

# Tutoring Handbook



**Preparing Students for a Dynamic World**

THE COLORADO SPRINGS SCHOOL

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*Thank you very much for partnering with CSS families and staff to help students achieve success!*

## **The Colorado Springs School Mission**

Through superior academics and mentoring, The Colorado Springs School prepares students to think independently and to meet the challenges of a dynamic world with leadership, ingenuity, problem-solving skills, and personal integrity.

## **Purpose of Tutoring**

We believe that a student's teacher is the first resource for a student or a family, especially when a student struggles in a subject area. We encourage students to consult with teachers directly regarding questions about expectations or homework. A parent may wish to hire a private tutor to work with their child when extra support is needed beyond what CSS can reasonably provide. It *may* be possible for a student to work with a tutor on campus; such arrangements must be made through the Learning Support Coordinator.

## **Eligibility**

- A. All adults who work with children on the Colorado Springs School (CSS) campus must obtain a background check through our RAPTOR system prior to coming onto campus for the first time.
- B. Every time a tutor comes onto campus, they must have a valid driver's license and check in at the Trianon main entrance. They will receive a nametag via the RAPTOR system.
- C. Since private tutors choose to enter the CSS campus, they release CSS from liability for their personal practice or potential injury on campus.
- D. Furthermore, each tutor must purchase and provide a copy of the insurance policy to show that the required liability insurance covers them to operate their business.

## **Insurance Requirements**

Tutors are required to provide their own certificate of Insurance (COI) listing The Colorado Springs School as additionally insured with the following coverages:

- A. Professional Liability coverage (\$500,000)
- B. E&O endorsement coverage (\$250,000)
- C. Sexual Misconduct endorsement coverage (\$50,000)

## **Partnership**

Student success is our goal! To that end, we desire a strong partnership among students, parents, tutors, and faculty when tutoring is needed. Building skills, including executive functioning and self-advocacy skills, will make lasting impacts and set students up for success beyond the school year.

## **Expectations**

***Tutors have access to CSS students on campus under the condition of their support of its faculty, Learning Differences Policy, and mission.*** If the tutor is not working within the confines of CSS expectations or if not cooperating with the school, it may result in the tutor no longer being allowed to tutor on the CSS campus.

While students benefit from your professional work, respecting the boundaries of ***appropriate aid is imperative***. For example, teaching students how to add better vocabulary to their essays will help them much more than telling them which words to add and where to add them.

## **EEO Harassment**

The Organization strives to maintain a work environment free of unlawful harassment. Unlawful harassment includes any unwelcome physical or verbal conduct or any written, pictorial, or visual communication directed at an individual (or group) because of that individual's (or group's) membership in, or perceived membership in, a protected class that is subjectively offensive to the individual alleging harassment, and is objectively offensive to a reasonable individual who is a member of the same protected class. Harassment does not need to be in-person and can occur over electronic media, such as Zoom or other electronic platforms. Prohibited behavior may include but is not limited to the following:

- Written form, such as cartoons, emails, posters, drawings, or photographs.
- Verbal conduct, such as epithets, derogatory comments, slurs, or jokes.
- Physical conduct, such as assault or blocking an individual's movements.

This policy applies to all tutors.

## **Sexual Harassment**

Because sexual harassment raises issues that are, to some extent, unique in comparison to other types of harassment, the Organization believes it warrants separate emphasis.

The Organization strongly opposes sexual harassment and inappropriate sexual conduct. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct or communication is made explicitly or implicitly a term or condition of employment.
- Submission to, objection to, or rejection of such conduct or communication is used as a basis for employment decisions affecting an individual.
- Such conduct or communication has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

All tutors are expected to conduct themselves professionally and business-likely at all times. Conduct that may violate this policy includes, but is not limited to, sexually implicit or explicit communications whether in:

- Written form, such as cartoons, posters, calendars, notes, letters, and emails.
- Verbal form, such as comments, jokes, foul or obscene language of a sexual nature, gossiping, or questions about another's sex life, or repeated unwanted requests for dates.
- Physical gestures and other nonverbal behavior, such as unwelcome touching, grabbing, fondling, kissing, massaging, and brushing up against another's body.

## **Complaint Procedure**

If you believe there has been a violation of the EEO policy or harassment based on a protected class, including sexual harassment, please use the following complaint procedure. The Organization has established a program to prevent harassment, deter future harassers, and protect tutors from harassment. The Organization takes prompt action to investigate and address alleged discriminatory or unfair employment practices. When warranted, the Organization also takes prompt remedial actions in response to complaints of discriminatory or unfair employment practices. The Organization, therefore, expects tutors to make a timely complaint to enable the Organization to investigate and correct any behavior that may violate this policy.

Report the incident to Lea Siegel, Title IX Coordinator, who will take corrective action. Your complaint will be kept as confidential as practicable. You should contact the Colorado Civil Rights Division if you prefer not to go to this individual with your complaint.

The Organization prohibits retaliation against a tutor for filing a complaint under this policy or assisting in a complaint investigation. If you perceive retaliation for making a complaint or participating in the investigation, please follow the abovementioned complaint procedure. The situation will be investigated.

If the Organization determines that a tutor's behavior violates this policy, disciplinary action will be taken, up to and including termination of employment.

## **Learning Differences Policy**

### **Philosophy**

The Colorado Springs School (CSS) aims for all students to achieve academic success and build confidence as active, engaged learners and citizens. Teachers and administrators work with families to foster success in all areas. We recognize that students with diagnosed learning differences may need additional support to be successful. With appropriate accommodations, family support, and the ongoing development and evaluation of learning strategies, we strive to promote academic excellence and foster the growth of all learners.

### **Process**

In determining which accommodations will be provided by CSS, a student must have a current formal psycho-educational evaluation\*, come to CSS with a public school IEP or 504 plan, or work with CSS to

obtain such professional recommendations and documentation. The Learning Support Coordinator will review recommended accommodations. Accommodations will be considered based on needs, in accordance with the CSS policies regarding accommodation implementation, and the extent to which the family and student will support the recommended accommodations. Following that, a formal accommodation plan will be written by the CSS Learning Support Coordinator. After implementing accommodation plans, staffings will be held virtually or in person. Staffings at the MS and US levels will include parents, students (when appropriate), the Director of the division, the Learning Support Coordinator, and any other relevant and necessary CSS staff members. Staffings at the LS level will include the Learning Support Coordinator, the Director of the division, classroom teachers, parents, and any other relevant and necessary CSS staff members.

Students admitted to CSS with a current IEP or 504 plan may be granted accommodations at CSS, but accommodations for college entrance exams may necessitate formal psycho-educational testing. As governing bodies, ACT and the College Board are the decision-makers who determine the accommodations for their assessments. Please refer to their websites for details of their requirements:

- [ACT - Accommodations](#)
- [College Board \(SAT\) - Accommodations](#)

Similarly, it is not uncommon for formal psycho-educational testing to expire during a student's tenure at CSS. The life span of testing is typically three years. Updated testing will be required as students transition into middle or upper schools or when new requests are made for additional classroom or testing accommodations.

\*Formal psycho-educational testing must be conducted by a qualified professional, stating a diagnosed need, the current level of functioning, and recommended accommodations.

### **Accommodations**

CSS will make all final decisions regarding accommodations and consider them based on recommendations made by diagnosticians, the observed needs of the individual, and the date when testing was administered. CSS cannot offer accommodations in all circumstances and may occasionally determine that a student's needs would be better served in a different academic setting.

The following accommodations may be granted but are not limited to:

- Extended time on quizzes and tests, up to time and a half
- Clarification of test directions
- Use of a laptop or other device in class
- Preferential seating
- Audio versions of texts as available (usually through Learning Ally or Bookshare)
- Oral check-ins
- Spelling amnesty except for spelling tasks and final drafts
- Small group setting for finals for US
- Oral presentation of quizzes and tests

- Extended time beyond time and a half

Given our structure, CSS **cannot** provide the following accommodations:

- A scribe
- Audio responding for tests
- Separate setting for classroom tests and quizzes
- Tutors present in the regular classroom setting during regular CSS academic hours

Often, for weekend college entrance exams, families must provide a family member or adult designee to present during their child's special testing sessions when a student is testing alone. CSS policy does not allow a staff member to be alone with a student.

### Contact Information

For questions regarding CSS's Learning Differences Policy, testing, or accommodations, please contact Misty Payne, Upper School Learning Support Coordinator, at [mpayne@css.org](mailto:mpayne@css.org). Or Jennifer Severski, Lower and Middle School Learning Support Coordinator, at [jseverski@css.org](mailto:jseverski@css.org)

### Tutor Referrals

Upon parent request, the Learning Support Coordinator may refer two to three candidates so that families can determine the best candidate for their child. Limited tutors may be available depending on the need and specificity of the case. Families are also welcome to utilize a tutor they have already been working with if they meet the abovementioned requirements. Families are also welcome to inquire about tutoring with current CSS faculty as long as a current teacher of their student is NOT tutoring them, and the student is NOT being tutored during regular contracted CSS school hours (7:30 a.m. - 3:45 p.m. daily).

### Communication

Communication with families about tutoring expectations, fees, payment methods, and student progress is up to the discretion of the tutor and family involved. Tutor contracts defining expectations are encouraged. Private tutors contract *directly with parents and are paid by parents*. The Business Office will not participate in the billing or payment of private tutors.

Questions about schedules, tutor spaces, and accommodations should be directed to Misty Payne via email at [mpayne@css.org](mailto:mpayne@css.org) or Jennifer Severski at [jseverski@css.org](mailto:jseverski@css.org). Drop-in visits are not recommended. Questions about specific projects, curriculum, and classes should be directed to specific teachers or the Director of the specific division. The Director of the Lower & Middle School is Erin Cerezo, [ecerezo@css.org](mailto:ecerezo@css.org); the Director of the Upper School is Ira Pernick, [ipernick@css.org](mailto:ipernick@css.org).

Communication about schedule changes will be on the weekly Kodiak bulletin, which lists information for the entire school. **Please reference the [CSS School Calendar](#) for noncontact days with students or other events that would disrupt your schedule so that you don't make an unnecessary trip to find that your student is off campus.** Tutors for LS students may want to check with classroom teachers to

receive updates about any additional schedule changes. If teachers send out weekly schedules, you might want to ask to receive them.

It is the responsibility of a **family** to let you know when their child is absent from school. You should discuss with families how you handle missed appointments. Some tutors excuse the first missed appointment and charge after that. Please be precise with families about billing and missed appointments so that there isn't resentment on either party's end.

## **Confidentiality**

Please maintain strict confidentiality about students. In other words, please do NOT discuss information about a student with whom you work with another student, family, or tutor. That includes diagnostic information, what you are working on with a student, etc. If you want to share an anecdote about a student, do not use the student's name. Please be vigilant about this!

## **Tutoring Times**

In most cases, tutoring times should be kept from regularly scheduled classes for students. For students in LS, tutoring times are worked out with the classroom teacher. Students in MS or US should work with the Learning Support Coordinator to find an appropriate time for tutoring. Any after-school tutoring must be scheduled between 3:15 - 5:00 p.m., and CSS must coordinate the specific tutoring location should it be on the CSS campus.

When emergency drills/notifications are made, please join your student's class, as all students must be accounted for.

Please check in at the office in El Pomar for MS/US, the Early Childhood Center (ECC) for LS, or the Trianon and wear the visitor's badge provided by the RAPTOR system when on campus.

If you need additional time to work with a student, alternative arrangements should be made with the family to tutor off-site and outside school hours.

## **Tutoring Spaces**

The Learning Support Coordinator will secure tutoring spaces at CSS. LS tutors will primarily work in the Children's Academic Center (CAC) or the Early Childhood Center (ECC) but may, at times, have to go to other buildings; MS/US tutors may work in the Trianon library, the upper-level of Maytag, or the Trianon conference room. Since space is limited, more than one tutor/student may work in a space at any given time. Tutors and students are to be respectful of one another when sharing spaces. Please complete the Building Use Request Form on p. 9.

## Tutoring Checklist:

\_\_\_\_\_ Sign and share the Building Use Request Form for Private Tutoring, p. 9, with the Learning Support Coordinator

\_\_\_\_\_ Request and complete the form (from Misty Payne or Jennifer Severski) to complete or update a background check (required every three years)

\_\_\_\_\_ Provide a copy of insurance documentation (annually)

\_\_\_\_\_ NEW Tutors or for NEW Clients: Have parents sign the Parent Release Form for Private Tutoring, p. 10

\_\_\_\_\_ CONTINUING Tutors and Clients: On the Parent Release Form for Private Tutoring, there is verbiage about the tutor agreement remaining in effect until parents notify the school that they want to terminate communication between CSS and the tutor. In other words, you won't need parents to sign this form every year for returning clients.

Before on-campus tutoring begins, all documents must be on file with one of the Learning Support Coordinators.



# BUILDING USE REQUEST FORM for PRIVATE TUTORING THE COLORADO SPRINGS SCHOOL [CSS]

Please fill portions with an \* only if any information has changed.

Tutor Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Current/Pending CSS clients: \_\_\_\_\_

\*Email Address: \_\_\_\_\_

\*Level/Grades to Tutor: \_\_\_\_\_

\*Subjects/Specialties: \_\_\_\_\_

\*Availability: \_\_\_\_\_

\*Emergency Contact Name and Phone Number: \_\_\_\_\_

In consideration for CSS providing building access to me, I, to the maximum extent permitted by law, hereby: (a) waive, exempt, release and discharge The Colorado Springs School and its employees, officers, trustees, directors, agents and any volunteers assisting in any activities of CSS (collectively, the "CSS Parties"), from and against any and all claims, liabilities, costs (including, without limitation, attorneys' fees), damages, demands, actions and causes of action, arising out of or relating to my student's use of a tutor (collectively, the "Claims"); (b) agree not to sue any of the CSS Parties for any Claims; (c) agree to defend (with counsel selected by The Colorado Springs School), indemnify and hold harmless the CSS Parties from and against any and all Claims, including, without limitation, any and all Claims arising from or relating to loss or injury to me or to my property, or any harm, injury, damage or loss to any other person or to property that I may cause while tutoring and/or while having access to CSS's buildings and campus; and (d) agree that CSS shall not be liable in any manner for the acts or omissions of others in connection with my presence on campus. The preceding provisions shall apply even if the Claim arises from the negligence of any of the CSS Parties and shall be in addition to, and shall in no way be in limitation of, any liability exemptions or limitations provided under Colorado or any other applicable law.

***Additionally, I agree to abide by the policies and procedures outlined in the 2023-24 Tutor Handbook. I understand that any violation may result in separation from CSS.***

\_\_\_\_\_  
Tutor Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## PARENT RELEASE FORM for ON-CAMPUS TUTORING

Student Name: \_\_\_\_\_ Tutor Name: \_\_\_\_\_

In consideration of The Colorado Springs School providing building and campus access for my student’s tutor, I/we acknowledge and understand the following:

- The Colorado Springs School does not hire the tutor.
- The tutor is not supervised or trained by CSS staff.
- The tutor does not necessarily have first aid, universal precautions, medication administration, child safety training, or familiarity with the School’s evacuation and emergency preparedness procedures.
- After 4:00, the office is no longer staffed, meaning tutors do not have immediate access to student medications, medical permission forms, emergency contact info, etc.
- Other tutors who are similarly not hired, supervised, or trained by CSS and lack medical and safety training may be in this building while my student is tutored after school hours.

In consideration for The Colorado Springs School providing building access for my student’s tutor, I/we, to the maximum extent permitted by law, hereby (a) waive, exempt, release, and discharge The Colorado Springs School and its employees officers, Trustees, directors, agents and any volunteers assisting in any activities of CSS (collectively, the “CSS Parties”), from and against any and all claims, liabilities, costs (including, without limitation, attorneys’ fees), damages, demands, actions and causes of action, arising out of or relating to my student’s use of a tutor (collectively, the “Claims”); (b) agree not to sue any of the CSS Parties for any Claims; (c) agree to defend (with counsel selected by The Colorado Springs School), indemnify and hold harmless the CSS Parties from and against any and all Claims, including, without limitation, any and all Claims arising from or relating to loss or injury to my student or to my property, or any harm, injury, damage or loss to any other person or to property that my student’s tutor may cause while tutoring my student and/or while having access to CSS’s buildings and campus; and (d) agree that The Colorado Springs School shall not be liable in any manner for the acts or omissions of others in connection with my students use of a tutor. The preceding provisions shall apply even if the Claim arises from the negligence of any of the CSS Parties and shall be in addition to, and shall in no way be in limitation of, any liability exemptions or limitations provided under Colorado or any other applicable law.

***Furthermore, to facilitate teamwork and ease of communication between school, family, and tutors, I/we release to the private tutor named above, whom I/we have hired, any CSS academic records, grades, or class comments for my child and allow communication back and forth between CSS faculty and the tutor. I/we understand this does not include health-related information unless specifically authorized in writing or via email.***

**I/we understand that this agreement will be in effect until I/we notify CSS in writing that I/we would like to terminate communication between CSS and the tutor.**

Name/s (Printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_