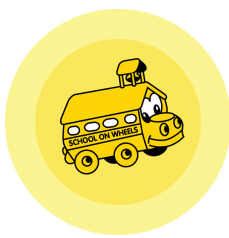




**school on wheels inc.**  
Tutoring Homeless Children Since 1993

# Tutor Handbook



Dear Volunteer Tutor:

Welcome! We are delighted to have you as a volunteer tutor for School on Wheels, Inc. Caring enough to volunteer and share your time with one of our students is a generous act. It is also one of the most rewarding things you can do because you can make a difference in a young person's life.

We have developed this Handbook to provide you with information, resources and helpful hints as you begin your journey as a tutor. You will find important information about School on Wheels' policies and procedures, tutor expectations, and how you can help your student.

Your Regional or Tutor Coordinator is the person who will guide you through your journey as a tutor. They will contact you on a regular basis to check in, answer any questions or concerns you may have, and inform you of activities. Your Coordinator loves to hear from you and success stories are always welcome!

Like you, many caring individuals in our community have stepped up and helped us tutor thousands of children since 1993. Every child needs an education in order to have hope and a chance for success. The homeless child is no exception. Your consistency and presence will give your student hope and encouragement, and a belief that their education is not only crucial but also possible despite their circumstances. We know you will take your responsibilities as a volunteer tutor seriously and we truly appreciate your commitment to helping a homeless child.

Thank you,

A handwritten signature in blue ink that reads "Agnes Stevens".

Agnes Stevens  
Founder

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## 1. School on Wheels, Inc.: Our Mission and Services

The mission of School on Wheels, Inc. is to enhance educational opportunities for homeless children from kindergarten through twelfth grade. Our goal is to shrink the gaps in the education of these children so they can overcome the statistics that would condemn them to a life of poverty. We are dedicated to providing quality educational assistance to homeless children who live in shelters, motels, foster residential homes, cars, or on the street.

School on Wheels, Inc. helps break down the barriers that prevent homeless children from getting the education they need and deserve. We bring the message to homeless children that they are cared about and important. We are a consistent support system for them at a time of great stress and fear.

Founded in 1993 by Agnes Stevens, a former elementary school teacher with 30 years of experience, we have grown from three volunteers serving a single shelter to several hundred volunteers who spent almost 90,000 hours last year touching and improving the lives of over 6,000 homeless children in the 150 locations we serve throughout various counties in Southern California. School on Wheels, Inc. is a non-profit, 501(c)(3) tax-exempt organization. We receive no government funding and are supported entirely by grants, corporate donations, and individual contributions.

Our services include:

- **One-on-one tutoring:** this is the heart of our program. Volunteer tutors, like you, who come from all backgrounds and professions with one agenda only: to reach out to a child, to teach, to mentor, and assist in their educational life. We also have volunteers who fix computers in the shelters, hold art fairs for the children, and throw parties for them.
- **Backpacks, books, supplies:** something tangible for a child to hold onto. The potential of clean paper and colored pencils is a powerful talisman for children with so little else in their lives.
- **Finding lost records or paperwork:** we help parents fill out the necessary paperwork and gather records such as birth certificates, immunization records and transfer papers from previous schools, without which their children may be denied admission.
- **School entrance, placement and uniforms:** we help parents enroll their children in school, have them properly placed into special classes, and supply school uniforms. Many public schools require students to wear uniforms; students not in uniform are refused entry or placed in detention.
- **800 telephone number:** a support line for the child and the parent. A typical family changes residences six times during the course of their homelessness. Our 800 number allows them to keep in touch with us so that their tutor can continue working with them or we can provide a new tutor.

### **Online Database System**

As part of your role as a volunteer, we ask that you document all volunteer hours via our online database. If you tutor in addition to being a Tutor Coordinator (TC), please record your tutoring hours as well as your TC hours. (After you attend your first session, your Coordinator will forward a User Name and Password for you to log onto the website). This is an extremely important part of being a volunteer in our program. We use this system to follow your sessions and see how they are progressing; it is also a way for us to keep track of the children that we serve and gather statistics. These statistics are used to help us obtain the funding that keeps our program running. Without these statistics, we have no program. A user manual will be sent to you with step-by-step instructions and your Coordinator is always available to answer any questions you may have regarding this process. We appreciate your cooperation with this.

### **Non-Discrimination Policy**

We reach out and provide services to all homeless children. School on Wheels, Inc. has not, does not, and will not discriminate with respect to gender, race, color, religion, age, national origin, disability, sexual orientation or any other classification protected by applicable state or federal discrimination laws, whether in regard to employment or to those to whom we provide services.

### **Harassment Policy**

School on Wheels, Inc. is committed to a work environment in which all individuals are treated with respect and dignity. Harassment of any sort, whether it be verbal, physical, or visual, and on any basis, whether it be race, color, religion, sex, age, national origin, citizenship, ancestry, disability, marital status, familial status, military status, sexual orientation, or any other characteristic protected by law, is unacceptable and will not be tolerated, whether at School on Wheels, Inc. or in other work-related settings, such as volunteer meetings, non-profit client sites or social events.

Harassing conduct includes, but is not limited to the following: epithets, slurs, denigrating jokes, or negative stereotyping; threatening, intimidating, or hostile acts; and displays or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that: (i) has the purpose or effect of creating an intimidating, hostile, or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities or work experience.

### **Sexual Harassment**

Sexual harassment constitutes discrimination and is illegal. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or ability to provide volunteer services; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or selection for volunteer opportunities affecting such individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may involve individuals of the same or different sex and may include a range of behaviors including, for example: words, signs, jokes, pranks, sexual propositions, sexual innuendo, suggestive comments, foul or obscene language, intimidation, physical contact, or violence.

Particular caution and judgment must be exercised in any romantic and/or sexual relationships between and among School on Wheels employees, representatives of non-profit clients and volunteers because it is sometimes difficult to distinguish between consensual and unwelcome situations.

### **Responsibility and Reporting**

Employees and volunteers share in the responsibility for assuring that, by their behavior, the equal opportunity policies are effective and apply uniformly to everyone. Any employee who becomes aware of an incident of harassment, whether by witnessing the incident or being told of it, must report the incident to his or her immediate supervisor or any management representative, including members of the board of directors, with whom he or she feels comfortable. Any volunteer who becomes aware of an incident of harassment must report the incident to a member of the School on Wheels staff.

Any complaints will be investigated thoroughly and promptly. Confidentiality will be maintained to the extent practical and appropriate under the circumstances. School on Wheels, Inc. will take appropriate action to remedy the situation. Any employee found to have harassed a fellow employee, representative of a client or volunteer will be subject to severe disciplinary action up to and including termination. Any volunteer found to have harassed a fellow volunteer, representative of a client or employee will no longer be permitted to participate in School on Wheels projects or activities.

No adverse employment action will be taken against any employee or volunteer for making a good-faith report of alleged harassment. Retaliation is a serious violation of School on Wheels policy. Any employee found to have engaged in retaliation will be subject to discipline, up to and including termination. Concerns about attempted retaliation should be raised (and will be handled) in the same manner as any other concern about equal opportunity rights.

School on Wheels, Inc. accepts no liability for the harassment of an employee, representative of a client or volunteer by another employee or volunteer. An individual who in any way harasses another employee, representative of a client or volunteer is personally liable for such actions and their consequences. School on Wheels, Inc. will normally not provide legal, financial, or any other assistance to an individual accused of harassment if a legal complaint is filed.



## 2. What It Means To Be a Homeless Child

Homeless children are very much like other children their age. They are individuals and have their own personalities, strengths and weaknesses, likes and dislikes, and ways of seeing things. Some are gifted and some have learning problems. Most are good in some subjects, and not so good in others. Like other children, they have mixed feelings about homework, but most of them want to do well and succeed in school. Like all children, homeless children respond to their immediate circumstances, to opportunities, and to the relationships they have with their families and friends.

Homeless children also have certain experiences that are unique to being homeless. Their lives are chaotic; they have no stability; every day, they fear their basic needs of food, shelter and clothing will not be met; they may be made fun of in school. All of this can lead to social and emotional difficulties and affect how they respond to you, to school, to other children, to their environment, and most importantly, to their feelings about themselves.

Homeless children live in shelters, motels, parks, cars, and sometimes on the streets. These living conditions impose certain rules and limitations that other children do not have in their lives. Ordinary activities - coming home from school, checking the refrigerator for a snack, flipping on television, participating in after-school activities, maintaining lasting friendships, wearing the right clothes, having privacy – are all limited or impossible for the homeless child.

Homeless children face many obstacles to learning. One-fifth of homeless children in this country do not attend school<sup>1</sup>. Of those who do, they experience four times the rate of developmental delay as other children and are twice as likely to repeat a grade. Homeless children suffer from illness four

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<sup>1</sup> Report released by the Better Homes Fund, 1999.  
August 2010

times as often as other children. Earaches, asthma attacks, stomach problems, and colds can afflict a homeless child on a chronic basis.

Frequent relocations, illness, hunger, lack of parental support and transportation represent some of the barriers to their education. It can take between two and four weeks to have a child re-enrolled in school after moving to a new area. As a result, the child can find him or herself missing as much as 36 weeks of school – almost an entire academic year. And each new school means different books, different approaches; each move brings different resources and different friends. Learning their way around a new place on top of the basic learning they are supposed to be doing is a struggle that can be overwhelming. Between their absences and their adjustment periods, children can - and do - fall behind very quickly. Many have not learned certain basic skills.

Homeless children have limited resources to complete their homework. Unlike other children, a homeless student lacks a quiet space to read a book or complete a school assignment. Shelters can be noisy during the afternoon and evening hours. Siblings may be competing for a parent's attention, thus limiting the student's ability to ask for educational guidance. Transportation to and from the local library is often difficult and, in some cases, shelters restrict off-site visits.

Homeless children sometimes have trouble focusing on their studies. Common problems of homeless children are fatigue, a lack of adequate sleep and insufficient nourishment. Some students travel long distances to and from school, adding to their daily stress. As a result, students may find it difficult to concentrate on classroom work.

### 3. Facts about Homeless Children

The major causes of homelessness include:

- Lack of affordable housing or home loss
- Sudden unemployment or lack of adequate employment
- Family violence or abuse
- Substance abuse by one or more parents
- Serious illness of parent(s)

The percentage of children who are homeless is greater today than any time since the Great Depression. Families with children represent a growing percentage of the overall homeless population. Over the course of a school year, approximately 56,000 children experience homelessness in the areas that we serve (Los Angeles County, Ventura County, Orange County, and parts of San Bernardino County).<sup>2 3 4</sup>

While the majority of homeless families consist of a single mother and her children, there are a growing number of two-parent families experiencing homelessness. In California, this is due to high housing costs and the lack of affordable housing.

Regardless of the reasons for homelessness, School on Wheels, Inc. believes that all children should be given the same opportunities, especially in terms of learning and education.

The Tutor Center at [www.schoolonwheels.org](http://www.schoolonwheels.org) lists several web sites that provide additional information regarding homelessness.

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<sup>2</sup> Los Angeles County Office of Education 2007-2008 school year

<sup>3</sup> Ventura County Office of Education 2008-2009 school year

<sup>4</sup> Orange County Office of Education 2007-2008 school year

## 4. Role of School on Wheels Tutors

The role of a School on Wheels tutor is to encourage their student to understand that learning and keeping up with their education is their sole job at this time in their lives. As a tutor, you may help the student in one subject or a variety of subjects. You may be there simply to encourage the child to develop self-confidence in a particular subject.

You will find that tutoring a child is a very gratifying experience. The one hour a week that you commit to your student creates an opportunity for you to make a real difference in a homeless child's life. Your consistency and presence gives the child hope, encouragement, and a belief that a sound education is not only crucial but also possible, despite difficult circumstances.

The homeless student becomes hopeful about catching up on the skills that have been missed. Homeless students develop a sense of self-worth from knowing that a tutor is coming just for them each week. Your help and support means more to your student than you realize. The fact that you care enough to reach out sends a message of hope and possibility. You can make a lasting impact on a child's life and help her/him discover a world of opportunities.

Most School on Wheels tutors are matched one-on-one with a homeless child. Others, however, are placed in group tutoring sites. At these sites, volunteers tutor in groups and may work with different children from week to week. While this handbook is written with the one-on-one match-up in mind, the content is also applicable to group tutoring situations.

Merriam-Webster defines a tutor as a person charged with the instruction and guidance of another. A tutor has a multi-faceted role as a mentor, a teacher, a coach and a role model. This is not an easy role; it requires commitment, consistency and hard work. A mentor believes in the unlimited potential of her/his student, even when they don't. A teacher guides and inspires a love of learning, regardless of their current skill level. A coach instructs and cheerleads their student to improve, no matter their circumstances. A role model exemplifies the kind of behaviors and skills that will help their student understand the importance of learning.

You also have to understand what your role is not. A tutor is not a:

- **Substitute parent:** Tutors are not expected to play the role of a parent. Show that you genuinely care and provide ongoing support without overstepping your boundaries as a tutor. You are not spending time with your student because other adults or caretakers need a break or are not available. You are there to help them improve their learning skills and to provide support and friendship.
- **Disciplinarian:** Setting limits and using positive reinforcement can have a beneficial impact on a child, but tutors do not become involved in punitive discipline of any type. This is the responsibility of the parent/legal guardian.

- Therapist: Be aware of your limitations. You are not a therapist or a counselor. If your student shares a problem with you that requires professional intervention, such as substance abuse, physical or sexual abuse, and/or depression, let them know that you would like them to talk with someone better equipped to provide help. Follow-up with your Coordinator as discussed in Section 6: Policies and Procedures.

We have learned over the years that certain things work and don't work with our students.

#### *What Works*

- Open communications and active listening. You may be the only person in your student's life who truly listens to them. By listening, you can help foster their self-esteem, confidence and pride in themselves.
- Encouraging and praising any effort or improvement. Homeless children are often stigmatized, ignored or given up as hopeless. By focusing on and recognizing their skills, talents, and strengths, you can turn that around. You cannot praise them too much or too often.
- Believing in your student's ability to succeed. Your student needs people in their life who believe in them. You can support and encourage them to believe in themselves and their abilities.
- Recognizing your limitations and having realistic expectations. Change is hard for all of us. You cannot expect your student to change overnight. It will take time for that to happen. You are planting a seed. Give it a chance to grow.
- Being sensitive and accepting of differences. This may be the first time you have been in a homeless shelter or worked with a homeless child. It may be the first time you have interacted with another culture. Accept the differences. Put yourself in your student's shoes and try to see the situation from their viewpoint. Cultural diversity, life experiences and situations combine to color your student's point of view.
- Being flexible. Your student's life is chaotic at best. If they don't show up for tutoring, don't be discouraged or take it personally. They may not have slept the night before; they may have been disciplined; their mother may have forgotten.
- Staying committed and reliable. Keep to your word and your commitment of tutoring. Many homeless children are filled with feelings of betrayal and abandonment. It's important to treat them with respect and kindness. Appendix C1 (p. 23) shows the Tutor/Parent/Student Partnership Agreement that we ask you, your student and the parent/legal guardian to read and sign. Your Coordinator will review this form with you.

#### *What Doesn't Work*

- Passing judgment, criticizing, or comparing your student to others.
- Labeling, diagnosing, or analyzing their behaviors.
- Probing into their lives.
- Dismissing, using silent treatment or using other punishments.
- Lecturing your student.

- Demanding changes or giving ultimatums.

## **5. Tutor Expectations and Requirements**

We ask that you take your commitment as a School on Wheels tutor seriously and we will also take our commitment to you seriously. In addition to the descriptions outlined in [Appendix A](#) (pp. 19-20), School on Wheels, Inc. has certain requirements and commitments that we ask of all our volunteers.

As a School on Wheels volunteer, you commit to:

- Tutor a homeless child at least one hour a week for a minimum of 3 months.
- Record all tutoring hours and activities via the online database.
- Be consistent, on time and dependable for your student.
- Complete the tutor application process, including a fingerprint and background check.
- Attend a three hour orientation and follow-up training.
- Use the Academic Program and/or the BUS Program in our online Tutor Center to fill in the educational gaps of your student.
- Communicate with your Coordinator at least monthly.

To support you as a volunteer, School on Wheels, Inc. commits to:

- Regular communications from your Coordinator.
- On-going training and support.
- Access to expert advisors, as needed.
- Twice yearly newsletter of success stories and activities.
- Monthly E-Newsletter updating you with news from your region.
- Access to learning materials, supplies and books.

### **Academic Program and BUS Program**

School on Wheels, Inc. provides you, the tutor, with a great deal of valuable tools in the Academic and BUS Program sections of our online Tutor Center to help you fill in the academic gaps of your student. If your student is in Kindergarten through 7<sup>th</sup> grade, our Academic Program will help you assess the academic level of your student and choose activities to help you best address your student's needs. The BUS (Believe, Understand, Succeed) Program was designed for our students in 8<sup>th</sup> through 12<sup>th</sup> grade with the goal of helping our youth understand and explore their options after high school.

We expect all of our tutors to use either the Academic Program or the BUS Program. In some cases, both programs may be used. The follow-up Tutor Training will focus heavily on how to use these very important and helpful programs. In the meantime please explore the wealth of resources we have in the Tutor Center section of our website ([www.schoolonwheels.org](http://www.schoolonwheels.org)).

## 6. Mandatory Policies and Procedures

We have formulated simple but mandatory policies for our School on Wheels volunteer tutors. The policies and procedures are geared towards one-on-one tutoring, but they also apply to group tutoring situations. Please read them carefully and ask your Coordinator if you have questions or need clarification. The policies come from our experience in working with the homeless and are created for your protection and assistance.

1. Work with your student(s) only in a public area.
  - This may be a public area within a shelter, a public library, or another public tutoring location designated by School on Wheels, Inc. You may not tutor in the student's room or living unit or other private areas.
2. Ensure the confidentiality of students, their families, and all other families at the location(s) where you volunteer.
  - Obtain written consent if you want to contact your student's teacher. Speaking with your student's teacher(s) will give you an idea of how you can better help him/her. It also lets the teacher know that an adult is concerned and is helping the student learn. Talk to your Coordinator about how you do this. We have a School on Wheels Release Form for the parent/legal guardian to sign that allows us to contact the school (Appendix C1: Tutor/Parent/Student Partnership Agreement, p. 23). You are not allowed to contact the teacher without prior permission from the parent/legal guardian.
3. Immediately report any information that would suggest child abuse occurring at this time in your student's life.
  - Report it to your Coordinator or to Matt Raab, Program Leader of School on Wheels, Inc.. Do NOT report it to the shelter or to other homeless families. We have a team of specialists who will discuss the case immediately and follow through with authorities, if needed. You will be included in the process for input and support.
4. Strictly follow the School on Wheels Field Trip Procedures if you would like to participate in an activity with your student outside of the regular tutoring session.
  - Contact your Coordinator to request our official form for field trip permission. (Appendix C2: Field Trip/Off-Site Tutoring Session Consent Form, p. 27). The form must be approved and signed by the parent/legal guardian and your Coordinator must have a copy for our files prior to the field trip. Without the executed permission form, the student CANNOT leave the shelter.

Do not give a ride to your student or their parent/legal guardian, other than for a field trip for which you have written permission. This is to protect you, as well as School on

Wheels, Inc., in case of an accident. Be simple and direct: “No, I’m sorry, but our policy does not allow me to drive you.”

5. Record the details of your tutoring sessions via the School on Wheels online database.
  - This is an extremely important part of being a volunteer in our program. We use this system to follow your sessions and see how they are progressing; it is also a way for us to keep track of the children that we serve and gather statistics. These statistics are used to help us obtain the funding that keeps our programs running. Without these statistics, we have no program.

## 7. Guidelines

1. Be consistent in your tutoring sessions with your student(s).
  - Consistency is very important to the children we work with. Their lives are often filled with chaos and providing them with consistency and structure will help them focus on their education.
2. Call your student's parent/legal guardian or the location staff if you are going to miss a session or be late.
  - If you cannot reach the parent/legal guardian or the location staff, call your Tutor Coordinator or your Regional Coordinator to let them know that you will be late or unable to attend the tutoring session. If you anticipate that you will be unable to tutor for more than one week, please inform your Tutor Coordinator, Regional Coordinator or call the School on Wheels' office at (213) 896-9200.
3. Become familiar with the rules and regulations at the shelter to which you are assigned and follow them at all times.
  - This relates to the areas where shelter visitors are permitted, the times we can tutor (especially in the evening), and the place(s) where we can tutor the student. Your Coordinator will orient you to the rules and regulations of the shelter and can answer any questions you may have.

Remember you are at the shelter to help the homeless child with his or her educational needs. Although the conditions at the shelter may not be what you would like them to be, your presence as an advocate and a mentor for your student goes a long way toward improving the circumstances of your student's life.
4. Wear your School on Wheels badge at all times.
  - The badge helps people at the shelter know who you are and to feel at ease. All the shelters are happy we are there and will welcome you when they see your badge.
5. Give your student a School on Wheels business card and instruct them to call the toll-free, 1-800 number (800-923-1100) if they move or need to contact you.
  - Never give your home telephone number or address to your student. It is at your discretion if you would like to give your child or their parent/legal guardian your cell phone number and/or email address.
6. Do not give money to your student.

- Once in a great while, a homeless student might ask you for money. It is best not to give them any. A simple and direct response works best: “No, I’m sorry I can’t give you money. What do you need it for?” Let your Coordinator know if the student needs something that we can provide such as school supplies.

Time and attention are the most important gifts you give your student. It is preferred that you restrict any gifts to special occasions, such as birthdays, holidays and graduation. Expensive gifts are discouraged.

**7. Use the Academic and BUS Programs in the Tutor Center of our website ([www.schoolonwheels.org](http://www.schoolonwheels.org)).**

- If your student is in Kindergarten through 7<sup>th</sup> grade, our Academic Program will help you assess the academic level of your student and choose activities to help you best address your student’s needs. The BUS (Believe, Understand, Succeed) Program was designed for our students in 8<sup>th</sup> through 12<sup>th</sup> grade with the goal of helping our youth understand and explore their options after high school. The follow-up Tutor Training will focus heavily on how to use these very important and helpful programs.

**8. Communicate regularly with your Regional Coordinator on a regular basis.**

- In addition to logging your hours on our online database, we ask that you communicate with your Tutor Coordinator or Regional Coordinator directly at least once a month. This will enable your Coordinator to better understand your student’s needs and better support you during your time with School on Wheels, Inc.

**9. Do not ask personal questions.**

- It is important to form a bond with your student and gain her/his trust. This bond is something that will form naturally during your tutoring sessions. Although you do want to take an interest in your student’s life and be open to them if they need to share personal information, you should never probe into their personal lives. Your role is not to be a therapist or a friend but instead a tutor and a positive role model.

**10. If your student moves into permanent housing, you can continue to tutor in a public place for 6 month or the end of the academic year.**

- Your student may move into permanent housing while you’re tutoring her/him. As a School on Wheels tutor you can continue to tutor your student for 6 months or to the end of the academic year, whichever is longer. After that time period, if you wish to continue tutoring your student, a release of liability form must be signed and you cease to be a School on Wheels tutor. However, we highly encourage you to take on another homeless student and remain a volunteer for our organization.

## 8. Your First Tutoring Session

If you are a first-time tutor, you may have many questions about your initial meeting with your student. Please be assured that your Coordinator is available to guide you through your first shelter visit. They will meet you at the shelter to give you a tour of the facility and introduce you to your student, parent/legal guardian, and shelter staff. Your Coordinator will also help you become familiar with the shelter rules and regulations, parking amenities, and resources available at the shelter.

In many cases, the student waits excitedly for the arrival of their new tutor near the front of the shelter. Some children may be a little shy at first, while others will be outgoing. The one thing the children all have in common is that they want you to get to know them. With that in mind, relax and take the opportunity to learn as much as you can about your student!

The Coordinator will bring the Tutor/Parent/Student Partnership Agreement ([Appendix C1](#), p. 23) to the first session and make sure that the parent/legal guardian, you and your student read and sign the form. This form details the commitment expected from each person involved.

While there is no single way to tutor, basic guidelines relate to each tutoring session. The relationship with your student is a partnership that grows over time. The relationship is one of mutual respect. There are many learning styles and each tutor and student will benefit from knowing what your learning style is.

Following are a few tips for your first session and ways for you to get started on your tutoring journey:

- Introduce yourself to your student and to your student's parent/legal guardian. Remind the student that you are there to work together to improve their skills.
- Clear the desk or table of any distracting materials.
- Sit next to your child, not across the table. This will allow you to work with your student from the same visual perspective.
- Take some time to learn about your student's interests such as movies, sports activities, and favorite reading materials. Also encourage your student to discover things about you. Remember, this is a give-and-take relationship. The Getting to Know You Questionnaire in [Appendix C3](#) (p. 31) is a fun and informative way to get started.
- If the student is currently attending school, it is strongly encouraged that they bring their backpack and show you the homework in process. This lets you know the current assignments due, as well as what school supplies are needed.
- Assess the student's understanding and grasp of the basic skills needed to complete the assignment. For example, if the student is having trouble with multiplication, you may need to find out if the problem involves a lack of addition skills or poor number recognition. It may also be helpful to check if there is an understanding of basic multiplication operations.

- If the student is resistant to doing homework, you may want to read with them or ask them to tell you a story about themselves or another topic or try to find out the cause of the resistance. They may be embarrassed about their lack of understanding or knowledge of the subject. In that case, consider starting at a lower level and help them learn that level first. For example, if they can't read at Level 4, start reading with them at Level 3.
- Some students are very quiet and it is important to be aware of their body language. Often students let you know in subtle ways what they are thinking, how they feel, and whether or not they understand the concepts you are tutoring.
- If the student is on hiatus from school during the summer or holiday season, there are different activities you can introduce to your student. For example, word games and math puzzles provide a fun way to engage a child. Studies have shown that children who practice skills they already know are more prepared for the next school year than those students who do not.

When you end your first session, remind the student and the parent/legal guardian what day and time you will return the following week. This is also a good time to reinforce your commitment to your student's learning and provide positive reinforcement.

Thank you again for your commitment to making a difference in the life of a homeless child, and welcome to School on Wheels, Inc.

# Appendices

## **Appendix A: Volunteer Descriptions**

### **Volunteer Tutor Description**

#### Role

- The role of the volunteer tutor is to provide educational assistance to homeless children through one-on-one tutoring

#### Responsibilities

- Commit to tutor a minimum of one hour a week for three months
- Log all tutoring hours weekly via online database
- Attend comprehensive three hour orientation
- Help student develop positive attitude towards learning
- Provide academic assistance to assigned student
- Develop good working relationship with student
- Maintain open line of communications with parent/legal guardian and location staff
- Collaborate with teacher to determine how to work best with the student when necessary
- Notify School on Wheels, Inc. when backpack, school supplies and books are needed by student
- Maintain good communications with your School on Wheels Coordinator
- Complete and submit all required forms and documents, including Parent/Tutor/Student Partnership Agreement
- Attend School on Wheels' workshops and meetings, as schedule permits

#### Qualifications

- Must be 18 years old and have a High School diploma.
- Commitment to making a positive influence on the lives of homeless children.
- Dependability and consistency in tutoring student.
- Ability to represent School on Wheels in the highest manner and exemplify the organizations' values, integrity and ethics.

## Tutor Coordinator Description

### Role

- The role of the Tutor Coordinator is to provide ongoing support to volunteer tutors (10 or fewer) by matching and assigning them to homeless children and being the liaison between the tutors, the shelter(s), and School on Wheels, Inc.

### Responsibilities

- Communicate with, support, and encourage volunteer tutors through visits, emails, and telephone calls.
- Match tutors with children who need them and reassign tutors when their students move.
- Communicate clearly and regularly with your Regional Coordinator and request supplies when a tutor or student needs them.
- Communicate clearly and regularly with shelter staff to:
  - Identify new children (name, age, needs)
  - Ensure children are provided with tutors in a timely manner
  - Ensure that all parties (shelter staff, students, tutors, and School on Wheels, Inc.) know the days and times of tutoring assignments.
- Update and maintain the School on Wheels database with:
  - Active tutors
  - Students' names, dates of birth, and tutor assignments
  - Tutors' assignments, hours and locations

### TC's commit to:

- A minimum of 4 hours a week of volunteer work
  - A minimum of 2 hours of communications with tutors every week
  - A minimum of two nights a week visiting location(s)
- Ensuring that all volunteering/tutoring hours performed at their shelter are recorded accurately on the SOW online database
  - Encourage tutors to log their hours every week
  - Review recorded sessions and respond to tutors when necessary
  - Log tutors' hours when they are unable/unwilling to do so themselves

### Qualifications

- Must be 18 years old and have a High School diploma.
- Must complete a LiveScan background check.
- Commitment to making a positive influence on lives of homeless children.
- Dependability and consistency.
- Ability to represent School on Wheels, Inc. in the highest manner and exemplify the organization's values, integrity and ethics.

## **Appendix B: Frequently Asked Questions**

### What is my first step to becoming a tutor after I attend orientation?

Your Coordinator will contact you to arrange your first session.

### What if I do not have a Tutor Coordinator at my shelter?

If you have been assigned to a shelter that does not have a Tutor Coordinator, your Regional Coordinator will arrange a student match.

### I would like to become a Tutor Coordinator at my shelter. What should I do?

All of our Tutor Coordinators are volunteers, so please contact your Regional Coordinator to discuss the next steps.

### What if I need to take a vacation and cannot meet with my student?

If you know you will be gone for more than two weeks in a row, please inform your student directly, as well as your Coordinator.

### My student has missed two tutoring sessions in a row and I am frustrated. What can I do?

Please contact your Coordinator to discuss the situation. Depending on the circumstances of the child, it may be necessary to match you with a new student.

### What happens when my student leaves?

When your student leaves, please contact your Coordinator to be assigned a new student. Alternatively, you will have the option of continuing to work with your student at their new location.

### My student does not always concentrate at our tutoring sessions. What can I do?

It is important to remember that our students are not living in the easiest of circumstances and you will find they will not be focused or want to learn at some sessions. It is important to be patient and to encourage and reinforce good behavior. If you feel your student has a discipline problem that needs addressed further, please contact your Coordinator for assistance.

### My student has a medical issue. What do I do?

Prior to meeting your student you will be informed of any medical issues they may have. If you discover they have further medical issues that interfere with your sessions, please let your Coordinator know so we can discuss this with the child's parent/legal guardian.

### I don't think my student enjoys my tutoring efforts. What can I do?

Please contact your Coordinator any time you are experiencing a dilemma with your student. The Coordinators are experienced in resolving a variety of issues and will be able to assist you. You can also refer to our list of useful websites listed in this handbook.

Am I able to tutor more than one hour per week?

Yes! While we only require one hour per week commitment you are more than welcome to tutor as often as your and your student's schedule allows. Please double check with the student's parent/legal guardian regarding extra hours.

My student is doing exceptionally well and I would like to reward them with a gift. Is this allowed?

Yes, but we ask you to restrict any gifts to special occasions such as birthdays, holidays, graduation. Expensive gifts are discouraged; also, please check with location staff and your student's parent/legal guardian for any restrictions regarding gift-giving.

Am I allowed to take my student on a field trip?

Yes, field trips are allowed. However before a student can leave a shelter, a permission form must be signed by the parent/legal guardian and the Regional Coordinator. A child is not allowed to leave the shelter until this paperwork has been completed. Please see Appendix C2 (p. 27) for our complete field trip policy.

Can my son or daughter become a School on Wheels tutor?

We encourage youth twelve years and older to join their parent(s) at a location. The youth must fill out an application and attend an orientation. A parent or guardian must accompany the child to each tutoring session and she/he must sign in at the time of the tutoring session. Your Coordinator will arrange the student match. Please note that the child does not need to be fingerprinted.

Why do I need to be fingerprinted for School on Wheels, Inc. when I completed the process for another organization?

Contrary to popular belief, the government does not keep a file of everyone's fingerprints. Only fingerprints of people who have been arrested, or persons working in highly sensitive employment positions are on file in FBI and state computers. Once a person is fingerprinted for a background check, the fingerprint data is not stored. Therefore, if you apply to tutor, the Live Scan process must be completed again. Please note that School on Wheels, Inc. does not share your results with any other agency.

## **Appendix C1: Tutor/Parent/Student Partnership Agreement**



**school on wheels inc.**  
Tutoring Homeless Children Since 1993

P.O. Box 86133 • Los Angeles CA, 90086  
Phone: 213.896.9200 • Fax: 213.896.9222  
Website: [www.schoolonwheels.org](http://www.schoolonwheels.org)

### **Tutor/Parent/Legal Guardian/Student Partnership Agreement**

Welcome to School on Wheels, Inc.! We are pleased to provide one-on-one tutoring and believe that this is the best way for our students to learn. But we cannot do it alone! It is important that our tutors, parents/legal guardians and the students work together to achieve the best possible result for the students. The partnership of everyone involved ensures that the students are given the necessary safety net needed to succeed.

The purpose of this agreement is to communicate the responsibilities and expectations between the parent/legal guardian, tutor and student. The following are agreed-upon responsibilities that we as partners will carry out to support our student's success.

#### **The Tutor Partnership with Parent/Legal Guardian and Student**

Tutor Responsibilities:

- Tutor at least one hour each week
- Be a positive role model for my student
- Encourage and respect the individuality of my student's unique learning style
- Notify my student and/or parent/legal guardian if I will be absent or late
- Consult with School on Wheels, Inc. staff or the student's teacher to discuss the student's progress if needed
- Track my student's progress using the School on Wheels, Inc. online database

#### **The Parent/Legal Guardian Partnership with School on Wheels, Inc.**

Parent/Legal Guardian Responsibilities:

- Make sure that my child attends school regularly and on time
- Make sure that my child attends tutoring sessions on time each week
- Let the tutor and/or School on Wheels, Inc. know when my child cannot attend the tutoring Session
- Contact School on Wheels, Inc. and the tutor when we move to another location
- Understand that the tutor may be assigned to another student if my child misses three (3) tutoring sessions in a row

- Encourage my child to finish his/her homework each day
- Talk to School on Wheels, Inc. if I do not feel comfortable with my child's tutor

**The Student Partnership with Volunteer Tutor and Parent/Legal Guardian**

Student Responsibilities:

- Come to tutoring sessions on time and ready to learn
- Let School on Wheels, Inc. and my tutor know if I cannot attend tutoring sessions
- Respect my tutor and listen to my tutor while he/she is helping me
- Ask questions when I do not understand
- Pay attention during my tutoring sessions
- Do my homework and ask for school supplies when needed

\_\_\_\_\_  
Tutor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



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## Student Information

Student Name:	DOB _____ <input type="checkbox"/> M <input type="checkbox"/> F
Student Race:	Languages spoken:
Parent/Legal Guardian Name:	Phone:
Parent/Legal Guardian Email:	Emergency Contact Name & Phone:
Date student started at location:	Previous Location:
School currently enrolled in:	Grade:
Date started at school:	Previous school name/location:
Teacher Name(s):	Area(s) needing attention:

**Check the Supplies You Need:**

- |  |  |                                     |                                   |
|--|--|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Backpack        | <input type="checkbox"/> Colored Pencils   | <input type="checkbox"/> Glue       | <input type="checkbox"/> Ruler    |
| <input type="checkbox"/> Pens            | <input type="checkbox"/> Pencils           | <input type="checkbox"/> Paper      | <input type="checkbox"/> Notepad  |
| <input type="checkbox"/> Colored Markers | <input type="checkbox"/> Crayons           | <input type="checkbox"/> Calculator | <input type="checkbox"/> Dividers |
| <input type="checkbox"/> Scissors        | <input type="checkbox"/> Highlighters      | <input type="checkbox"/> Binder     | <input type="checkbox"/> Uniform  |
| <input type="checkbox"/> Sharpener       | <input type="checkbox"/> Pencil Case/Pouch | <input type="checkbox"/> Erasers    | <input type="checkbox"/> Other    |

## Tutoring Information

Tutoring Shelter or Location:	City:
Tutor Name:	Tutor Phone Number and Email:
Tutoring Schedule (Day/Time):	Start Date:



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## Consent Form

I, \_\_\_\_\_, as the parent/legal guardian of  
Parent/Legal Guardian Name – Please Print

\_\_\_\_\_, hereby give my permission to  
Child Name – Please Print

School on Wheels, Inc. to:

- Speak with my child's teacher(s) to plan educational goals for my child as well as to request supplemental materials for activities during tutoring sessions. I understand that the tutor may disclose the transitional nature of my child's living situation to the teacher(s) in order to receive additional support.
  
- Photograph or film my child for School on Wheels, Inc. promotional materials highlighting my child's success.

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School on Wheels, Inc. Coordinator Signature

\_\_\_\_\_  
Date

**Please complete and return all forms to your Coordinator after your first session.**

## **Appendix C2: Field Trip/Off-Site Tutoring Session Policy and Consent Form**



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### **Field Trip, Offsite Tutoring and Transportation Policy**

This policy is intended to protect the safety of School on Wheels, Inc. (SOW) students and volunteers while participating in field trips, offsite tutoring or transporting a student in a volunteer's vehicle. We ask for and appreciate your help in complying with this policy.

Please note that ALL field trips, offsite tutoring or transporting of SOW students must comply with the policy guidelines below. If a volunteer does not comply with this policy, s/he releases School on Wheels, Inc. of all liabilities and claims in the event of injury, accident, illness, or death occurring during or by reason of the field trip or transporting of the student. A Release of Liability Form must be signed.

- Volunteers must have been an active volunteer for a minimum of three (3) months to participate in field trips.
- Field trips, offsite tutoring or transportation are only for SOW volunteers and students. No more than two SOW students may participate at any one time.
- Siblings/parents/friends who are not enrolled in SOW's program may not participate in field trips or be transported in the volunteer's car.
- All field trips, offsite tutoring or transportation must be approved by a parent/legal guardian and a SOW Regional Coordinator or staff member.
- No child may participate in a field trip, offsite tutoring or transportation without a signed Consent Form.
- If a student is dropped off at an offsite tutoring location (such as a library), the parent/guardian must wait for the student until the tutoring session is finished.
- Field trips or offsite tutoring involving the use of a private vehicle require verification of a valid California driver's license and current auto insurance.
- Volunteers are not covered by SOW liability insurance; proof of individual insurance coverage must be provided.

- Volunteers involved in field trips, offsite tutoring or transportation must focus on their supervisory and safety role, as well as their mentoring role.
- Therefore, we ask that you:
  - Ensure seat belts are in working order. Any child riding in a volunteer's vehicle must wear a seat belt; children under 12 years old may not ride in the front seat.
  - Children who are age 6 or younger or weigh 60 pounds or less must be in a car seat.
  - Provide the parent/legal guardian with your cell phone number in case of emergency.
  - Model driving safety behaviors and obey all driving laws, including use of a cellular phone. In case of emergency, pull over to the side of the road.
  - Stay with the student at all times; always accompany children to a public restroom.



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### **Consent Form: Field Trip/Off-Site Tutoring Session**

**All off-site tutoring sessions or field trips must be approved by a School on Wheels, Inc. Coordinator and a parent/legal guardian of the child involved.**

Please indicate whether this is a one-time field trip or an ongoing event:

One-time field trip       Ongoing, off-site tutoring session

Student Name: \_\_\_\_\_  
Location Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Parent/Legal Guardian Name: \_\_\_\_\_  
Contact Phone Number: \_\_\_\_\_  
Volunteer Tutor Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Day(s) of Trip: \_\_\_\_\_  
Destination: \_\_\_\_\_  
Program Activities Include: \_\_\_\_\_  
Method of Transportation: \_\_\_\_\_  
Departing Time: \_\_\_\_\_ Returning Time: \_\_\_\_\_

#### **Parent/Legal Guardian Permission for Field Trip:**

My child, \_\_\_\_\_, has my permission to attend  
Child Name  
\_\_\_\_\_ on \_\_\_\_\_ . My child has my permission to  
Activity Date  
participate in all program activities, except \_\_\_\_\_ .  
Activity

Current injuries, minor physical limitations or medical conditions School on Wheels, Inc. should know about: \_\_\_\_\_

During the activity I may be reached at: \_\_\_\_\_  
Phone Number

Alternate Contact: \_\_\_\_\_  
Name Phone Number

\_\_\_\_\_  
Parent/Legal Guardian Signature Date



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### **Consent Form: Field Trip/Off-Site Tutoring Session**

#### Parent Consent for Emergency Medical Treatment:

The Undersigned do hereby authorize the officers, employees, volunteers or agents of School on Wheels, Inc.'s adult persons into whose care our son/daughter has been entrusted, to consent to an X-ray examination, anesthetic, medical or surgical treatment and hospital care to be rendered to said minor under the general or special supervision and upon the advice of a physician and surgeon licensed under the provisions of the Medical Practice Act, or to consent to an X-ray examination, anesthetic, dental or surgical diagnosis or treatment and hospital care to be rendered to said minor by a dentist licensed under the provision of the Dental Practice Act.

It is further understood that permission is hereby granted to the officers, employees, volunteers or agents of School on Wheels, Inc. to obtain and administer such medical aid or assistance as might, in their judgment, be required for the immediate care of our son/daughter in the event such help of an emergency nature becomes necessary. This authorization is granted with the knowledge that at certain locations used and/or administered by School on Wheels, Inc. medical assistance from a licensed physician or dentist may not be available.

In no event will School on Wheels, Inc.'s officers, employees, volunteers or agents be held liable for any first aid treatment or hospital care rendered, or drugs, medicine or surgical procedures performed pursuant to this consent.

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School on Wheels Coordinator Signature

\_\_\_\_\_  
Date

#### **Release:**

I, \_\_\_\_\_, the parent/legal guardian of \_\_\_\_\_,  
Parent/Legal Guardian Name – Please Print Child Name – Please Print

agree to release and hold harmless, School on Wheels, Inc. its respective officers, employees, volunteers, and agents (the "Released Parties") from any and all liability and claims, arising from or related to this activity and transportation to it, including, but not limited to any injury, accident, or death, or loss of property, whether or not such injury, death, damage, loss, or destruction is caused or alleged to be caused by the negligence or fault of the released Parties.

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

## Appendix C3: Getting to Know You Questionnaire (ages 5-11)



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### Student Questionnaire

Today's Date:	_____	Date of Birth:	_____
Student Name:	_____	Age:	_____
Tutor Name:	_____	Grade:	_____
Teacher Name:	_____		
School:	_____		

Do YOU like:

Math	Reading	Writing	Science
YES <input type="checkbox"/>	YES <input type="checkbox"/>	YES <input type="checkbox"/>	YES <input type="checkbox"/>
NO <input type="checkbox"/>	NO <input type="checkbox"/>	NO <input type="checkbox"/>	NO <input type="checkbox"/>
History	Geography	Art	Computers
YES <input type="checkbox"/>	YES <input type="checkbox"/>	YES <input type="checkbox"/>	YES <input type="checkbox"/>
NO <input type="checkbox"/>	NO <input type="checkbox"/>	NO <input type="checkbox"/>	NO <input type="checkbox"/>

Do you like school? YES  NO

What would you like to be when you grow up? \_\_\_\_\_

**Our Favorite Things**

	Student's Favorite	Tutor's Favorite
<b>Color</b>		
<b>Food</b>		
<b>Cartoon</b>		
<b>Teacher</b>		
<b>Drink</b> (coffee, tea, lemonade, coke)		
<b>Animal</b> (dog, cat, rabbit, mouse, lion)		
<b>Ice Cream</b> (vanilla, chocolate, strawberry)		
<b>Music</b> (rock, pop, country, rap, hip hop)		
<b>Sport</b> (football, soccer, baseball)		
<b>Day of the Week</b> (Monday, Saturday)		

What do you want your tutor to help you with most?

\_\_\_\_\_

After talking with the student, what goals do you think are achievable in a six-week timeframe? For example, simple number facts, finishing a book, learning the 10 x table, knowing sight words. Talk to your student and from the information that they have provided, work out one or two goals you would both like to achieve. Remember, these goals must be realistic.

Goal 1: \_\_\_\_\_

Goal 2: \_\_\_\_\_

## **Appendix C4: BUS Program Survey**



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### **BUS Program Survey**

This survey is being administered to students participating in the BUS Program. The purpose of this survey is to find out what you think about school and your future plans. You do not have to answer any question you do not wish to answer, but we hope you will answer as many questions as you can. Your answers will help us help you to the best our ability.

#### **Part A: Background Information**

##### **1. Gender**

- Male     Female

##### **2. Ethnic Background**

- White/Caucasian     Black/African American     American Indian/Native American  
 Hispanic/Latino     Asian/Pacific Islander     Other, please specify\_\_\_\_\_

##### **3. Grade**

- 8<sup>th</sup>     9<sup>th</sup>     10<sup>th</sup>     11<sup>th</sup>     12<sup>th</sup>  
 Other, please specify\_\_\_\_\_

#### **Part B: Value of My Education**

**Please rate the value of your school education in the following areas:**

##### **1. The overall value of education at my school**

- Excellent     Good     Fair     Poor     Very Poor     Not Applicable

##### **2. English classes**

- Excellent     Good     Fair     Poor     Very Poor     Not Applicable

##### **3. Mathematics classes**

- Excellent     Good     Fair     Poor     Very Poor     Not Applicable

##### **4. Science classes**

- Excellent     Good     Fair     Poor     Very Poor     Not Applicable

##### **5. Social science classes**

- Excellent     Good     Fair     Poor     Very Poor     Not Applicable

##### **6. Foreign language classes**

- Excellent     Good     Fair     Poor     Very Poor     Not Applicable

**7. Visual and performing art classes such as art, music, drama**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**8. Physical education classes**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**9. Technical or vocational classes**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**Part C: Grades**

**1. My grades in high school are generally:**

A's    A's and B's    B's    B's and C's    C's  
 C's and D's    D's    D's and F's    F's

**Part D: Academic Skills**

**Please rate the level of skills you have developed in school in the following areas:**

**1. Overall academic skills**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**2. English Language Arts**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**3. Reading**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**4. Writing**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**5. Mathematics**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**6. Science**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**7. Social Science**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**Part E: Abilities**

**Please rate the level of ability you have developed at school in the following areas:**

**1. Problem solving**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**2. Making good decisions**

Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**3. Technology, such as using computers**

- Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**4. Time management**

- Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**5. Making healthy lifestyle choices**

- Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**6. Career awareness**

- Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**7. Teamwork**

- Excellent    Good    Fair    Poor    Very Poor    Not Applicable

**Part F: After High School**

**1. Immediately after I leave high school, I plan to:**

- Enter a GED program
- Enter a local community college intending to transfer to a four-year college
- Enter a local community college and work towards a degree
- Enter a technical or vocational school
- Enter a program that offers a specialized certificate
- Enter a four-year college or university
- Become employed full-time
- Become employed part-time
- Other, please specify \_\_\_\_\_

**2. The highest degree that I would like to complete is:**

- No plans for further education
- A high school diploma or GED
- Some college level courses
- A specialized certificate from a technical or vocational school
- An associate's degree
- A bachelor's degree
- A master's degree
- A doctorate (PhD) or other professional degree (MD)
- I have not decide yet and could use some help with the decision

**3. I have done the following:**

- Attended college fairs
- Spoken with college representatives
- Visited college campuses
- Taken practice PSAT/ACT/SAT exams
- Obtained information from college websites
- Obtained information on financial aid/scholarships
- Researched career possibilities
- None of the above

**4. Has anyone at your school discussed the following with you? Please check all that apply.**

- Different admission requirements for community colleges vs. four-year colleges
- Different admission requirements among four-year colleges
- How to decide which college to attend
- Your likelihood of being accepted at different types of schools
- What ACT/SAT scores you need to get into the colleges you want to attend
- What kind of study skills you will need in college or vocational/technical school
- How to pay for college

**5. My future goal is:**

- Science and Technology, Professional, such as doctor, chemist, systems analyst
- Science and Technology, Skilled, such as computer programmer, lab technician
- Consumer Economics/Home Economics, such as dietitian, chef, baker, merchandiser
- Business, Professional, such as accountant, attorney, manager
- Business, Skilled, such as salesperson, customer service, retailer, clerical
- Communication, such as copywriter, librarian, paralegal, announcer,
- Arts, Professional, such as actor, jeweler, interior designer
- Arts, Skilled, such as graphic designer, photographer, floral designer
- Service, Professional such as teacher, social worker, nurse, recreational director
- Service, Skilled, such as police, firefighter, mail carrier
- Other, please specify\_\_\_\_\_

**6. Please check the factors contributing to your post-graduation plans:**

- I don't like studying
- I need to help support my family financially
- I cannot afford to go to school right now
- I want to earn an income immediately
- I don't need to go to college to get the job I want
- I have not decided on a major/career goal
- I plan to take care of my family full-time

**7. I would like to receive information on the following:**

- Assessing my career interests and abilities
- Developing a career plan
- Information about occupations (e.g. salaries, working conditions, and future outlook)
- Job search techniques (e.g. where/how to look for jobs)
- Resume writing
- Job interview skills
- Other, please specify\_\_\_\_\_

## **Appendix D: Definitions**

**Domestic Violence Shelter** – A facility dedicated to providing emergency refuge and/or transitional housing to women and children affected by domestic violence. These shelters are confidential and are comprised of converted single- and multi-family structures. Volunteers who tutor at a domestic violence shelter are required to execute a confidentiality agreement to protect the anonymity of the residents and staff.

**Emergency Shelter** – A publicly or privately-operated facility that provides temporary refuge on an emergency basis. Some of the shelters accept people on a walk-in basis, while others accept people on a referral basis only. Examples of modern, high-profile emergency shelters include Union Rescue Mission, Los Angeles Mission, and Midnight Mission. These facilities accommodate hundreds of people. Some emergency shelters are much smaller and not well-known to the surrounding community. Emergency shelter can also refer to winter programs, vouchers for motels/hotels, and church and synagogue shelter programs.

**Volunteer Tutor Coordinator** – A Volunteer Tutor Coordinator (VTC) is a School on Wheels volunteer who serves as a liaison between the shelter, the tutor and School on Wheels staff. The VTC's main job is to provide support to tutors, assign students to new tutors, and to maintain a good working relationship with the shelter. Your VTC will be in touch with you on a regular basis, through e-mail or by telephone.

**Regional Coordinator** – A Regional Coordinator is a School on Wheels staff member who oversees, and provides support to, Volunteer Tutor Coordinators and tutors in a region. The Regional Coordinator is the main contact person for tutors and shelters without a Volunteer Tutor Coordinator.

**SRO** – Also known as “single resident occupancy”. An SRO is comprised of a one-room apartment which does not include a bathroom. Many low-income units in the downtown area consist of SRO rooms.

**Transitional Shelter** – A facility designed as a “transition” between the emergency shelter and permanent housing. A transitional shelter can consist of a multi-unit apartment complex or converted single-family home. The facility offers more amenities such as a private living unit, semi-private or private bath, kitchen and dining facilities, and a laundry room. There is usually a set time for residency and program steps that must be completed within a specified time; short-term is typically between 3 months and 1 year; longer-term can be up to two years.

## **Appendix E1: Consent and Authorization for Fingerprinting and Criminal Record Report**



**school on wheels inc.**  
Tutoring Homeless Children Since 1993

P.O. Box 86133 • Los Angeles CA, 90086  
Phone: 213.896.9200 • Fax: 213.896.9222  
Website: [www.schoolonwheels.org](http://www.schoolonwheels.org)

### **Consent and Authorization for Fingerprinting and Criminal Record Report**

I desire to be considered for an assignment as a volunteer worker at School on Wheels, Inc. I understand that School on Wheels, Inc. must obtain my fingerprints and a criminal record report from the Federal Bureau of Investigations (“FBI”) to consider me for a volunteer work assignment. I hereby voluntarily consent to providing my fingerprints to School on Wheels, Inc. and authorize the Financial Industry Regulatory Authority to use my fingerprints to obtain a criminal record report from the FBI and to provide the resulting information and report to School on Wheels, Inc. I understand it is my choice whether to provide my fingerprints and authorize a criminal record report to be provided to School on Wheels, Inc., and I do so voluntarily. I also understand that School on Wheels, Inc. may receive periodic updates regarding any criminal records pertaining to me if I am selected to perform services for School on Wheels, Inc.

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

## Appendix E2: Volunteer Agreement



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### Volunteer Agreement

This Agreement is intended to indicate the seriousness with which we treat our volunteers. The intent of the Agreement is to assure you both of our deep appreciation of your services and to indicate our commitment to do the very best we can to make your volunteer experience here a productive and rewarding one.

#### **I. SCHOOL ON WHEELS, INC.**

We agree to accept the services of \_\_\_\_\_, beginning \_\_\_\_\_,  
Name of Volunteer – Please Print Date

and commit to the following:

1. To provide information, training, and assistance to aid you in meeting your responsibilities to provide academic tutoring to homeless children assigned to you at the location where you are placed.
2. To provide you supervisory aid and to provide feedback on performance.
3. To respect your skills, dignity and individual needs.
4. To be receptive to any comments you may have regarding ways in which we might mutually better accomplish our respective tasks.

#### **II. VOLUNTEER**

I, \_\_\_\_\_, acknowledge that I have initiated the request for an  
Name of Volunteer - Please Print

opportunity to volunteer.

I am not currently working for School on Wheels, Inc. as an employee, as an employee of a temporary agency assigned to work at School on Wheels, Inc., or as an independent contractor providing services to School on Wheels, Inc.

I agree to serve as a volunteer tutor of School on Wheels, Inc. and commit to the following:

1. I will perform my volunteer duties to the best of my ability.

2. I will serve as a volunteer without receiving any monetary compensation or other financial benefits for my service.
3. While volunteering on behalf of School on Wheels, Inc., I agree to abide by all rules, regulations, policies, procedures, practices and instructions of School on Wheels, Inc. and to use reasonable care in all that I do. My compliance with School on Wheels, Inc. policy includes the responsibility to respect the highest level of privacy and confidentiality of School on Wheels, Inc. and its students' information. In particular, I confirm that all information I learn about the volunteers and donors of School on Wheels, Inc. and the people it services (including name, address, financial and health information) is strictly confidential and I agree not to disclose such confidential information.
4. I will meet time and duty commitments, or to provide adequate notice so that alternate arrangements can be made.
5. I understand that my volunteer work with School on Wheels, Inc. involves risks and I expressly assume all such risks myself, including, but not limited to, injury or disease associated with my volunteer work. School on Wheels, Inc. shall not be responsible for my security, health or safety.
6. I agree to perform all work to the highest professional standards and agree not to engage in inappropriate conduct whether on the property of School on Wheels, Inc. or elsewhere while performing services for School on Wheels, Inc. Inappropriate conduct includes, but is not limited to: use of alcohol or being under the influence of alcohol on the property of School on Wheels, Inc. or elsewhere while performing services for School on Wheels, Inc.; possession or use of an illegal drug or controlled substance on the property of School on Wheels, Inc. or elsewhere while performing services for School on Wheels, Inc., unless under the direction of a certified physician; the distribution, sale or purchase of an illegal drug or controlled substance; harassment or threats, inappropriate touching or making sexually suggestive comments or gestures, violent behavior, misuse or theft of the assets of School on Wheels, Inc. or the assets of others with whom School on Wheels, Inc. provides services.
7. I understand that I or School on Wheels, Inc. can end my volunteer status at any time, with or without cause, by giving notice to the other.

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Volunteer Name – Please Print

## **Appendix E3: Volunteer Assumption of Risk / General Release Form**



**school on wheels inc.**

Tutoring Homeless Children Since 1993

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Website: [www.schoolonwheels.org](http://www.schoolonwheels.org)

### **Volunteer Assumption of Risk, General Release and Indemnity Form**

**I, the undersigned Volunteer, hereby represent and agree, to and in favor of School on Wheels, Inc., a California nonprofit organization, as follows:**

The Volunteer agrees and certifies as follows:

1. The Volunteer provides his/her services to School on Wheels, Inc., Inc. of the Volunteer's own free will, without promise, expectation, or receipt of remuneration. The Volunteer is not an employee or agent of School on Wheels, Inc., Inc. for any purpose and the Volunteer's services are not controlled nor mandated by School on Wheels, Inc., Inc.
2. The Volunteer agrees to serve as a volunteer at the discretion of School on Wheels, Inc. and to abide by the policies and procedures as explained to him/her by School on Wheels, Inc. during School on Wheels, Inc. volunteer orientation, or while involved in any volunteer training or activity.
3. The Volunteer understands and agrees that it is possible that the Volunteer may be injured or otherwise harmed during volunteer service due to accidents, acts of nature, the Volunteer's negligent or intentional acts, or the negligent or intentional acts of others; that School on Wheels, Inc. has no control over most risks, and, thus, cannot and does not guarantee nor take any responsibility for the safety of the Volunteer or the Volunteer's property while the Volunteer is engaged in volunteer service; and that the Volunteer hereby takes full responsibility for himself/herself and assumes the risk of harm or damage while serving by taking all necessary and reasonable precautions and acting in a manner that will help protect himself/herself and his/her property.
4. Volunteer (on his/her behalf and on behalf of his/her heirs, executors and assigns) agrees to release, indemnify and hold harmless, School on Wheels, Inc., its respective officers, employees, volunteers, and agents (the "Released Parties") from any and all liability and claims, arising from or related to his/her volunteer service with School on Wheels, Inc., including, but not limited to events that may occur or conditions that may exist at any school or facility, any injury, accident, or death, or any loss of, damage to, or destruction of my property, whether or not such injury, death, damage, loss, or destruction is caused or alleged to be caused by the negligence or fault of the Released Parties.
5. The Volunteer agrees and understands that injuries or losses to others, such as co-workers or the person(s) being helped, may occur as a result of the Volunteer's negligent or intentional acts during Volunteer service, and that to avoid such harm, the Volunteer must exercise care and act responsibly in serving others.
6. If any injury or loss to another does occur due to the Volunteer's intentional actions or due to Volunteer's negligent actions arising outside of the scope of the Volunteer's activities, the Volunteer must accept the liability for and repair, or make reparations for, the harm done.
7. Since Volunteers are not School on Wheels, Inc.' employees, School on Wheels, Inc. does not provide worker's compensation coverage for injuries or illnesses to the Volunteer arising out of Volunteer activities.
8. Volunteer understands and agrees that he/she will not be covered by or eligible for any medical or other insurance coverage provided by School on Wheels, Inc. or any worker's compensation, death or disability benefits. Volunteer has been encouraged to obtain his/her own medical or health insurance coverage (or to ensure that his/her current coverage applies to his/her volunteer activities with School on Wheels, Inc.) and agree that School on Wheels, Inc. is



## Appendix F: Volunteer Orientation Survey



**school on wheels inc.**

Tutoring Homeless Children Since 1993

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Thank you for attending today's orientation. We are continually looking for ways to improve our program and would appreciate your honest feedback in this survey.

1. Overall, do you believe that the School on Wheels, Inc. volunteer orientation has prepared you to tutor a child who is facing the challenges of homelessness?

Yes

No

Somewhat

2. What suggestions or changes would you make to improve the orientation for future volunteers?

3. Did you feel there were enough opportunities to ask questions during the orientation?

Yes

No

4. Please rate the following:

	<i>Poor</i>		<i>Average</i>		<i>Excellent</i>
<b>Effectiveness of Trainers</b>	1	2	3	4	5
<b>Training Content</b>	1	2	3	4	5
<b>Training Materials</b>	1	2	3	4	5
<b>Live Scan Process</b>	1	2	3	4	5
<b>Seating Arrangement</b>	1	2	3	4	5
<b>Videos</b>	1	2	3	4	5
<b>Location/Parking</b>	1	2	3	4	5
<b>Length/pace of Orientation</b>	1	2	3	4	5
<b>Overall Rating</b>	1	2	3	4	5

5. Additional comments:

For additional comments, please use back of the page. Thank you!