

Accommodations in the VHS Learning Program

Overview

VHS Learning prides itself on providing high-quality, collaborative, and engaging courses facilitated by skilled, certified teachers. As described in our VHS Learning [handbook](#), students with educational plans **remain the responsibility of their school**, but VHS Learning teachers do implement reasonable accommodations as described in this document.

Site coordinators will read this document and

- Ensure the [Accommodation Form](#) is completed by the site coordinator or a member of the student's educational team
- Upload the Accommodation Form to the student's profile ([directions](#))
- Inform the teacher if the Accommodation Form is uploaded after the first week of the course, as the system does not automatically notify the teacher
- Communicate with the teacher and introduce to local support if necessary

VHS Learning teachers will read this document and

- Read the Accommodation Form in the student information system
- Reach out to the site coordinator for clarification, as needed
- Share with student and site coordinator how accommodations will be implemented in the online classroom

Providing Accommodations in a Supplemental Program

VHS Learning courses are taught by certified teachers to ensure that students are working with educators who are skilled in pedagogy and knowledgeable in their content area. Because they are experienced educators, our teachers apply student accommodations; however, the way accommodations are addressed in a supplemental program may vary from local accommodations and require additional guidance. Because **special education services are the responsibility of each local school**, and because VHS Learning students represent hundreds of schools with varying approaches to student support and articulation of accommodations, we have developed this document to support the interpretation and application of accommodations.

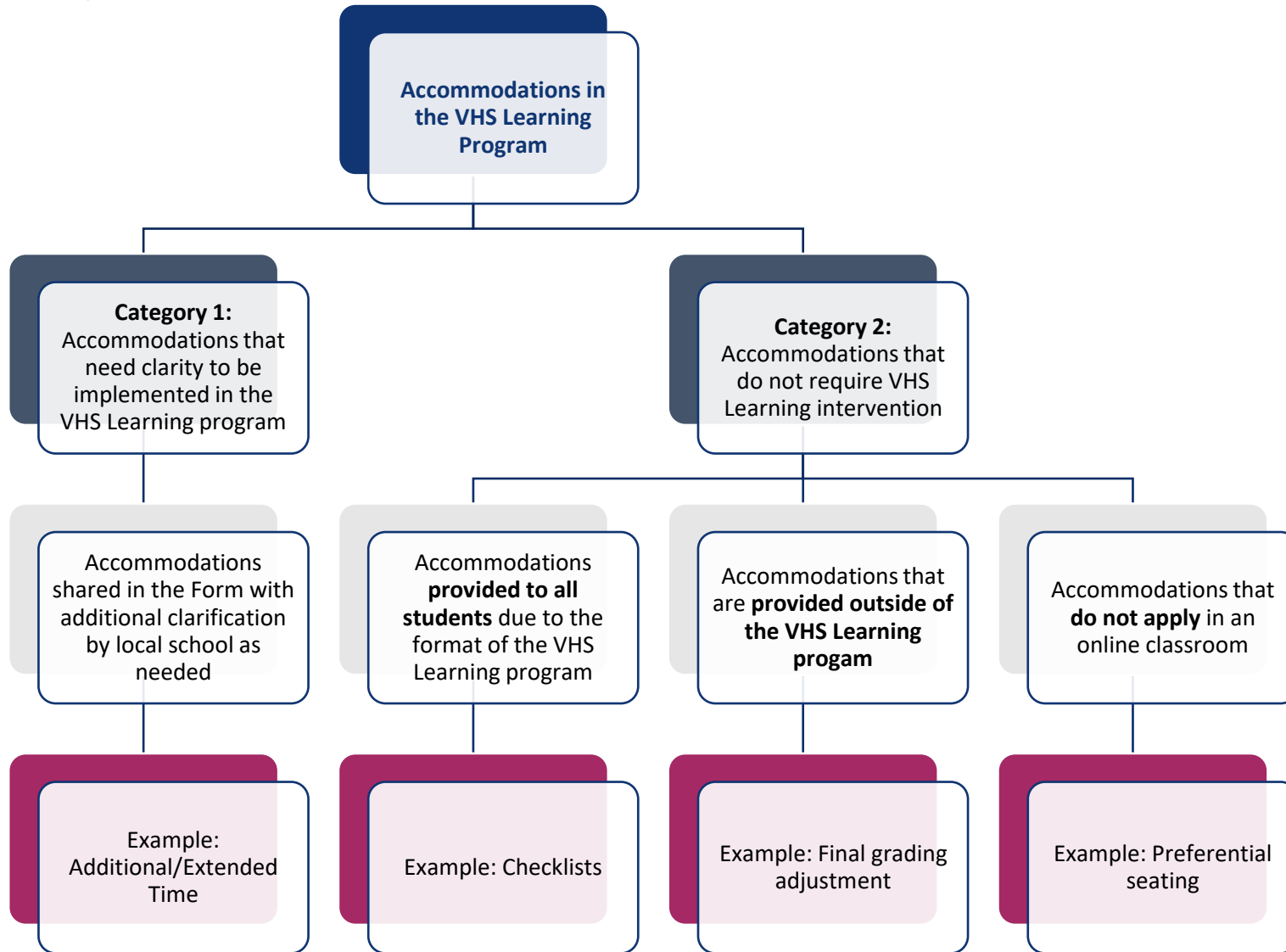
Types of Accommodations

To ensure a consistent understanding of accommodations and clear communication among stakeholders, we group accommodations into the following two categories:

- **Category 1:** Accommodations that need clarity to be implemented in the VHS Learning program.
- **Category 2:** Accommodations that do not require VHS Learning intervention.
 - Accommodations provided to all students due to the format of the VHS Learning program
 - Accommodations that are provided outside of the VHS Learning program
 - Accommodations that do not apply in an online classroom

The following pages of this document present a graphic representation and descriptions of many common accommodations and how they are applied in the VHS Learning program. If you have any questions about accommodations at VHS Learning, please submit a [support request](#) through our Service Center, and we will be happy to assist you.

A Graphic Representation



Category 1: Accommodations that need clarity to be implemented in VHS Learning

The **student's local school** (site coordinator, local special educator, etc.) will upload the Accommodation Form to the student information system. The student's local school will submit a support request if additional information, beyond what is shared in the Form, needs to be shared.

Additional/Extended time

For students to receive extended time, the following must be clear:

- Type of assignments that require extended time: Timed assignments? Individual assignments? Long-term projects?
- How much extended time: VHS Learning can provide either 50% or 100% extended time.
- How frequently is accommodation provided: Upon request? Consistently?

It is likely that the student's school-based team will partner with the student to help ensure collaborative assignments (weekly discussions or group projects) are completed within established deadlines as often as possible. Due to the paced, collaborative nature of our program, it is difficult to grant a blanket extension for every activity in the course, so VHS Learning staff will often suggest a reduction of requirements in discussion or group work activities to support students in meeting established deadlines.

Not graded for spelling or grammar

For students to not be graded for spelling and grammar, the following must be clear:

- Type of assignments that require accommodation: Process assignments? All assignments?
- Does this apply only to handwritten work, or to work created in a word processing program?
- How frequently is accommodation provided: Upon request? Consistently?

Reduced workload

For students to have their workload reduced, the following must be clear:

- Type of assignments that require reduction: Written? All?
- Scope/purpose of reduction: Quality over quantity?
- How frequently is accommodation provided: Upon request? Consistently?

Resubmission of assignments/Multiple attempts

For students to be allowed to resubmit assignments, the following must be clear:

- Type of assignments that are allowed to be resubmitted: Tests/quizzes?
- Criteria for being allowed to resubmit: If received a failing grade?
- Timeframe allowed for resubmission: VHS Learning can provide up to one week after grading for a student to resubmit assignments.
- How frequently is accommodation provided: Upon request? Consistently?

Note: VHS Learning may or may not be able to implement this accommodation, depending on how it is defined for a given student. In cases where the VHS Learning teacher is not able to implement this accommodation, VHS Learning can provide access to a local teacher so they can grade the work according to local guidelines.

Category 2: Accommodations that do not require VHS Learning intervention

Accommodations provided to all students due to the format of the VHS Learning program

Many accommodations are provided to all students, due to the format and design of VHS Learning classes. Use the chart below to understand how different accommodations are implemented.

Accommodation	Implemented in the VHS Learning Classroom
Advance notice of large assignments/tests	All VHS Learning courses include a list of weekly assignments; the “Overview and Checklist” lesson is the first lesson each week and provides an overview of the lessons and assignments in each week. Students can plan their week to ensure adequate time is set aside for larger assignments.
Break down larger assignments into smaller steps/Content organization (splitting/chunking)	Weekly checklists and individual lessons break larger tasks into smaller pieces and provide a preview of the assignments each week; the “Overview and Checklist” lesson is the first lesson in each week and is available to students as soon as the week begins. Larger projects are split over multiple weeks, and students are given specific tasks to complete each week.
Checklists	Each week contains an overview and checklist lesson; students are encouraged to print the checklist each week.
Clarify assignment expectations	VHS Learning lesson pages include a section titled “Assignment” or similar that provides step-by-step instructions for completing assignments. Lesson documents also include links to relevant technical instructions. If a student needs further clarification, they may reach out to the teacher in a Private Topic (PT) message.
Enlarged print materials	Font size on a mobile device or computer can be adjusted, and/or the zoom feature can be used.
Frequent check-ins with the teacher	Students have access to their teacher for 1x1 check-ins through the Private Topic (PT) discussion; teachers will respond to student messages within 24 hours, Monday-Friday. Students may attend synchronous office hours (offered 1x/month in standard-level classes and 2x/month in AP-level classes) and may request 1x1 synchronous meetings with their teachers.
Option to complete orally	When writing is not being assessed, students may use the following tools to record video and/or audio in place of a written response. VHS Learning teachers will accept these recordings in place of a written submission. Directions for creating recordings: <ul style="list-style-type: none"> • How to Create a Video Note • User Guide: Audio Recorder • How to Insert an Existing Video Using Video Note • How to Embed Audio and Video Files
Provide copy of notes	Lesson pages provide all resources and materials; students have access to the lesson pages at any time for review and reference. VHS Learning courses do not include synchronous lectures where students would be asked to take notes.
Read aloud/oral directions	All VHS Learning lesson pages include an embedded ReadSpeaker tool that will read the lesson text aloud for the student. Here are directions for How to Use ReadSpeaker .

Use of calculator	Students may use a calculator for assignments; many computers and mobile devices have built-in calculator applications.
Use of mobile device or computer for assignments	All coursework is delivered online, and students submit all assignments online. Note the accepted file formats; students are encouraged to review How to Print to PDF .
Visual aids	Visual aids are included within the course lesson pages as appropriate. Many core courses include robust eBook platforms where students can access graphics, tutorials, and other visual aids.

Accommodations that are provided outside of the VHS Learning program

VHS Learning will assist the local school with some of these accommodations.

- **English Language/ELL Support:**
VHS Learning recommends that students meet or exceed a WIDA score of 4 in reading and writing to take VHS Learning classes. Local schools support the language needs of their students, including translation of course material or provisioning of alternate resources.
- **Final grading adjustment** (ex: pass/fail vs letter/number grade):
The VHS Learning Student Information System only accepts numerical grades, so transitioning to a Pass/Fail system is not possible. Local schools are encouraged to translate the numerical grade for their grading system. Read more about grades and grade reporting in the [VHS Learning Handbook](#).
- **Graphic organizers/Vocabulary word bank/Formula guides:**
Many VHS Learning classes include these resources to support all students. If a student requires support beyond what is provided within the class, the local school should provide it. If contacted by the student’s school-based team, the VHS Learning teacher may be able to provide suggestions for what the resource should include.
- **Interpreter:**
The local school must provide an interpreter to work with the student if they choose to participate in an optional synchronous session.
- **Modified texts or alternative materials:**
VHS Learning strives to present a variety of accessible course materials in all courses. VHS Learning does not provide alternative texts or materials to students. VHS Learning can provide “Tutor” access to an adult from the student’s local school to preview lesson content and prepare alternate materials. The request for Tutor access should be made by the site coordinator through a [support request](#).

Accommodations that do not apply in an online classroom

Many accommodations are not applicable to an asynchronous online classroom, due to the nature of the program. The student’s school must ensure these accommodations are provided, as appropriate. Examples include:

- Access to a counselor/nurse/guidance/hall pass as needed.
- Frequent breaks
- Location-based/environment-specific accommodations (ex: Use of music while learning)
- Preferential seating
- Quiet location to work/limit background noise/limit distractions.
- Reminders for attention and focus/redirection
- Separate testing location