

# ATHERTON HIGH SCHOOL

## Extend School Services Process

### *Purpose*

According to 704 KAR 3:390, ESS provides additional instructional time in a targeted content area with specific individual learning goals. The major emphases of ESS is to (a) enhance the present level of performance of students, (b) provide additional instruction, and (c) close the achievement gap.

### *Rationale*

ESS funds are not to be expended for “tutoring” services unless provided by designated student peer tutors. Certified teachers are paid their hourly rate to provide direct instruction using Best Practices for instructional delivery. As such, JCPS directs school ESS programs to do the following (pg. 2 of the JCPS ESS Coordinator’s Handbook):

- **Actively guide students** and challenging students to think deeply.
- **Use active and varied learning strategies** to engage students.
- **Move around** the room to keep everyone working productively.
- **Collaborate with the referring teacher** to determine if learning goals are being met.
- **Communicate the academic goals** on which students are working.

### *Atherton’s ESS Process*

To remain in compliance with the above state and JCPS expectations, the following process will be implemented at Atherton High School for the 2012-13 school year. By participating in the ESS program as a certified teacher you are agreeing to the following expectations:

- **Maintain regular ESS hours** each week and communicate with students and staff if there are any changes to your available times.
- **Provide direct/active instruction** to students who participate in ESS—this would “look” like directly conversing with students about their area of academic difficulty, moving around the room, and use of questioning to challenge students. ESS service is not “passive” tutoring where a teacher waits for questions and is not interacting with the students academically.
- Submit a completed **ESS- Students Served** form to ESS Coordinator before each pay period. Use this form to communicate student names, date of attendance, referring teacher, contact with referring teacher (simply check box after you talk with the teacher), a general description of Core Content covered (short narrative), the type of instruction you provided (check all that apply), and length of time of attendance. This form will serve as documentation of the above expectations and is necessary for the ESS Coordinator to sign off on your timesheet for ESS service and planning time.
- **Communicate with the referring teacher** verbally, via email, or in writing (you may create your own forms for doing this). Referring teacher should know the student’s general progress achieved through ESS.
- **Maintain a record of time worked** on the ESS sign in sheet.

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## ESS SCHEDULE

			<u>Weekdays</u>	<u>Time</u>
Math	Mr. Hernandez	Room 111	M & W	2:30-3:30
Math	Ms. Aldridge	Room 112	W & Thur	2:30-3:30
Science	Mr. Gregory	Room 117b	M & W	2:30-3:30
English	Ms. Walker	Room 103	Wed	2:30-3:30
Social Studies	Mr. Cundiff	Room 004	Wed	2:30-3:30

## ATHERTON HIGH SCHOOL

### ESS Process

Student has an identifiable need.



Teachers gives student a **Consent for School Services** form to be signed by parent.

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Teacher reviews student performance and completes **ESS Contract** based on student need.



Teacher gives the **ESS Contract and the Consent for School Services** form to the appropriate ESS teacher.



ESS teacher will **communicate** to the referring teacher each day the student attends ESS.