their learning environment. These professionals will work with students, families, and other members of the school team to develop a plan for your child's return to school. The Student Support Team (SST) is the umbrella under which several processes may occur when a student needs additional support. Parents/guardians are encouraged to refer their student to the SST any time their student is facing (out of school for 10 consecutive days or more) or returning from a long-term absence (e.g. residential treatment).

When a student returns to school from an extended absence due to medical or mental health treatment the SST at the school will work to develop an educational plan that includes any modifications the student may require as they return to the school environment from an extended absence. Families are requested to:

- Contact the student's school counselor who will work to support the student's learning while they are out of school. The counselor will also work with the family as the student prepares to return to school after an extended absence.
- Work with the student's SST to schedule a meeting to develop a plan for the student's return to school. The plan will address the student's learning needs and any necessary accommodations and modifications to instruction.
- Provide permission to communicate with the treatment provider. It is recommended that the school counselor, school psychologist, or school social worker be provided permission to speak with the treatment provider as the point of contact at the school.

The plans will review the following areas:

Attendance and Stamina

The plan will consider whether the student needs to attend school on an adjusted schedule, gradually attending for longer periods of time, increasing the amount of time your child spends in school.

Academic Engagement

The plan will consider whether the student needs to have work expectations adjusted; gradually



increasing the amount of work, the amount of time spent on work, and/or the type or difficulty of work your child is expected to complete; a realistic plan for making up critical assignments will also be developed.

Level of Support

The plan will determine what level of support, modification, or accommodations are needed by the student; gradually, the amount and type of academic modifications/supports should decrease.

All information received by Arlington Public School staff, either orally or by written reports, is considered confidential and is protected under the Family Educational Rights and Privacy Act (FERPA).

If a student has been absent for more than 15 consecutive days and is not yet receiving Homebound instruction, the student must re-enroll in school. To be re-enrolled, a parent/guardian must accompany the student to school and meet with the registrar. This can be on the same date as the SST meeting.