

Your family plan *for success*

Engaging in a well-functioning set of routines and best practices enhances your student's learning experience. Take time to plan ahead with your student, and discuss expectations to establish your roles as a Learning Coach and student.

Learning Coach tasks

The following list will help you get started. Use the extra spaces to add other, more personalized tasks that support your student.

- Prepare a weekly schedule
- Preview lessons
- Prepare out-of-the ordinary supplies (if any)
- Oversee organization of the learning space and general supplies
- For elementary students, assist with lessons using the Coaching Guide
- For middle and high school students, provide guidance with lessons and answer questions as needed
- Supervise daily lesson completion
- Supervise attendance at LiveLesson® sessions and other scheduled activities
- Check for understanding of lesson objectives
- Review assessment results using the grade book
- Indicate whether the lesson was completed appropriately by approving lessons in Connexus
- Record attendance as applicable based on your school's requirements
- Communicate with teachers and other school staff (by phone and WebMail)
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Student tasks

Your student will complete these tasks. Use the extra spaces to add other, more personalized, tasks.

- Assist in completing the weekly schedule
- Help organize the learning space and supplies
- Complete lessons and assessments with the highest level of effort
- Ask questions of the Learning Coach or teacher if confused
- Prepare for tests and quizzes
- Review assessment results alongside the Learning Coach
- Attend LiveLesson sessions and other scheduled activities
- Communicate with teachers and other school staff (by phone and WebMail)
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Agreed upon rules

Work with your student to discuss your expectations and rules. Providing opportunity for your student to have a say will give him or her more buy in. Here is a list to get you started. You can add or remove expectations as agreed upon by you and your child.

- Follow the Honor Code
- Work using best effort during lesson times
- Reserve play for break times
- Cell phones (or other distracting devices) are put away during lesson time
- Any overdue lessons at the end of the week are completed on the weekend
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PROVIDING BEHAVIORAL SUPPORT

Encouragement

People respond positively to encouragement that speaks to them. Some people respond to encouraging words, while others prefer a pat on the back or a special time together. Think about ways your student receives encouragement and discuss them together. Get creative and write out your ideas here, and refer to the list often. A little encouragement at the right time goes a long way towards making the school day enjoyable and effective!

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Celebrations

There are circumstances that call for a celebration! Earning a good grade on an assessment or completing a challenging set of lessons are good examples. Discuss ways to celebrate with your student and list the possibilities here. Let your student choose an activity when it's time and celebrate together!

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Rewards

Sometimes special privileges can be earned based on a personal academic goal. For example, your student may struggle with specific subjects or completing certain tasks. In those cases, consider a plan that includes goals and rewards to encourage him or her to complete assignments. Remember to break the task down into manageable parts, and be sure that your student believes he or she can accomplish the task. Then, write out the goal and reward to avoid any misunderstanding.

Example:

- **Goal:** I will write one paragraph daily for three days to complete my portfolio.
- **Reward:** Extra time to participate in a favorite activity.

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- **Goal:**
 - **Reward:**

 - **Goal:**
 - **Reward:**

If-then plan

Prepare for rough times by creating an if-then plan! If your student gets easily distracted or avoids challenging subjects or tasks, decide ahead of time what your student should do instead of getting off-track!

For example, you and your student can create a plan like this one: "If I can't concentrate, then I will stand up to do my work." You and your student identify behaviors that prevent academic success and decide what to do to overcome challenges.

- If I _____, then I will _____
- If I _____, then I will _____
- If I _____, then I will _____
- If I _____, then I will _____