



Student and Family Handbook

Dear Parent/Guardian,

Greetings. I'm Dr. Dawn Eidelman, Chief Academic Officer at iTutor. I'm responsible for the development of curriculum, instruction, and teacher training. If you're deciding between in-person tutoring and live, online tutoring, I'd like to introduce you to iTutor. I hope this introduction can help you determine the best choice for your child.

iTutor does not send tutors to your home, nor does it require your child come to a learning center location. iTutor is entirely online, but we are not like other online tutoring services that employ college students or non-degreed instructors.

We are a team of educators with years of professional experience in online instruction, specializing in partnering with K-12 public schools. Currently, we work with more than 700 schools across the U.S., including 67% of Long Island schools. Most importantly, we use only State-Certified teachers to conduct live, online, one-on-one instruction with students and we provide ongoing, rigorous teacher training for our tutors.

The academic improvements of tutoring are both immediate and long-term, forming a basis for achievement throughout your child's academic career. Here are some of the benefits of learning with iTutor:

- All instruction is live and online, conducted by teachers certified in the subject area your child is studying. You'll never have an English teacher tutoring your child in Algebra.
- Online tutoring provides an added layer of safety and comfort for parents/guardians who either cannot be home during the school day or who prefer not to have substitute teachers coming into their homes.
- iTutor provides a highly interactive learning experience that fits the preferences of today's students who gravitate to technology.
- All tutoring sessions are monitored for quality and oversight and are recorded for unlimited review by you and your child.
- Student attendance and participation data are available to you and your school for greater transparency and accountability, contributing to improved student support and academic achievement.

I hope this overview is helpful, and I wish you and your child the greatest success.

Sincerely,

Dawn D. Eidelman, Ph.D.
Chief Academic Officer, iTutor



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Four Pillars of Student Success

iTutor has developed the Four Pillars of Student Success to help students consistently achieve success while working with educators on our platform. Below is the student document that we encourage students to **print** and **hang** in their designated workspace(s) as a reminder of best student practices. [Find the PDF here.](#)



Four Pillars of Student Success

Be pleasant and **present**.
Then declare to always be **prepared**.
It's effective to be **productive**,
and it's right to be **polite**.
Remember these to help you succeed.



Present

The student attends class promptly, with a positive attitude, and is on task throughout the session.



Prepared

The student completes all assigned work, has the digital tools needed to be successful in class, and had studied for assessments.



Productive

The student actively participates and engages more than 50 percent of the time. The student is focused and completes tasks assigned to them in a timely and efficient manner.



Polite

The student is making eye contact with the educator giving them their full attention. The student used scholarly language and demonstrates behavior that is respectful of the digital environment.

Actionable items for how to score a 4 in each category:

Present:

- Attending all scheduled sessions.
- Being on time for the session.
- Keeping a positive attitude even during hard work.
- Staying on task throughout the entire session.

Prepared:

- Checked your iTutor email prior to class.
- Complete all homework.
- Bring any assigned or necessary materials to class.
- Study prior to a test or quiz.

Productive:

- Complete all assigned activities during the session.
- Participate in discussions.
- Ask questions and share what you know!

Polite:

- Be polite and respectful to Educator and peers.
- Remain focused on instruction and limit outside distractions.
- Use language appropriate for a classroom.
- Only visit websites shared by Educator to support instruction.



Four Pillars of Student Success Rubric

	1	2	3	4
Present	The student joined the session more than halfway through the scheduled time.	The student was tardy but actively participated in the lesson and maintained a positive attitude.	The student was not tardy, maintained a positive attitude, but required some redirection to remain focused and on task throughout the session.	The student attended classes promptly, with a positive attitude, and was on task throughout the session.
Prepared	The student did not complete any of the assigned work or check the IMS for shared materials.	Student work was incomplete, or the student was unprepared for assessments.	Student work was completed but the student did not have all the materials or prep needed for the day's lesson.	The student completed all assigned work, had the digital tools needed to be successful in class, and studied for assessments.
Productive	The student did not actively participate in the session despite redirection from the educator.	The student needed frequent direction from the educator to complete tasks and participate in session discussions.	The student participated in discussion and completed work with some encouragement from the educator.	The student actively participated and engaged. Their level of engagement equaled or surpassed the participation of their Educator (50/50 or greater.) The student was focused and completed tasks assigned to them in a timely and efficient manner.
Polite	The student was uncooperative during the lesson or was disrespectful to the digital environment.	The student refused to use their camera, microphone, or headset, impacting the educator's effectiveness.	The student was cooperative and appropriate on the LMS but sometimes distracted by situations or communication devices offscreen.	The student made eye contact with the educator giving them their full attention. The student used scholarly language and demonstrates behavior that is respectful to the digital environment.

Preparing an Academic Environment

What does your ideal workspace look like?

Answer the questions below to use as a guide for creating a space where you can focus on learning and be your best during sessions.

Are there any windows or light behind me that might make it hard for my Educator to see me?

Is there a lot of background noise that could interfere with my learning?

What electronics are in this location that might distract me from my lesson?

Since I might need to screenshare, is there anything on my desktop that I would not like to share with my Educator?

Do I have enough space for all my materials and a place to complete assignments on pen and paper whenever necessary?

Should I have a quick snack or drink before my lesson so I can focus on instruction?





Missed a Session?

After missing a session, be sure to complete the following steps in order to stay caught up on material and be prepared for your next upcoming session.

Check your email



Your Educator will send an email through the iTutor messenger which will include what was covered in the mini-lesson, important materials, and any assignments that need to be completed by the next session.



Watch the mini-lesson

When you miss a session, your Educator will record a mini-lesson covering the material they planned to review during the lesson. Watch the session, take notes, and listen for any expectations that you are responsible for during the next session.

Complete assignments



Either through email or in the mini-lesson, your Educator may provide you with instructions for a new assignment or how to complete a current assignment. Be sure to complete the tasks prior to your next session to be prepared for the upcoming lesson.



Update your Educator

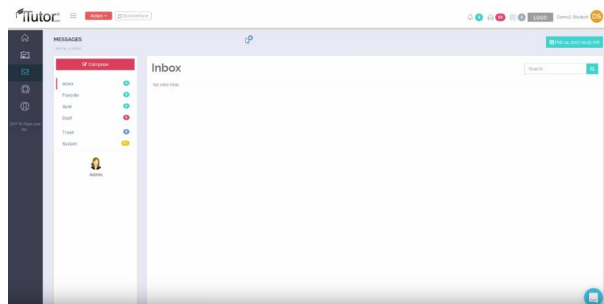
Send your Educator an email sharing any questions you have, attaching any completed work that might be due, and informing them you watched the mini-lesson. This will help your Educator know how to plan for your upcoming session knowing that you covered the material from the session you missed.



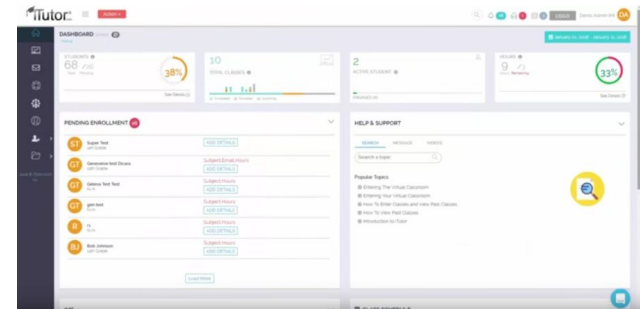
Whiteboard Support

The following videos provide an overview of the unique features of the iTutor platform. This is a great refresher on features you might have forgotten from your orientation or for parents who would like to learn how to access materials and correspondence through their student's account. Click on the videos below to access the video link.

Emailing and Correspondence

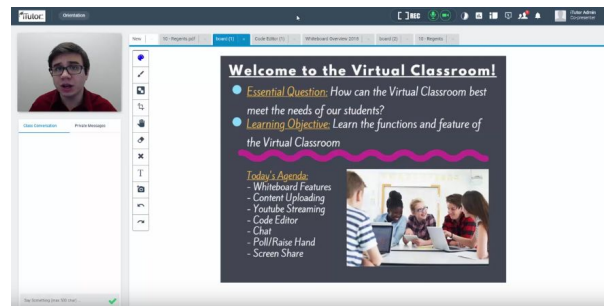


iDrive



[Steps for Attaching Assignments to an Email](#)

Whiteboard Tools



Any time you have difficulties or have questions about using iTutor's Whiteboard or LMS, please contact support@itutor.com. If you have an urgent need, call the office at (516) 681-8000 x5.

Here are some troubleshooting techniques to try if you are facing trouble with the Virtual classroom. We suggest you trying the strategies listed below in order as most issues can be resolved with the first few easy steps.



Try refreshing the browser

In Windows computer Press **F5** key on the top of the keyboard
In Mac computer hold down **⌘ Cmd key** and then press **R**.



Make sure your Chrome browser is up to date

In Chrome, on the top right, click **Menu** which looks like three dots in a vertical line.
Next, click on **Help** then **About Google Chrome** it will update itself if it's not up-to-date.



Reset browser settings

Click the Chrome menu on the browser toolbar.
Select **Settings**.
Click **Show advanced settings** and find the "Reset browser settings" section.
Click **Reset browser settings**.
In the dialog that appears, click **Reset**.



Clear cookies, cache & browsing history:

On your computer, open Chrome.
At the top right, click Three Dots menu option.
Click **more tools** **Clear browsing data**.
At the top, choose a time range, select **All time**.
Next to "Cookies and other site data" and "Cached images and files," check the boxes.
Click **Clear data**. Then close the browser, making sure no tabs are open and restart the browser.



Curriculum Resources for Parents and Guardians

“Can you help me with my homework?” How can this small question bring such dread to a grown adult? Often we learned the same topics in school, but they may be taught today using different solution strategies. The resources below will help provide direction and support the next time you’re in charge of homework help!

Homework Help	A Guide to Homework Help Homework: A Guide for Parents 40 Resources for Homework Help & Parent Organizations
Common Core Resources	Understanding the Common Core Curriculum: A Guide for Parents Parent Common Core Roadmaps: ELA Parent Common Core Roadmaps: Math 5 Resources for Parents to Learn Common Core Math
Age Appropriate Behaviors	Social and Emotional Skills: What to Expect at Different Ages Developmentally Appropriate Practices for K-12 Teachers Social & Emotional Learning: Technology and Kids
Subject Specific Supports	Parent Primer Science Resources for Parents Learning a Second Language: How Parents Can Help PSAT for Parents & Guardians SAT for Parents & Guardians About the ACT Test



Supporting Students at Home

Anxiety

- Have a daily check in about what concrete tasks might be causing anxiety and together design a plan for how to work through the cause of distress.
- Keep weekly and monthly calendars to plan ahead for assignments and assessments.
- Create daily to-do lists to help keep track of events, activities, and homework expectations.
- When large projects are assigned, work together to create a plan for completing smaller pieces of the project over short time frames.

Non-native English Speakers

- Get to know the school staff. Teachers, counselors, and administrators who know your child is a non-native English speaker and that you are involved in their school performance will be more apt to reach out to you in the event your child needs any help or has any trouble.
- Become involved and stay involved. Find out how the school tracks grades and progress and ensure you have access.
- Encourage your child to speak English as often as possible and watch television/videos/movies in English.
- Check in with your child at least daily. Make sure your child knows you are involved in their progress and performance so that he or she does not wait to let you know they need help or support.
- Have an English/Native Language dictionary or similar resource available to your child. Encourage your child to look up any word or words that he or she does not know the pronunciation or definition of; this will help expand his or her vocabulary.

Gifted and Talented

- Plan daily activities and moments that encourage self-expression.
- Reduce the anxieties of achieving perfection by emphasizing effort and progress.
- Help to develop skills and interests by introducing a variety of activities and ways to explore diverse cultures.
- Model effective ways to address setbacks and problem solving.
- Promote a healthy lifestyle and an open invitation to participate alongside you as you complete workouts and cook meals.
- Encourage ways to positively impact the local and global community.

Emotional Needs

Foster an emotionally supportive home environment by:

- Listening first and speaking second.
- Nurturing self-esteem by allowing children to voice their feelings without fear of judgment.
- Expressing your own feelings in a way that's authentic, yet gentle.

Incorporating these strategies will increase confidence, resiliency, and emotional strength.



Developing Lifelong Learners

Here at iTutor we believe in guiding students to become lifelong learners. Students are learning from their environment and the people that surround them every day. The activities below can help curiosity grow into strong questioning and evaluation skills to develop learning throughout student's daily experiences.



Set an intention for dinner conversation

When sitting down to dinner, have [a topic or question](#) in mind to help facilitate conversation. Students often hear and read things from the news or social media and create their own opinions without a broader view of the issues. Having an open conversation at dinner can lead to student's developing deep connections between cause and effect and how their lives are affected by more global decisions.

Shift ownership of errands

As adults, we are often bringing children from one store to the next to run errands with us. Next time you are heading to the grocery store, ask your child what they might want to eat that week and the ingredients you will need to make it. They can cultivate a list of items and help you find them while in the store. If you have a budget, maybe give them ownership of that as well.



Use travel as a learning experience

Many times we strive to plan trips and activities that will help broaden our children's horizons. While travel experiences provide a unique way to create learning opportunities, local travel in the family vehicle or on public transportation can also be just as beneficial. Include students in planning while you determine how long it will take to arrive at your destination and the arrangements needed. Time is a skill that can only be learned through experience.

Make reading a family activity

For young students, choose a novel to read together daily, chapter by chapter. Large novels like Harry Potter can be overwhelming to young students, but chunking large chapters, talking together about predictions, and summarizing events can expose young readers to best reading practices. As children grow and begin to read independently, choose to read the same books they are reading in school and for pleasure. This way



discussions over dinner, in the car, and throughout the day can be about events and characters to help students better synthesize their reading content.



Purposeful Use of Screentime

Elementary Students (K-6)	Secondary Students (7-12)
Pen Pals provide the opportunity for children to practice their writing skills to communicate with others. Students learn how to write to different audiences and how to appropriately use email. A pen pal does not need to be a stranger but a family member or other or friend who lives in another community.	Social Media when used appropriately can bring lots of value to a student, including learning about current events, social justice issues, and impacts on their local community. Students can learn appropriate social media etiquette when they know their actions are monitored by an adult.
Global issues can be introduced to children at a young age through fun game-based sites such as Global Problem Solvers . Students learn empathy and how their actions can impact others through safe, structured problem solving.	Current Events studies show that teens and young adults access most of their information from social media. By educating children on how to use technology to keep abreast of current events and the ways that will benefit them, their technology takes on a whole new purpose other than entertainment.
Coding is a valuable skill for anyone when they enter the workforce in a technology-driven time. Sites such as TYNKER and Codemoji provide a fun and safe way for children to learn to code. As students grow in their coding abilities they can use their skills to further expand their digital abilities and apply to their academic projects and assignments.	App Building is engaging and interesting to teens in an age where they frequently search and download new apps. Programs such as Code with Chris can help students learn the steps and programming necessary to create apps. Designing an app that solves a problem for others can help build empathy and introduce students to global issues.
Digital Citizenship is important for children to learn early. With access to technology at home, in school, and in the community, students should learn how to use the available resources safely and with good intention. CommonSense.org has activities that grow with your child.	Blogs are a great way for students to share their thoughts or talents online. Like a digital portfolio, a blog can showcase a child's writing skills, highlight their talents, and create a safe way to share personal thoughts on topics. Students can write blogs and have them screened by their parents for safety and appropriate content.



Free Time, Screen Time Alternatives

Want to limit the time your child spends using digital media when they are not taking classes with iTutor or completing school work? Explore some of these resources below to find something that might be of interest.



Encourage your child to try cooking independently with one of these [Easy No-Bake Recipes](#).



Head to the local library to pick up a [Grade Level Appropriate Reading Book](#).



Ask them to try their hand at these fun [Card Tricks for Beginners](#).



Using household items explore these safe [Science Experiments](#).



Support the local community through [Volunteer Match](#).



Try these fun art projects for [Twins and Teens](#).



Enjoy a [Local Event](#).



FAQ

Q: What is the best way for families to correspond with Educators on questions regarding student curriculum or progress?

A: Parents can communicate with Educators through their child's iTutor account. Review the [Email and Correspondence](#) video on page 6 for support if needed.

Q: How can students submit homework or assignments to their Educators after class?

A: iTutor's iLMS has a built in messenger system which allows students to email completed assignments to Educators. For steps on sending assignments, please refer to the [Email and Correspondence](#) video on page 6 for further support.

Q: If I have questions or concerns about my child's instruction with iTutor, who should I contact?

A: For questions regarding the number of assigned hours, courses assigned, or extensions, please reach out to your local school district. Cancellations and reschedules, Educator questions, curriculum concerns, or technology support should be addressed with the team at iTutor.

The iTutor Email & Phone Tree Extensions, as well as more specifics on communication can be found in the [Student and Family Policies and Protocols](#).

Q: How can families best support students working with iTutor?

A: Attendance is vital to student success at any institution. Ensuring students participate in sessions while having a quiet, academic environment is the best way to encourage student success. Facilitating frequent check-ins show that you are taking an interest in their progress and will help to oversee assignment completion.

Q: How do my student's Educators identify what to teach my student?

A: iTutor Educators will reach out to your student's classroom teacher to ask for their course outline, work to be completed, and necessary assessments. Our Educator will cover all material provided and use the resources to plan for instruction that will align with classroom pacing to ensure the student will be at the same place as their peers when they re-enter the classroom.

If an iTutor Educator is unable to receive materials from the school district, they will design instruction that follows the state standards for the course and align with curriculum pacing.

Q: What type of data collection occurs with iTutor to ensure my student is making progress towards their individual goals?

A: All assessments and graded assignments provided by a student classroom teacher will be reported to the school district once completed. Pre- and post-assessments may be provided through Scantron or APEX Learning to provide iTutor Educators with a targeted list of skills to be covered during instruction for individualized lesson planning and evaluate overall student progress.

Q: How does iTutor receive and distribute IEP/504 information to my student's Educators?

A: iTutor receives all student special education information from the student's school district when they are enrolled. iTutor's Special Education Coordinator oversees the sharing of all confidential documents with the student's Educators who sign a 408 confidentiality agreement. If you have any concerns regarding the sharing of special education documents, please reach out to your school district for further clarification.



iTutor Glossary

- **Apex Learning** - Digital curriculum aligned to the Common Core and State Standards which provides instructional materials, assessment tools, and tutoring resources. Apex Learning also has a pre- and post-assessment to provide iTutor Educators with a targeted list of skills to be covered during instruction.
- **Danger of Failure** - A document Educators are required to complete when a student is in danger of failing their course. This document is submitted to the Student Success Team and teacher of record with quarterly progress reports.
- **End-of-Session Reports** - Brief surveys completed by Educators (and students) that summarize a day's lesson. When completed thoroughly, an Educator includes the topics covered, strengths of the student during the day's learning, and gaps in the student's performance.
- **Extended Sessions** - Sessions greater than 2 hours in length.
- **Full Time Educators** - Educators who work as full-time employees with iTutor and teach 32 hours of instructional time a week with 8 hours devoted to planning, professional development, and coaching.
- **Mini-lessons** - Educators should begin a mini-lesson at the halfway point during any session where a student has not yet logged in after the Educator has called the office to inform them of the student's absence. All teaching and tutoring sessions require a mini-lesson. Students are responsible for watching mini-lessons and completing work assigned during sessions they have missed, while Educators provide students with clear expectations for due dates and how the work will contribute to their course grade.
- **No Show** - When a student does not show up to class. Educators are expected to call the office if the student is not present and leave a mini-lesson.
- **Progress Reports** - Documents requested by the Student Success Team 4 times a year to document students mid-term progress in all of their iTutor Courses.
- **Report Cards** - Documents requested by the Student Success Team 4 times a year to document cumulative progress for an entire term in all of their iTutor courses.
- **Scantron** - A digital pre- and post-assessment that provides iTutor Educators with a targeted list of skills to be covered during instruction for individualized lesson planning and evaluates overall student progress.