





Concussion Support at VHS Learning

Read the entire concussion policy in the [VHS Learning handbook](#) and use the chart below to ensure that a student with a concussion is appropriately supported in their VHS Learning class(es). Consistent communication between the site coordinator, VHS Learning teacher(s), and VHS Learning support staff throughout the student’s recovery is critical.

<p>VHS Learning Notified of Student’s Concussion</p> <ul style="list-style-type: none"> • Preferred: Site coordinator submits a support request. <ul style="list-style-type: none"> ○ Possible: Student informs teacher via PT > Teacher emails site coordinator and VHS Learning staff > site coordinator submits a support request. • The support request creates a “case” for VHS Learning which is where the steps of the concussion support process are tracked. 		
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #003366; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">1</div>  </div>	<p>Phase 1: Pause Coursework and Gather Information</p> <p>During this phase, the student is not expected to move forward with VHS Learning coursework. This phase typically lasts 1-2 days, immediately after the concussion is sustained.</p> <ul style="list-style-type: none"> • Site coordinator shares information with VHS Learning teacher and staff via a support request: <ul style="list-style-type: none"> ○ Student name ○ VHS Learning course(s) ○ What has the student been cleared to do in an academic setting? ○ What are the specific expectations for screen use and workload? ○ Are any global exemptions/reductions being made at the local school? ○ Target date for return to full learning. • Site coordinator uploads documentation of concussion to student's profile in Genius. 	
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #003366; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">2</div>  </div>	<p>Phase 2: Student Returns to School with Screentime Restrictions</p> <p>During this phase, the student is encouraged to work in their VHS Learning course as they are able, typically working offline. The late work penalty will not be imposed, and the student is not expected to complete assignments at a certain pace. This phase begins immediately after the site coordinator shares the needed information via the support request; the length of this phase will vary greatly depending on the student’s condition and their physician’s recommendation. If the student is cleared for screen use immediately, this phase may be skipped.</p> <ul style="list-style-type: none"> • SC/local support team prints lessons and resources so that the student may work on the course offline. • SC/local support team provides in-person accessibility support (ex: scribing, dictation software, scanning of handwritten documents, etc.). 	<p style="text-align: center;">Note</p> <p>If a student’s absence/inability to complete assignments extends for more than four weeks, the creation of a make-up plan may not be possible.</p> <p style="text-align: center;">Review the extended absence policy in the VHS Learning Handbook.</p>
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #003366; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">3</div>  </div>	<p>Phase 3: Student Remains in School and is Cleared for Screen Use</p> <p>During this phase, the student is expected to be working consistently in the course, and this is the phase where they will begin working on a make-up plan. The length of this phase will vary and will be articulated in the make-up plan.</p> <ul style="list-style-type: none"> • Site coordinator informs VHS Learning teacher(s) and staff that the student has been cleared to resume screen use by replying to the initial support request. • VHS Learning teacher(s) and staff create and share a make-up plan that: <ul style="list-style-type: none"> ○ Prioritizes engagement with the current week’s assignments as much as possible; ○ Includes exemptions of non-critical assignments; ○ Includes specific extended deadlines; ○ Supports the student’s return to full engagement with the course quickly. • VHS Learning staff close the case. 	
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #993366; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">4</div>  </div>	<p>Phase 4: Student Completes Make-up Plan and Returns to Full Engagement</p> <p>During this phase, the student completes the make-up plan established in Phase 3 and returns to full engagement (usual workload and due dates) with the VHS Learning course(s). This phase will last for the remainder of the course unless the student experiences a setback.</p> <ul style="list-style-type: none"> • When the student completes their make-up plan the VHS Learning teacher(s) emails the site coordinator and VHS Learning staff to share that update. • If a student experiences a setback during this phase the site coordinator immediately replies to the original case or submits a new support request, sharing the details of the setback. VHS Learning staff determine and communicate the next steps via the case. 	