

Learning Coach Policy

Learning Coach Responsibilities

The Learning Coach responsibilities detailed herein shall not abridge or violate any rights and/or protections afforded to parent(s)/guardian(s) under the law, including but not limited to, Section 504 of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).

Learning Coaches Contract with School

Learning Coaches (parents/guardians) recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a positive and common vision of the goals to be reached.

Public Education in a Virtual School

All children are entitled to a free public education. GCVS is a public school meeting that need for certain students. A virtual school might not be the appropriate placement for certain children, and active and involved Learning Coaches (parents/guardians) are a requirement under the program. We are an inclusive school. We work hard to serve all students, including those with disabilities. As much as possible, we place students in the general education inclusion classroom. It is our expectation that Learning Coaches will provide the one-on-one support that some students will need. If a Learning Coach cannot commit to that role, then this may not be an appropriate setting.

Our Expectations

To this end, our expectation is that:

Learning Coaches will read and respond to all messages, emails, or phone calls concerning their child/ren and the school as a whole within two (2) school days. Bulk messages through our School Messenger system generally will not require a response, unless specifically requested in the message. (i.e., parent/LC is required to have an

active email account) When selecting a virtual school, Learning Coaches should seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.

Requirements for Success

Requirements in order to be successful in this environment include:

- Learning Coaches being familiar with and supporting the school's policies and procedures.
- Learning Coaches providing a home environment that supports the development of positive learning attitudes and habits, and being present in the home during the school day to support the student.
- Learning Coaches being involved in the life of the school.
- Learning Coaches seeking and valuing the school's perspective on the student.
- When concerns arise, Learning Coaches seek information directly from the school, consulting with those best able to address the concerns.
- Learning Coaches and GCVS working together to create and sustain effective partnerships.

Failure to comply with the best practices of Learning Coaches working with schools jeopardizes the effectiveness of the program and the learning experience for the student. If the school cannot ensure clear and responsive communication with the Learning Coaches and students in these three areas—academic achievement, full engagement in the life of the school, and clear and open communication—participation in the program may be jeopardized.

For students with an **IEP (Individualized Education Plan)** or who may be found **eligible through an evaluation process**, the following additional expectations are:

- Learning Coaches are the primary support person for the student in the home.

- We strive for inclusion and collaborative team teaching, and we try to avoid pulling students out during lessons and creating separate classrooms for students with IEPs.
- The work of the Learning Coaches includes monitoring of assignments, attendance, and use of provided services and support.

GCVS shall be solely responsible for implementing all students' IEP and 504 Plans. No requirement shall be placed by GCVS on Learning Coaches to implement their student's IEP or 504 Plan.

Attendance is not optional regardless of student challenges. If specific attendance and academic plans are created to support the student, these must be followed. Failure to do so will jeopardize participation in the program.