

HHS Tutoring Procedure

Responsibilities:

- Central Office Special Education Department:
 - Determines and articulates tutoring procedure and policies consistent with district and school policies
 - Tutors are assigned for the following reasons:
 - Physician's referral for medical absences not less than 14 school days per school year (these days need not be consecutive) (See Appendix 4).
 - A 504 Team recommendation
 - Special Education Team recommendation
 - Suspension over 10 days
 - Awaiting placement
 - IEP directive
 - Determines policies and procedures for tutor supervision: monitors the performance of tutors (picking up assignment made by teachers, teaching the student, collecting student work and returning it to school, communicating the quality of student work to student and parent(s)), provides feedback to tutors, ensures that payment is appropriate. periodically evaluates the degree to which participants (parents, students, tutors, teachers and administrators) are satisfied with program, checks to find areas in which improvement are needed, and solicits suggestions from stakeholders for improvement
 - Publishes and disseminates tutoring policies and procedures so they can be used to guide current practices and to serve as a starting point for future improved policy and procedure.
 - Publishes and disseminates a tutoring guide for parents (See Appendix 3)
 - Develops a district-wide organizational structure so responsibilities for the tutoring process are clearly defined and delegated
 - Determines requirements for candidates for tutor positions (degree requirements, certification requirements)
 - Posts positions and hires tutors
 - Prepares and maintains a list of names and phone numbers/email addresses for active tutors
 - Determine the responsibilities of persons assigning tutors.
 - Makes sure parents have and fill out for HHS the forms in Appendix 4 and 5 (if needed)
 - Calls the tutor and tells them of their assignment (student name, address, anticipated length of tutoring assignment) and tells them to wait for a call from HHS to pick up the initial assignments)
 - Notifies the main office at Haverhill High who then who then notify the appropriate assistant principal, the HHS attendance officer and other appropriate personnel
- Teachers: assign work, correct and grade work returned on time, and assign grades (except for long term absences as noted below)
- Tutors: See Appendix 2
- Students: study, use the tutor as a resource to aid learning, and complete assignments on time.
- HHS Office staff
 - If a parent calls concerning tutoring, refers the call to SPED 978-3743435 who makes sure the parent fills out forms in Appendix 4 and 5
 - Once notified that a student will be tutored
 - Checks the student schedule and notifies the student's teachers of his/her absence and request that 10 day's worth of work be left in the Main Office within 48 hours.

- When all assignments have been brought down, the main office calls the tutor to come and pick up the work
- If work is not brought down on time notifies the appropriate supervisor
- Keep a record* of picked up work (by whom, date)
*All record keeping can be done in a notebook.
- Administration and Supervisors: notify teachers of student absences and clarify the status of assignments given and work completed.

Non-tutored Absences

1. School (assistant principal) is informed of the student's expected absence.
2. If homework/make-up work is requested, a note will be placed in teacher mailboxes.
3. Work for the student should be in the office within 24 hours (the next school day).
4. The student has as many school days to complete make up work as the number of days he/she was absent. In other words, a student who misses school for three days with an excused absence must make up missing work by the end of the third school day they return from the absence.

Tutored Short Term Absences: Absences for which district tutoring criteria are met AND which are anticipated to be for 30 calendar days or less (vacations, weekends, snow days do not matter)

1. School office is informed of the student's short term absence.
2. Teachers are notified of the absence, assign work for up to 10 school days (or less, if for a known shorter period), and within 48 hours send or bring assignments to the office to be put in a folder for the student.
3. Teachers send work/assignments to office to be put in a folder for the student.
4. The first week the substitute picks up work.
5. The second week the substitute returns work and gives each teacher a **Weekly Tutoring Report**. IF PREVIOUSLY ASSIGNED WORK HAS NOT BEEN COMPLETED AND RETURNED IN A TIMELY AND SATISFACTORY MANNER NEW WORK NEED NOT BE ASSIGNED.
6. The third and fourth weeks (if needed) TEACHERS submit an additional five day's worth of work. The TUTOR returns the previous assignments.
7. If completed assignments are not in the absent student folder, the TEACHER should notify his/her supervisor so appropriate action may be taken.
8. If the next assignment for the student is not in the office folder, the TUTOR should notify the appropriate supervisor so appropriate action may be taken.
9. When the student returns to class, the tutor sends to each teacher all the student's work not previously returned as well as an evaluation of the student's progress. In other words, the tutor assesses what he/she has seen.
10. The teacher considers the comments from the tutor and the work returned. The teacher may require the student to complete other tasks (e.g., oral reports, laboratory experiments, tests) before all the work missed is considered "made-up."
11. The student has as many school days to complete make up work as the number of days he/she was absent. In other words, a student who misses school for three days with an excused absence must make up missing work by the end of the third school day they return from the absence.
12. Teacher assigns the grade.

Tutored Long Term Absences: Absences of more than 30 calendar days.

1. School (assistant principal) is informed of the student's anticipated long term absence.
2. Assistant Principal notifies secretarial staff to send notices to teachers, deans and Curriculum Supervisors with the anticipated duration of the absence and a request for work. Teachers are

expected to send or bring assignments for the first 30 days to the office to be put in a folder for the student within 48 hours. Curriculum Supervisors will bring to the office copies of the curriculum maps for the courses taken by the student. After 30 days the assigned tutor creates and implements lessons following the grade level curriculum.

3. Grades:
 - a. For the first 30 days, the student may work under teacher supervision as in “Tutored Short Term Absences.”
 - b. After 30 days the student works under the direction of the tutor and the tutor will submit grades
 - i. Special Needs staff informs the tutor of the need for Progress Report comments and end of the term grades and comments.
 - ii. The tutor grades the student, including progress grades and term grades. In both cases the comment “Assigned by Tutor” must be given (comment #52 at HHS).
4. When the student returns to school he/she rejoins the class and continues on with the new assignments.

Tutor Responsibilities

FOR ABSENCES OF 30 CALENDAR DAYS OR LESS

The Tutor

- Submits Tutoring Reports to the Central Office Special Education Department
- Picks up assignments
 - The first week (assignments for 10 day's worth of work)
 - The third and fourth weeks (assignments for 10 day's worth of work IF PREVIOUSLY ASSIGNED WORK HAS BEEN COMPLETED AND RETURNED IN A TIMELY AND SATISFACTORY MANNER)
- Teaches students
 - Comes to the tutoring session prepared to help the student learn
 - Arrives at the tutoring session on time
 - Is actively engaged teaching during the tutoring session
 - Provides students with feedback concerning their progress
 - On a weekly basis provides parents with feedback concerning the student's progress. Make sure parents understand whether their son/daughter is keeping up with assigned work from the teacher, so the teacher will be assigning a grade (A, B, C, ...)
- Return completed assignments
 - The second, thereafter as needed (5 day's worth of work each time, except the last assignment which may be for less). IF PREVIOUSLY ASSIGNED WORK HAS NOT BEEN COMPLETED AND RETURNED IN A TIMELY AND SATISFACTORY MANNER NEW WORK NEED NOT BE ASSIGNED.
 - Communicates with each of the student's teachers once each week from week two until the end of tutoring using the Weekly Tutoring Report (See Appendix 1)

FOR ABSENCES OF MORE THAN 30 CALENDAR DAYS

The Tutor

- Picks up assignments (from the teacher) for Tutored Short Term Absences AND ALSO picks up a copy of the Curriculum Map (from the Curriculum Supervisor) for each of the courses to be tutored.
- If the tutor/student work with the teachers as in SHORT TERM ABSENCES, the teacher will grade student work and assign grades.
- After the 30 days the tutor/student work more independently guided by the Curriculum Map, the tutor will assign a either grades or PASS/FAIL grade for the student.
 - Special Needs staff informs the tutor of the need for Progress Report comments and end of the term grades and comments.
 - The tutor grades the student, including progress grades and term grades. In both cases the comment "Assigned by Tutor" must be given (comment #52 at HHS).

Parent Guide

Here are answers to some commonly asked questions about tutoring.

Question #1: Why are some students' assigned tutors?

Answer:

Tutors are assigned for the following reasons:

- Physician's referral for medical absences of not less than 14 school days
- A 504 Team recommendation
- Special Education
 - Team recommendation
 - Suspension over 10 days
 - Awaiting placement
 - IEP directive

Question #2: If I believe that my son/daughter qualifies, who do I call to get a tutor for my son/daughter?

Answer:

Call the office of the Director of Special Needs at (978) 374-3435. Ask for tutoring (education support person) who will make sure you receive the appropriate form(s), notify your son/daughter's school, and assign the tutor.

Question #3: How does the process work?

Answer

- You son/daughter's teachers are notified and asked to provide 10 day's work.
- The tutor picks up the assignments and calls your son/daughter to set up the tutoring schedule.
- The tutor comes to the tutoring session with the assignments, teaches, and takes completed work from your son/daughter to return it to the school so it can be graded.
- Each week the tutor will tell you how well your son/daughter is doing.

Question #4: What about grades?

Answer

For absences 30 calendar days or less grading is done by your son/daughter's regular teacher(s).

For grading, the tutor assigns weekly assignments, teaches your son/daughter, and grades these assignments.

Your son/daughter may be able to keep up with the regular assignment in some courses but not others, so the teacher(s) may assign regular grades in some courses and the tutor may assign Pass/Fail grades in the others.

The tutor should be informing you weekly about your son/daughter's progress. (A, B, C, ...)

Question #5: What do I do if I want to tell someone what I think about tutoring?

Answer:

At any time you may call (978) 374-3435 to speak with Mr. Maurice Covino, Director of Special Education.

Question #6: What happens at the end of the tutoring sessions?

Answer:

You son/daughter should be ready to rejoin his/her classes.

We would appreciate your taking a few minutes to complete and return the following form at the end of the tutoring sessions.

Student's Name: _____ Date: _____
School: _____ Grade: 1 2 3 4 5 6 7 8 9 10 11 12
Parent Name: _____ (circle one)

I was satisfied with the tutoring process

I was not satisfied with the tutoring process

COMMENTS

Return the Completed form to
Mr. Maurice Covino,
Director of Special Education
Haverhill Public Schools
4 Summer Street
Haverhill, MA 01830

School District Name:
School District Address:

Physician's Statement for Temporary Home or Hospital Education

603 CMR 28.03(3)(c)

Student Information:

Student Name: _____ DOB: _____

Address: _____

Physician's Information:

Physician's Name: _____ Telephone #: _____

Type of Physician: _____

Address: _____

The student will require educational services at home and/or at a hospital:

for more than 14 days.

for recurrent periods of less than 14 days, that will accumulate to more than 14 days in the school year.

The school district should consider the following medical information when planning instructional services:

The student's health during this period(s) will affect / will not affect the provision of full educational services. If services will be affected, please explain why and how services will be impacted.

The student is expected to return to school on _____.
(MM/DD/YY)

Physician's Signature

Date

Student Name: _____

Date of Birth: _____

Parent/Guardian Name: _____

Address: _____

Phone number(s): _____

I understand that my child will receive six hours per week of home tutoring services while he/she is out of school for the following reason:

_____ Physician's Referral for medical absences over 14 days

_____ 504 Team Recommendation

_____ Special Education Team Recommendation

_____ Suspension over ten (10) days

_____ Awaiting Placement

_____ IEP Directive

I have read the attached parent guide to the high school tutoring policy and agree to all its terms. In particular I understand that if my child completes homework assignments provided by the teacher in a timely and satisfactory manner a grade will be assigned by the classroom teacher, otherwise your child may earn a Pass (70) or Fail (60) grade as determined by the tutor by completing assignments made and graded by the tutor.

Parent/Guardian signature _____

Student signature _____
(18 years and older)

Date of signature: _____