

# ***FAIR FUTURES PROGRAM MANUAL***

## ***SECTION 19***

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## SECTION 19. TUTORING HIGH SCHOOL STUDENTS

Review [Fair Futures Program Manual Section 6](#) for a full overview of how agencies can sub-contract with a quality tutoring provider or implement a quality tutoring program.

Regardless of whether the Tutor is in-house staff or contracted, **Tutors are responsible for:**

- Building a relationship with the student;
- Helping them to improve their academic skills and grades;
- Reporting progress and any needs or concerns to the Coach on a monthly basis.



It is the Coach's role (for students in grades 9 to 12) to make records requests to schools, check in with guidance counselors, and perform interventions (e.g. suspension advocacy, requesting evaluations, etc.) on behalf of students. Should a need arise that the Tutor flags, the Coach can provide necessary educational advocacy with the school and/or connect the student to services.



The number of tutoring sessions and dates of these session should be tracked in the Online Platform in that young person's Youth Profile.

In addition to regular progress reporting, the Tutor should inform the Coach/agency immediately if:

- The student displays signs of depression, suicidal thoughts, severe anxiety or other mental health problems. All other mental health concerns should be reported within 24 hours of the Tutor learning of the concern.
- The Tutor is aware of concerning behaviors or activities a student is participating in (e.g. drug use, involvement in gangs, etc.). Tutors should inform their Supervisor as well.
- The Tutor learns of a potential medical issue that may be affecting a student (such as needing glasses). This should be reported to the Case Planner within 24 hours of the Tutor learning of the concern.