



Learning Center Parent Handbook

2011-2012

“When parents, teachers, students and others view one another as partners in education, a caring community forms around students...”

- Joyce L. Epstein et al., *School, Family and Community Partnerships: Your Handbook for Action* (2nd edition)



This handbook has been created to help parents and students have a greater understanding of the Learning Center and the supports that are provided by Monsignor McCoy.

Information regarding the Learning Center is available by contacting the following personnel at the school.

Phone: (403)527-8161

Fax: (403)527-809

Web Page: www.mhcbe.ab.ca/McCoy

Administration:

Mr. Clyde Pudwell –Principal

Mr. Paul Bauche- Vice-Principal

Student Services:

Mrs. Natasha Taylor-Lead Student Services Facilitator

Mrs. Sandra Richard- Counselor

Cst. Les Roberts- School Resource Officer Medicine Hat Police Service

Mrs. Janine McKinnon- Positive Behaviour Associate

Ms. Candice Koch- Resiliency Outreach Coordinator

Additional information Supporting Positive Behaviour in Alberta Schools can be found on the Alberta Education Web site:

<http://education.alberta.ca/media/697934/behaviour-complete%20for%20posting.pdf>

Philosophy and Overview

The *Learning Center* was established to provide students in grades 10 to 12, who meet the criteria, with opportunities to experience success and become well prepared for further studies, citizenship and lifelong learning. The Learning Center supports students who are currently struggling behaviourally to be more successful within the context of the school environment.

Enrolment in the Learning Center requires each student to have a Success Plan. The plan is a collaborative document that is designed to share key information about a student with staff who work with the child. The plan will be developed with input from the student, staff, parents and outside agencies when applicable.

Key Elements

The foundation for the Learning Center is based upon key elements that are critical to help students with behavioural issues. The elements may have varying degrees of importance based upon the strengths, needs and priorities of a particular student

-Souveny, Supporting Positive Behaviour in Alberta School

- Positive relations with staff, peers and parents
- Modified classroom environment that ensures the routines support the opportunity for positive behavior
- Understanding individual student behavior- goals, functions and triggers
- Social skill instruction that provides help to the student to learn acceptable behaviours
- Positive reinforcement that encourages the students to consistently display pro-social behavior
- Fair and predictable consequences
- Collaborative teamwork with all stakeholders
- Individual success plans

Criteria for Student Enrollment

Informed annual written consent

Informed consent means that parents/guardians and students are fully aware their child is receiving support beyond the typical supports that are offered to students of Monsignor McCoy. The parents/guardians demonstrate their consent to programming by signing the Success Plan.

Student Success Plan

Collaboration is important with each student, staff and his or her parents/guardians:

- Key understanding about the students behavior
- Conditions or antecedent events that are most likely to trigger the problem behavior
- Warning signs that a student is experiencing difficulty
- Plans for diffusing the situation
- What peers need to learn to do to support the student
- Other strategies school staff can use to support and encourage the student

Daily Programming

Each student's programming will present differently, as needs vary individually. The students will have access to the Learning Center at all times of the day during the school day. This will allow the students to continue working on assignments, receive one to one support with behavioral/academic issues, and provide an area for self-reflection. Some students will complete coursework via ADLC at the Learning Center as a means to receive additional academic support. An additional method to support the students will be a classroom tracking form. The form is completed by the teacher each period, at the end of the day the student will return to the Learning Center to hand in the form. The form will highlight homework completion, assignments, punctuality, and readiness to learn.

A student will leave the regular class to be supported in the Learning Center for the following reasons:

1. Morning and end of the day check-ins.
2. The student has self-assessed that she/he is unable to work in the classroom setting and requires a self calm time.
3. The student is not following the Success Plan and requires removal from the classroom.

If the student requires time to de-escalate behavior, the following procedures will be implemented;

1. A staff member at the Learning Center will be notified when additional support is required.
2. The teacher may send the student to the Learning Center. The teacher will explain why the student was removed from the class.
3. The teacher may also request that a staff member from the Learning Center come to the classroom to help remove the student.
4. Once the student is at the Learning Center, the student and staff will work on the behavior issue.

5. The student must complete a reflection sheet that ensures the student accepts responsibility for their actions and creates a plan for future success.
6. The student is also responsible for any missed assignments while they are at the Learning Center.

Checklist for Parents

Students benefit most when their needs and their educational plan are appropriately matched

- Does your child have an inability to maintain satisfactory relationships with peers and adults?
- Does your child display inappropriate behaviours or feelings under ordinary conditions?
- Does your child have difficulty accepting appropriate levels of personal responsibility and accountability?
- Does your child threaten and/or display physical aggression towards other people, or physical destruction of the environment?
- Does your child struggle with addictions?

Parent Involvement and Participation

Students and schools benefit from a strong collaboration between professional supports, school staff and families. Families have a wealth of knowledge about the needs and the child's strengths that is essential for successful programming. Parents are involved in the following aspects of programming for their child.

- Success Plan
- Meeting at regular intervals throughout the year to discuss student progress
- Parents will be expected to contact the school if there is a change in routine outside of school.