



STUDENTS IN NEED OF TUTORING

Suggested tool for administrators and school teams SAMPLE TUTORING REQUEST FORM

This document provides a sample form that teaching staff can use to recommend a student who could benefit from tutoring. It may be modified based on the local context of the educational institution.

The educational institution could decide to create an electronic version of this form in order to facilitate the compilation and communication of requests for support. The digital tool could also be used to generate an instruction sheet for the tutor summarizing the information collected.

The coordinating team will determine how the tutoring services are organized (e.g. schedule, frequency and session length). For some students, the team may assess whether it is preferable for the tutoring to be provided in person or by a familiar resource person from the student's educational institution. In terms of practical considerations, teams are also asked to take into account the needs of students from the same family and to do so in collaboration with the parents (e.g. timing of sessions for siblings or possibility of assigning the same tutor to siblings).

TUTORING REQUEST FORM

| | |
|-------------------------------------|--|
| Student's first name and last name: | |
| Grade: | |
| Age: | |
| Group: | |
| Teacher: | |
| Date: | |

1. Context justifying the need for tutoring

Check all boxes that apply:

- Accumulation of interruptions in school attendance resulting in negative effects on student
- Absences from online classes or problems with Internet access
- Academic performance that may hinder student's educational progression
- Observed decrease in motivation
- Observed changes in behaviour
(mood, sensitivity, aggressiveness, sadness, tendency to isolate themselves, rejection by peers)
- New student at the school (move or arrival during the pandemic)
- Student whose primary language in daily life is not the language of instruction
- Transition to the regular classroom (e.g. student leaving a welcoming class or a special education class)
- Transition to secondary school
- Home environment not conducive to school work or studying
- Infrequent contact between the school and family
- Other (specify): _____

2. Other support measures being provided to the student

Check all boxes that apply:

- Help with homework
- Resource teacher
- Specific or targeted in-class intervention by the teacher
- Pairing up with another student
- Remedial help from the teacher
- Welcoming services and/or language learning support (including francization)
- Support provided by professional or support staff (specify) _____
- Other (specify): _____

3. Things to work on with the student during tutoring session:

Work habits:

- Support the student's motivation, confidence or risk-taking
- Improve organization, working methods and study techniques

School subjects

- Language of instruction (English Language Arts or French)
- Second language (French or English)
- Mathematics
- Science and technology
- Social sciences
- Other (specify): _____

Development of language and literacy skills (especially for beginners and students learning the language of instruction)

- Verbal interactions
- Building of vocabulary
- Vocabulary associated with school subjects
- Understanding of instructions related to school tasks
- Reading (learning to read, improving flow)
- Understanding of texts related to school subjects
- Writing
- Grammar

4. Comments from the school for the tutor

(e.g. support strategies or approaches that work well with the student, practices to avoid)