

## **Tutoring Support Services**

Remedial programs are designed for those students who are “at risk” of not meeting state standards in the content areas of Reading and Math. Benchmarks for tutorial programs at PCCS have been set with this in mind. The district uses the national norms provided by each assessment as a source for setting benchmarks, except for the ISAT which is a criterion referenced test and benchmarks are set by state standards. Tutoring programs are grant funded. Services available to students may differ yearly due to available funds and students needs.

Important points to note:

- PCCS students needing assistance are identified as early as possible in a student’s academic career.
- Teachers are provided with training opportunities as needed to assist student indentified as “at risk”.
- Research based interventions are provided within the regular classroom and when appropriate more intensively outside of the regular classroom.
- Research shows early identification and intervention are key to improving later student success.

Who qualifies for tutoring services?

A variety of indicators are examined to identify students “at-risk” of not meeting standards in the areas of math and reading (both state and district). Students who are identified as “at-risk” of not meeting yearly grade level benchmarks/standards may qualify for tutoring services.

A Grade Band Meeting is held at each level to examine assessment data and to determine each student's needed intervention level. At this meeting, a group of teachers (School Psychologist or other specialist, Reading and Math Support Teachers, and individual Classroom Teachers) known as the Grade Band Team, identify the students intervention level/tier and if tutoring is needed inside or outside of the classroom

Sometimes a teacher or a parent may feel the student's assessment data does not accurately identify a student who is having difficulty. A teacher or a parent can make a request for tutoring services by providing the following documents to the Reading or Math Support Teacher:

- Teacher Referral (must include writing sample, IRI, math pre/post tests, behavioral reports, to support reason for referral)
- Parent Referral (must include parent statement of need in specified area of difficulty)

Information received from a teacher or parent request will be reviewed, student assessment data will be re-reviewed and additional diagnostic assessments will be completed as determined necessary. After examining data the tutor will respond to the teacher and/or parent making the request within one week regarding student's acceptance or denial of tutoring services.

#### Parent Involvement in Tutoring Services

When a student is identified as qualifying for services, a meeting is set up with parents. This meeting is held to explain the current program available, the specific needs of the student, to set goals and timelines for student's interventions, inform parents of activities/interventions available for home (homework activities, strategies taught in tutoring etc.), and permission is obtained in writing from parents for students to receive services.

Reports of student progress are sent home monthly, with formal reports being shared with parents, at a conference, after the first and second trimester. If during a trimester, a student is not progressing at anticipated rates, a parent meeting is additionally set to discuss possible solution (intensification of service or the possibility of services under a different program). Prior to the end of the school year a meeting is held with parents to determine the student's academic progress and determine goals for the subsequent school year. Additionally, a meeting is held with parents if a student has met academic goals and needs to be exited from services.