

Learning Lab Quick Reference List

Purpose:

Learning Lab meets daily and is designed to:

- Emphasize the importance of academics by providing time for students to complete homework; make up tests, quizzes, or missing assignments; study for upcoming tests; get help from a teacher; use the computer lab or LRC.
- Minimize challenges for some students such as: lack of a quiet study environment at home; lack of time due to family, work, or extracurricular commitments; limited access to technology.
- Encourage teachers to build positive relationships with students while helping them with goal setting, academic improvement, and problem solving.
- Eliminate excuses for poor performance and/or lack of available resources.

Expectations for Learning Lab

Teachers:

- Take attendance.
- Maintain a learning atmosphere.
- Help students stay on task.
- Build positive relationships with students.
- Provide academic assistance to students in your Learning Lab if you are able to do so; otherwise suggest that they make an appointment with their regular classroom teacher in order to get help.
- Schedule one-on-one or small group instruction time to assist or enrich students who are in your regular classes.
- Encourage students who are in your regular classes to see you for help.
- Monitor student progress in your regular classroom and use Learning Lab to provide additional support and assistance to struggling students.
- Monitor student work/grades using the quick look-up feature on Power School.
- Enforce handbook rules—especially those concerning electronic devices.

Students:

- Focus on academic improvement.
- Support classmates in their pursuit of academic excellence.
- Take responsibility for your own learning.
- Seek help from your regular classroom teachers when needed.
- Take advantage of peer tutoring (see teacher for list of available tutors)
- Follow all rules as outlined in the student handbook.
- Work quietly.
- Help other students if they have questions as long as it does not disrupt the learning environment for other students.
- Respect each other's right to learn.
- Bring enough work to keep you busy for the entire period.
- Go to the bathroom before or after Learning Lab.

- Bring everything you need. There are no locker passes, ever.
- Refrain from eating or drinking (water is acceptable) during Learning Lab.

What should a student bring to Learning Lab?

- Text books
- Writing tools
- Notebook paper, spiral notebooks, etc.
- Agenda—for planning purposes (Students will not get to go to their lockers or to the bathroom during this period).
- A book/magazine for silent reading.
- Any other necessary materials to complete assignments (could include glue, glue sticks, scissors, markers, etc. for projects)

What should students do during Learning Lab?

- Work on homework/independent practice
- Get help from a specific teacher
- Build relationships with the teacher and other students in the Learning Lab.
- Work on social skills and communication as they relate to learning (especially in Labs where students are assigned to their case managers, ELL teachers, etc.).
- Write stories, essays, etc.
- Do art work, assignments, etc.
- Study in groups with teacher supervision & permission (i.e., study sessions or small group work)
- Plan daily/weekly use of time
- Read novels
- Read magazines
- Write in a journal.
- Study for quizzes/tests
- Make up missed tests, quizzes, science labs, sewing projects, tech homework, etc.
- Use computers to type papers or to do research
- Use library for research or to check out books to read for enjoyment
- Attend class meetings as scheduled by the guidance department
- Attend ACT prep classes as scheduled for juniors

To Be Used in the Event of an Emergency ☺

What if a student misbehaves, refuses to cooperate, stares off into space or chooses to sleep during Learning Lab?

- Establish a culture in your classroom that supports academic improvement for ALL students.
- State that non-participation is not an option.
- Remember that students want to be held to a standard and some admit that they need to be ‘forced’ to do their work.
- Strongly encourage them to do their work because you know it is in their best interest.
- Ask students if they need assistance, supplies, etc. in order to be on task; provide what they need, if possible (example: if they need a pencil in order to work, give them a pencil so that they *can* work).
- Provide students with reading material if they come to Learning Lab with nothing to do (reading material will be provided by the LRC for this purpose; see Anne Hutchison).
- Have worksheets, test prep materials, etc. for them to work on when they don’t bring their own work.
- Aggressively monitor student on-task behavior (especially in the beginning) in the following manner:
 - Walk around the room and check on what students are doing
 - Tell students to ‘get to work’.
 - Stand by students until they get their work out and begin working
 - Say ‘pick up your head’ if a student appears to be sleeping; then wait until they do it.
 - Have students stand up and read silently if they seem to be unable to stay awake while sitting.
 - Tell students that they can either get to work and find something to do or you will find something for them to do (and then if they don’t get to work, find something and make them do it!).
 - Assign an after school detention (say, “40 minutes to work now during Learning Lab or 40 minutes to work after school—your choice”).
 - Write a referral for insubordination if a student refuses to comply with expectations/reasonable requests to get to work.