



# Tutor Handbook

## 2015-2016



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## **The Mission of Project Purpose**

“Our mission at Project Purpose is to share with the students of Pottstown Christ’s unique purpose for their lives.”

Project Purpose believes that God has a purpose for the lives of each student we serve. This purpose centers around God’s love for humanity. As servants of God, we are working to share His love through personal relationships with the students of Pottstown.

## **About Project Purpose**

Project Purpose is an outreach ministry to the families in Pottstown. Tutoring is one aspect of our ministry. Other parts of the ministry include:

- Project Garden- Community Garden
- Summer Scholars- Summer Credit Completion Courses (summer school)

## **Your Commitment as a Tutor**

Thank you so much for your willingness to serve the families of Pottstown through tutoring and mentoring. Without the countless hours our volunteers devote to the families of Project Purpose we would not be able to effectively share the purpose to life: knowing the love of God.

The rewards you will receive from being a volunteer with Project Purpose will depend on your commitment level. The students we serve have very special needs. In order to reach these needs tutors must be consistent in their attendance. As a tutor you will serve the following roles:

- One-on-one teacher
- Mentor and confidant
- Weekly Communicator with the child’s family
- Occasional Communicator with the child’s teacher

## Contact Information

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# Student Attendance

**Students are expected to attend every session for which they are scheduled.**

1. **Student Contact:** Please contact your student or your student's parents every week prior to tutoring. Clearly communicate whether they are expected to attend the next tutoring session. This ensures that you do not arrive to tutor and your student does not show up.

**Excused Absences:** All reasons for absences must come from a parent. They include school activities, family obligations, sports, and doctor's appointments. Remind your student that not having homework is not an excuse for an absence.

**Unexcused Absences:** Not having homework, forgot, did not want to come, ect.

2. When you see your student, remind them that he or she is expected to attend the next tutoring session for which they are scheduled (Note: not all students are tutored on Wednesdays and Sundays).

3. **Lateness:** If a student is consistently late, remind them that they are expected to attend on time. Inform Rachel of the consistent lateness.

4. **Have high expectations** for your student's attendance and punctuality; he or she will live up to it! Hold students accountable for their attendance; this communicates that you care about him or her and that you find value in his or her education

5. **Have compassion** on your student. You may be the first person to hold him or her to such high expectations. Teach your student how to be responsible for their attendance by modeling the importance of Project Purpose.

# Tutoring Procedures

## 1. Pray for your student and your tutoring session!

God will be faithful for your obedience.

## 2. Students sign in front desk

## 3. Pick up Student Binder

This will be your student's responsibility.

## 4. Build rapport with student(s).

Take time to make your student feel comfortable with you. Ask how their day was, what they did over the weekend, or share what you did. Remember, you may be one of the few people in your student's life that he or she can trust. He or she may be apprehensive at first, but through love and prayer your student will begin to trust you.

## 5. Assist student with any homework he or she has.

Express the value of their work. Compliment your student when he or she succeeds. Correct your student when he or she makes mistakes. **Remember:** Success builds motivation!

## 6. Practice the skills your student needs additional help with.

Review your student's individual goals. Some resources have already been prepared for you to use, but feel free to create your own! Please save these completed resources as student work samples.

## 7. Pray with your student

Before going to dinner, pray with your student for the meal. Ask them if there is anything they would like to pray for as well. If you don't tutor on Wednesdays, a simple prayer is a great way to end the session

## 8. Keep a personal log or journal of what your doing with your student

Take some time at the end or after each session to record what you worked on, any progress your student has made, what they are currently struggling with, any personal discussions, etc.

# Educational Goals

In order to meet the needs of each student, Project Purpose will be working with the students' classroom teachers to develop long-term goals for each student. Tutors will be working to help their students achieve these goals. Please feel free to contact your student's teacher to share with him or her your student's progress. Additionally, your student's teacher will know which resources would be most helpful for your student.

Each student will have Literacy and Math goals. These goals are based off of input from the student's teacher, tutor, and PA State and National Standards. Reviewing these goals will help to give you an idea of what your student is learning in school. Please be reviewing topics that are covered in these goals.

# Student Behavior Expectations

## Why Project Purpose has clear expectations for behavior:

When students are clearly told what behaviors you expect from them they can strive to meet those expectations.

## Behavior Expectations:

1. Students will arrive on time and bring your schoolwork
2. Be ready to do schoolwork for 50 minutes
3. Obey your tutor and remain with him or her at all times
4. Use only Project Purpose supplies
5. Work Quietly- so you do not disturb your friends
6. Clean up your workspace
7. Walk in the hallways

## Keep In Mind:

1. In order for the Project Purpose students to be aware of the rules you will have to take time to review them. Regularly remind each student of the rules; do this before a problem arises.

2. Every student is unique. Use your discretion when it comes to your individual student following the rules (based on age, student's typical behavior, ect).

3. On Wednesdays and Thursdays the students have been inside sitting for most of the day. Allow time for breaks. This will give your student something to work towards. To determine the amount of time you should expect your student to sit, double their age and convert it to minutes.

# Tutor Policies

## Rides:

For the safety of yourself and the students please abide by the following policy:

1. Students must have parental permission to be driven.
2. Never fill your car with more people than available seat belts.
3. Same gender tutors may give rides to their students. In the case of different genders, there must be a third party in the car.

## Home Visits:

Project Purpose strongly recommends that you visit your student's family at least 3x a year. It is through these personal interactions that your student will begin to trust you and see that your care about him or her. Understanding a child's home life can also help you to understand that child.

If you feel uncomfortable visiting your student's home alone please contact Rachel. She will arrange a time when you can visit the home with her.

## Outside Contact with Students

You serve not only as a tutor, but also as a mentor to the student you are working with. If you so desire, you may spend time with your student outside of tutoring. Ideas for activities include the following: going out for lunch, attending a School District sporting event or concert, going to a park, or inviting your student over to your house.

Please abide by the following policy:

1. When spending time with 1 student, remain in public places (if you are inviting them into your home ensure that other members of your family are there).

OR

2. Interact with your student in groups. You may consider arranging an event with another tutor and student.

## Bathroom Policy:

1. All pre-k-5th grade students **MUST** be walked to the bathroom. They may not go by themselves. (this includes during dinner)

2. Wait outside of the bathroom for the child. Do not help the child in the bathroom. If the child is in need of assistance, seek the help of a 2nd adult of the same gender.

3. If the child is taking an unusually long time, call into the bathroom.

4. Report any suspicious behavior to Rachel or Paul.

## In-case of a fire or fire drill:

1. Remain with your student.

2. Exit the building at your closest exit. Meet at the flag pole near the playground.

3. If you see an unsupervised student, please direct them to accompany you and your student.

# Project Purpose Policies for Interactions with Children

## Why we have these policies:

### 1. For protection of our students

- We live in a fallen, broken world. Many Project Purpose students already know pain. We need to protect them from harm.
- We do not know the experiences that our students come to us with. They may indeed be broken by past experiences of physical or sexual abuse.
  - For children that have been abused, physical contact might be associated with such experiences and lead to some actions being misinterpreted.
  - When students learn that your love and physical contact are connected, they may transfer that emotion to other relationships in their lives.

### 2. For your protection and protection of Project Purpose

- Even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- Always be prepared to report and explain actions and accept that all physical contact may be open to scrutiny
- Project Purpose has a reputation in the community (Rolling Hills, local churches, and Pottsgrove) as being a safe place. We cannot jeopardize this.

## Guidelines:

1. Do not be alone with a child in a room with the door closed.
2. If no one else is present, avoid physical touch.
3. Ask child before performing any form of physical touch.
3. Use Appropriate Physical Touch
4. Tutors and students of the opposite gender should never be alone in a car together. Always have a 3rd person with you (another student, your own children, or another adult). If at all possible, students and tutors of the same gender should also not be alone in a car together.
5. Students should not be left unsupervised in the building.

## Appropriate physical contact

### Appropriate physical contact to assist or encourage a child:

At times, you will be required to give practical assistance to a child or young person who is hurt or needs particular assistance or encouragement. Examples of appropriate physical contact are:

- administration of first aid (supplies located in the office)
- supporting children and young people who have hurt themselves
- non-intrusive gestures to comfort a child or young person who is experiencing grief and loss or distress, such as a hand on the upper arm or upper back
- non-intrusive touch
  - congratulating a child by **shaking hands, a high five, or a pat on the upper arm or back**
  - remember the importance of accompanying such touch with positive and encouraging words.

**Good practice with school-age children and young people**

- Seek children and young people's permission to touch (keeping in mind that a highly distressed child or young person may be incapable of expressing their wishes).
- Avoid being with a child or young person in a one-to-one, out of sight situation, and never touch a child or young person in such a situation.
- Do not presume that physical contact is acceptable to a particular child or young person. Even non-intrusive touch may be inappropriate if a child or young person indicates he/she does not wish to be touched.
- Respect and respond to signs that a child or young person is uncomfortable with touch.
- Use verbal directions rather than touch (eg ask a child or young person to move in a particular way, rather than physically place the child or young person in the required position).
- Use the above approach for demonstrations in dance, sport, music and drama.
- In some circumstances, you may need to discourage younger children from inappropriate expectations of hugs or cuddles. This should be done gently and without embarrassment or offense to the child.

## **Physical and Sexual Abuse**

As our work is one-on-one, there may be a time when you suspect abuse of a child. As a volunteer, you are not a mandated reporter of these instances. However, the staff of Project Purpose requests that you report any concerns to us. We will take the appropriate actions. To assist you, here is some information on the signs of physical and sexual abuse.

### **Child Abuse- Physical:**

According to the National Child Abuse and Neglect Data System (NCANDS), in 2005, an estimated 3.3 million reports of alleged abuse and/or neglect involving approximately 6 million children were made to local child protective services (CPS) agencies across the country. An estimated 899,000 of these children were determined to be victims of abuse and/or neglect (USDHHS, 2007). Of these, 16.6 percent were determined to be victims of physical abuse. Further, an estimated 1,460 children died in 2005 as a result of child abuse and neglect (U.S. Department of Health and Human Services, 2007). NCANDS data collection saw a large increase in child maltreatment numbers during its data collection in 2005 largely due to the inclusion of Alaska and Puerto Rico.

### **Signs of Physical Abuse:**

While injuries can occur accidentally when a child is at play, physical abuse should be suspected if the explanations do not fit the injury or if a pattern of frequency is apparent. The presence of many injuries in various stages of healing makes it obvious that the injuries did not all occur as a result of one accident.

Physical indicators of abuse include bruises; lacerations; swollen areas; and marks on the child's face, head, back, chest, genital area, buttocks or thighs. Wounds like human bite marks, cigarette burns, broken bones, puncture marks or missing hair may indicate abuse.

A child's behavior might also signal that something is wrong. Victims of physical abuse may display withdrawn or aggressive behavioral extremes, complain of soreness or uncomfortable movement, wear clothing that is inappropriate for the weather, express discomfort with physical contact or become chronic runaways. Signs of abuse also may include a child reflex action to an adult's raised arm, such as simply reaching to pat the child on the shoulder. The child cringes or moves away fearing being struck. Or obvious discomfort with any touching by an adult.

Source: <http://www.americanhumane.org/children/stop-child-abuse/fact-sheets/child-physical-abuse.html>

### **Child Abuse- Sexual:**

According to the National Child Abuse and Neglect Data System (NCANDS), an estimated 9.3 percent of confirmed or substantiated child abuse and neglect cases in 2005 involved sexual abuse (U.S. Department of Health and Human Services, 2007). This figure translates into over 83,800 victims in 2005 alone (USDHHS, 2007). Other

studies suggest that even more children suffer abuse and neglect than is ever reported to child protective services agencies. Statistics indicate that girls are more frequently the victims of sexual abuse, but the number of boys is also significant.

### **Signs of Sexual Abuse-**

Children who are sexually abused may exhibit behavioral changes, based on their age.

Children up to age 3 may exhibit:

- Fear or excessive crying
- Vomiting
- Feeding problems
- Bowel problems
- Sleep disturbances
- Failure to thrive

Children ages 2 to 9 may exhibit:

- Fear of particular people, places or activities
- Regression to earlier behaviors such as bed wetting or stranger anxiety
- Victimization of others
- Excessive masturbation
- Feelings of shame or guilt
- Nightmares or sleep disturbances
- Withdrawal from family or friends
- Fear of attack recurring
- Eating disturbances

Symptoms of sexual abuse in older children and adolescents include:

- Depression
- Nightmares or sleep disturbances
- Poor school performance
- Promiscuity
- Substance abuse
- Aggression
- Running away from home
- Fear of attack recurring
- Eating disturbances
- Early pregnancy or marriage
- Suicidal gestures
- Anger about being forced into situation beyond one's control
- Pseudo-mature behaviors

Source: <http://www.americanhumane.org/children/stop-child-abuse/fact-sheets/child-sexual-abuse.html>

## **Mandated Reporter**

### **What is child abuse?**

Child abuse, according to the CPSL, means intentionally, knowingly or recklessly doing any of the following:

- Causing bodily injury to a child through any recent act or failure to act.
- Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
- Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
- Causing sexual abuse or exploitation of a child through any act or failure to act.
- Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
- Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
- Causing serious physical neglect of a child.
- Causing the death of the child through any act or failure to act.

Child abuse also includes certain acts in which the act itself constitutes abuse without any resulting injury or condition. These recent acts include any of the following:

- Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
- Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
- Forcefully shaking a child under one year of age.
- Forcefully slapping or otherwise striking a child under one year of age.
- Interfering with the breathing of a child.
- Causing a child to be present during the operation of a methamphetamine laboratory, provided that the violation is being investigated by law enforcement.
- Leaving a child unsupervised with an individual, other than the child's parent, who the parent knows or reasonably should have known was required to register as a Tier II or III sexual offender or has been determined to be a sexually violent predator or sexually violent delinquent.

"Recent" is defined as an abusive act within two years from the date the report is made to ChildLine. Sexual abuse, serious mental injury, serious physical neglect and deaths have no time limit.

### **When must a mandated reporter make a report?**

A mandated reporter must make a report of suspected child abuse if they have reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances:

- The mandated reporter comes into contact with the child in the course of employment, occupation and practice of a profession or through a regularly scheduled program, activity or service.
- The mandated reporter is directly responsible for the care, supervision, guidance or training of the child, or is affiliated with an agency, institution, organization, school,

regularly established church or religious organization or other entity that is directly responsible for the care, supervision, guidance or training of the child.

- A person makes a specific disclosure to the mandated reporter that an identifiable child is the victim of child abuse.

- An individual 14 years of age or older makes a specific disclosure to the mandated reporter that the individual has committed child abuse.

**Must I report suspected abuse if I learn of the abuse from someone other than the child who was allegedly abused?**

Yes. Nothing requires the mandated reporter have direct contact with the child in order to make a report.

**How does a mandated reporter make a report if they suspect child abuse?**

Mandated reporters must make an immediate and direct report of suspected child abuse to ChildLine either electronically at [www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis) or by calling 1-800-932-0313.

**Do I need to notify anyone within my institution, school, facility or agency after I make a report?**

Yes, after making the report to ChildLine, you are required to immediately thereafter notify the person in charge of the institution, school, facility or agency or the designated agent of the person in charge.

**What if a mandated reporter fails to follow the law?**

The penalties for a mandated reporter who willfully fails to report child abuse range from a misdemeanor of second degree to a felony of the second degree.

**Can you report suspected abuse if you are not a mandated reporter?**

Yes. Anyone who is concerned about the safety of a child is encouraged to make a report. Individuals who are encouraged, although not required by law, to make a report of suspected child abuse, can make a report to ChildLine by calling 1-800-932-0313.

**Am I protected from civil and criminal liability if I make a report of suspected child abuse?**

Yes, persons making a report of suspected child abuse are immune from civil and criminal liability as long as the report was made in good faith.

**If I make a report is my identity protected?**

The identity of the person making the report is kept confidential with the exception of being released to law enforcement officials or the district attorney's office.

This website, [KeepKidsSafe.pa.gov](http://KeepKidsSafe.pa.gov), is designed to serve as the hub for information related to critical components impacting child protection including a link for mandated reporters to make reports of suspected child abuse electronically, training on child abuse recognition and reporting, information related to clearances and general information related to child protection.

# How to Disciple Students

This information comes from The Tangible Kingdom by Matt Smay and Hugh Halter and Scott Childs, Pastor at NorthPointe Community Church.

## **1) Understand you are sent by Jesus to make disciples like Jesus did.**

(John 20:21, Matthew 28:19-20)

## **2) Discipleship started w/ “Hello my name is....”**

\*Discipleship is not a post salvation concept or exercise.

\*If discipleship is learning about Jesus, people begin learning about Jesus the minute they meet you from your words and actions.

\* When your student looks at you, they see Christ.

\*The end goal is not to get a person to say a salvation prayer. The end goal is to see them become a disciple.

## **3) Recognize if your student is a person of peace (Luke 10:5, Matt 10:11)**

\*Jesus was sending His disciples out to the lost.

\*A person of peace: God has allowed your life and their life to cross paths.

\*A person of peace is a person who has not put their faith in Jesus yet.

\*A person of peace is almost always spiritually curious or close to being so because the Holy Spirit is already at work in them drawing them to Jesus.

(John 6:44)

\*Your student may already have put their faith in Jesus. If this is the case, you are still a person in their life encouraging them along in their discipleship and the following applies.

## **4) Guide your person of peace to truth, don't give them answers.**

\*Jesus understood the Biblical principal that when a person truly seeks God, they will find Him. (Jeremiah 29:13, Matt 7:7)

\*Allow your student's life situations and questions be the genesis for spiritual conversations. God is creating healthy tension in a person of peace's life so that they seek Him.

\*Jesus answered questions w/ questions. He told stories or parables. He did this to oil the gears of the seeking Him.

\*A person who is able to process and think through their spiritual journey and will own it for their own.

\*It is all about allowing a person to come to faith in God in His timing.

## **5) Let the Bible interpret Bible**

\*In time, the life situations and questions will lead you to opening up your Bible.

\*Ask for permission to share scripture with your person of peace.

\*When you get the “okay,” allow them to read the scripture and ask them what they think about it. This allows the Holy Spirit to interact with them through the word.

\*When they respond encourage them with a simple response like ‘I agree or

that's interesting." If they are way off, gently guide them to proper interpretation. This will allow them to gain confidence in reading God's word and value it personally.

**6) In God's timing your person of peace will let you know when they have come to faith or are ready to.**