



**Parkway School District
Tutoring/Mentoring/Community Service Handbook**

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This student tutorial manual is intended to provide key information about the tutoring process. It defines the guidelines A+ students must follow to receive credit toward meeting the requirements of fifty (50) documented hours of unpaid tutoring/mentoring of younger students in approved settings and tips to make tutoring a positive experience for the high school tutor, the student being tutored, and the cooperating school personnel.*

**The financial incentives of the A+ Schools Program are dependent upon state appropriations from the Missouri General Assembly. They are not the funding responsibility of the Parkway School District.*



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PREPARATION FOR TUTORING

A+ student's must demonstrate good citizenship, complete one training session, and have the following documents on file before they may begin earning tutoring hours:

- A+ Schools Program Participation Agreement
- A+ Schools Program Citizenship Agreement
- A+ Schools Program Tutoring Agreement

SOME IMPORTANT INFORMATION CONCERNING TUTORING ACTIVITIES

- **25 hours minimum in tutoring.**
- **25% (12.5 hours) of the tutoring/mentoring component can be completed through Job Shadowing.**
- **Maximum of 25 hours may be accepted in approved community service activities.**

All tutoring activities must fall under the following categories.

1. Unpaid and supervised by a certified Parkway School District Employee.
2. Held within the Parkway School District.
3. Academic in nature.
4. Approved by the school's A+ Coordinator.
5. Turned in to A+ coordinator prior to May 1st of graduation year.

Proper documentation is required for any tutoring experience that is to be counted toward the fifty- (50) hour total.

Tutoring/Community Service training is **REQUIRED**.

- If you complete online training, you and your parents will print and sign a Certificate of Completion.
 - Return this certificate to your A+ Coordinator.
 - You may not earn credit for community service or tutoring hours completed prior to having this document on file.
 - After returning your certificate, you will be given tutor/community service logs & evaluation.

A+ students must complete and submit a time sheet for all tutoring/community service/job shadowing hours.

1. Tutoring Time Logs may be picked up in the A+ office.



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2. The tutor, appropriate supervisor, and an A+ representative must sign time sheets.
3. Lost time sheets are the responsibility of the student.

A+ students are advised to begin earning tutoring hours during the second semester of their freshmen year or the beginning of their sophomore year.

All tutoring must be completed by May 1st during the year of graduation.

An A+ student's documentation and/or tutoring hours may be audited at any time.

A+ students should become familiar with the information in this manual.

Five Steps to Being an Effective Tutor

STEP ONE: Know What is Expected of You as a Tutor

Know your responsibilities and duties as a tutor.

- Arrive at your assigned tutoring site on time.
 - Learn and use the appropriate procedures for signing in and out at your assigned site.
 - **Attend regularly!** Remember, people are counting on you.
 - **Dress and act appropriately.** You are a role model!
 - Be prepared for each tutoring session.
 - Become familiar with school rules and classroom procedures.
 - **Never** criticize the supervising adult or the rules of the classroom during the tutoring session.
 - Treat everyone with respect (administrators, teachers, students, staff, parents, etc.).
 - Be polite.
 - Keep your records up to date and accurate.
 - Turn in the required paperwork.
-

STEP TWO: Setting Up the Tutor Session

The better you are prepared, the better you will be able to tutor.

- Learn the student's name and pronounce it correctly.
 - Make sure your student(s) understands the purpose of tutoring.
 - Try different methods to help the student be successful.
 - Confer with the supervising administrator, counselor, or teacher on a regular basis.
-

STEP THREE: Meeting Your Student's Needs

The better you meet your student's needs, the better the session.

- Be a good listener and establish a good rapport with the student.
 - Build the student's confidence whenever possible.
 - Know the skills you are working on for each student.
 - Never let your student struggle to the point of frustration.
 - Focus on the whole student, not just the academics.
 - Believe in the student and provide positive feedback.
-

STEP FOUR: The Ingredients of a Good Tutor Session

The following are some of the necessary ingredients for a good session.

- Give your student(s) your undivided attention during tutoring sessions.
- Have empathy (*not sympathy*) with your student's problems.
- Be honest.
- Have a sense of humor.
- Have the ability to "lighten up" a situation.
- Interact well with your student; have a give-and-take attitude.
- Know your student's strengths and weaknesses.
- Work through your student's strengths to improve his/her weaknesses.
- Make your student feel good about him/herself and his/her accomplishments.
- Use mistakes and failures as positive learning experiences.
- End the session on a positive note.
- **Always** keep information **CONFIDENTIAL**. Student names and/or academic needs are confidential. **DO NOT** share this information or any other personal information that a student may tell you with anyone other than the adult supervising the tutoring session and/or the A+ Schools Coordinator.

STEP FIVE: Ending the Tutoring Session

Do not just say "good-bye" when the session is over.

- End the session with a positive comment.
 - Confirm the next session.
 - Do any necessary paperwork.
 - Follow checkout procedures, where appropriate.
-

Tutoring Strategies

1. Build positive relationships. Kids want you to like them and respect them. “It’s not how much you know, it’s how much you care.”
2. Don’t take things personally. Sometimes kids say things out of frustration or anger. Be ready to forgive.
3. Be patient, calm, and kind – always.
4. Elicit adult help – when things are not going well ask for advice or help from the teacher or adult supervisor.
5. Expect students to behave appropriately. Develop strategies to handle inappropriate behavior. Ask for adult help when needed. Do not wait for things to get out of hand before seeking help.
6. Dissect the directions. Underline, circle, highlight, number the steps in assignments directions and check with the student to make sure the directions are understood.
7. Ask students to look at examples. Discuss or work through examples together before tackling that assignment.
8. Check to make sure students have needed materials to complete the task.
9. Let the student do as much as he/she can to build their self-esteem. Let it be their work – not yours.
10. Do one or two problems with students then have them do the next one on their own.
11. Give student time to figure out the problem.

10 Ways to Be a Better Listener

1. Put your body into a listening attitude: be alert, sit straight, and lean into the conversation.
2. Look at the other person. Stay focused on their faces.
3. Try to understand all that the student is communicating; listen for the message that may be hidden behind the words.
4. Do not interrupt. Hear them out before jumping in with your opinions or ideas. Listen even if you DO know what they will say. Poor listeners talk too much.
5. Concentrate. Good listening is focused on the speaker.
6. Listen for the main ideas.
7. React to what is being said. Nod, make comments, and ask questions to let the speaker know you're really listening.
8. Ask questions about what is being said if you are not sure. Ask clarifying questions that lead to better understanding. Use open ended questions ... "Explain that to me...How do you think that should be done...What could we do to solve this." Avoid questions that require only a one word answer. If you still are not sure your understanding is correct, try saying, "So, if I'm hearing you correctly, ..." and then state your interpretation. Students can then affirm or contradict your understanding.
9. Get rid of things that distract you; shut out the noise, move to a quieter area if necessary.
10. Avoid giving advice. Advice becomes a roadblock to communication and to critical thinking.

Student Questioning Strategies

Ask students these questions.

- What do you know? Show me. Tell me.
- What do you want to know?
- How can you solve it?
- How would you do it?
- What have you learned?
- What should you change to correct this problem?
- How is this like the one we did together?
- Why did you choose that answer?
- Help me understand how you got that answer.
- If you were in this situation, what would you do?

Use open-ended questions. Avoid questions that require one word answers.



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A+ Tutoring Agreement

One of the requirements to access A+ Incentive funds is to perform fifty (50) hours of tutoring, mentoring, community service, and/or job shadowing. **Students who tutor must have a GPA of 2.0 or higher.** In order for tutoring/mentoring hours to count towards the total fifty, they must meet the following guidelines:

- Unpaid and supervised by a certified Parkway School District Employee.
- Held within the Parkway School District.
- Academic in nature.
- Approved by the school's A+ Coordinator.
- Turned in to A+ coordinator prior to May 1st of graduation year.

Each A+ participant who enters into the Tutoring/Mentoring Program must receive training prior to contact with younger students. Training will provide A+ participant with the following:

- Knowledge and Understanding of FERPA (Family Educational Rights and Privacy Act)
- Tutoring Handbook/5 Steps to Being an Effective Tutor
- Techniques/Strategies to use when working with students

One tutor/community service is **REQUIRED** either online or in person. **NO HOURS MAY BE EARNED PRIOR TO THE TRAINING AND ALL APPROPRIATE PAPERWORK ON FILE.**

By signing this agreement, the student and parent/guardian are certifying that the student has received training to prepare them for the tutoring and mentoring program. They are also testifying the student has been made aware of FERPA rules and regulations.

Student Signature	Date	Parent/Guardian Signature	Date
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Please check one or more of the following options:

My son/daughter has permission to drive to the Elementary/Middle School buildings during school for tutoring/mentoring assignments.

My son/daughter has permission to ride with another student to the Elementary/Middle School buildings during school for tutoring/mentoring assignments.

My son/daughter does not have permission to leave the High School during school for tutoring/mentoring assignments.

**Students and Parents are aware that being a member of this tutoring/mentoring program is a privilege and may be taken away if the student's attendance or behavior does not meet with the standards of the A+ Program.*

Please circle the high school that you attend and return to the following address:

Parkway Central Main Office 369 N. Woods Mill Rd Chesterfield, MO 63017	Parkway North LuAnn Fallahi 12860 Fee Fee Road St. Louis, MO 63146	Parkway South Amy Belding 801 Hanna Road Manchester, MO 63021	Parkway West Jeff Duncan 14653 Clayton Rd Ballwin, MO 63011
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A+ Community Service, Tutoring and Mentoring Evaluation Form & Hour Log Sheet

**** Remember: You cannot be paid for the service and it must be done through a NON-PROFIT community organization, nursing home or hospital. Volunteer work for a private business or individual will not be accepted. You MUST turn in a timecard that shows the hours worked and is initialed by the supervisor of the organization.**

School / Organization

School / Organization Address

Phone Number

Name of Teacher / Supervisor

Signature of Teacher / Supervisor

Description of duties or assignment: _____

We appreciate you taking the time to fill out the questions. Please rank the appropriate skills below (5 is the highest school and 1 is the lowest score).

Category	1	2	3	4	5	N/A
Responsibility / Dependability						
Shows concern for others						
Shows responsibility in attendance						
Arrives on time						
Completes assigned tasks						
Listens carefully to instructions						
Attitude on Job						
Shows courtesy and respect						
Asks questions/uses resources						
Accepts tasks willingly						
Volunteers for extra duties						
Helps in a difficult situation						
Completes what (s)he begins						

Comments:

**TOTAL HOURS
EARNED**



Thank you for allowing this Parkway student to engage in meaningful service at your organization.



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Student: _____

Graduation Year: _____

~~COMMUNITY SERVICE, TUTORING, & MENTORING REFERENCE GUIDE~~

Listed below are some of the service activities offered by the Parkway High Schools. Please note that our students are not limited to selecting these activities to get service hours. This list should serve as a reference as to how many service hours will be counted towards meeting the A+ requirement of 50 hours.

Service Activity	Hours	Central	North	South	West
TUTORING HOURS/MENTORING HOURS					
6 th Grade Camp	25	x	x	x	x
Peer Teaching	5	x	x	x	x
Cadet Teaching	LOG		x	x	x
Child Development	LOG		x	x	x
Tutoring & Mentoring at Elementary School	LOG	x	x	x	x
Tutoring & Mentoring at Middle School	LOG	x	x	x	x
High School Heroes	LOG	x	x	x	x
Special Olympics Buddy	LOG	x	x	x	x
Peer Mediators	LOG		x	x	
COMMUNITY SERVICE					
Service Learning	LOG		x	x	x
Blood Drive Volunteer	LOG		x	x	x
National Honor Society	LOG	x	x	x	x
Women of West (WOW)	LOG				x
Government Community Service	LOG		x	x	x
Community Outreach at West (COW)	LOG				x
Nuevos Amigos	LOG				x
Student Council	LOG			x	x
FCCLA	LOG			x	x
Senior Buddies	LOG		x		



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Key Club	LOG			x	
Special Olympics Village Worker	LOG	x	x	x	x

COMMUNITY SERVICE, TUTORING, & MENTORING REFERENCE GUIDE (CONT)

Remember: You cannot be paid for the service and it must be done through NON-PROFIT community organizations. Volunteer work for a private business or individual will not be accepted. You MUST turn in a log that shows the hours worked and is initialed by the supervisor of the organization. ALL HOURS MUST BE APPROVED BY THE A+ COORDINATOR AND ALL PAPERWORK MUST BE ON FILE BEFORE ANY HOURS WILL BE COUNTED. IN ADDITION, A MINIMUM OF 25 HOURS MUST BE OBTAINED IN TUTORING.

Helpful websites for student community service in the St. Louis area:

<http://www.stlouisvolunteer.com>

http://communityservice.jburroughs.org/Off-Campus_Volunteer_Opportunities.html

<http://www.volunteermatch.org/>

CADET TEACHING COURSE (One semester – ½ elective credit)

Prerequisite: Junior or senior standing, application process through counseling department and A+ office. Both documents must be completed and may be accessed in the counseling department.

This course provides students with an opportunity to use their knowledge, time, ideas and energy in a very practical setting. Students are assigned as classroom assistants to a teacher at West High or one of the feeder schools. Cadet teachers will be provided opportunities: tutor individual students and conduct review sessions with small groups. Transportation to the feeder schools is the responsibility of the student.

SERVICE LEARNING COURSE (One Semester—1/2 elective credit)

Prerequisite: Senior Standing and application process through the counseling department and A+ Office. Both documents must be completed and may be accessed in the counseling department

This Service Learning course provides seniors an alternative educational opportunity to work in the community as an intern or volunteer. It allows those students who have met most of the standard graduation requirements a transitional experience to the world of work and college after high school. Students should see their counselor for details relating to the requirements and scheduling.

If you have any questions, please contact the A+ Coordinator at each high school.

Parkway Central

Susan Byergo

369 N. Woods Mill Rd

Chesterfield, MO 63017

Parkway North

LuAnn Fallahi

12860 Fee Fee Road

St. Louis, MO 63146

Parkway South

Amy Belding

801 Hanna Road

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