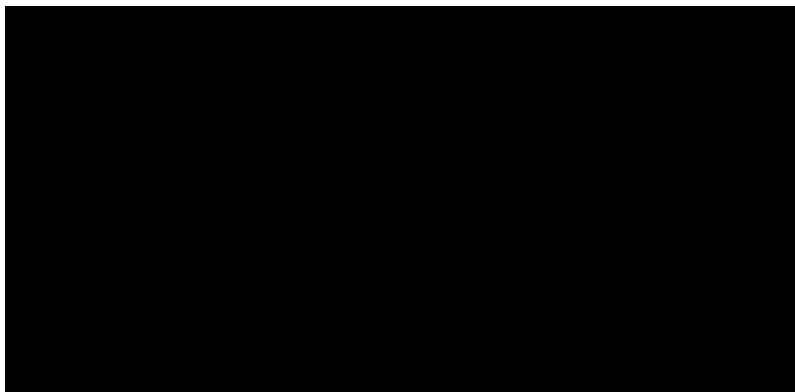


LEARN TO READ, INC.

Adopted 2008



Policies Manual

Learn to Read, Inc. (LTR)

© Learn to Read, Inc. (LTR)
2747 Art Museum Drive #100
Jacksonville, FL 32207
Phone 904.399.8894 • Fax 904.399.2508
Email – info@LTRJAX.org
Website – www.LTRJAX.org

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General Policies

These policies apply to the management and operation of the Learn to Read, Inc. (LTR). Pursuant to its bylaws, these policies may be changed or amended at any time by the board of directors.

WELCOME, MISSION AND VISION

Welcome to Learn to Read, Inc. (LTR). The Mission of Learn to Read to increase literacy awareness and improve adult literacy skills in Duval County through a volunteer based reading program.

LTR is itself a nonprofit tax-exempt charity governed by a volunteer board of directors who come from all segments of our community including leaders from nonprofit organizations, for-profit businesses, government, and the nonprofit funding community. With the guidance of the board of directors, an Executive Director manages the staff of LTR.

Our vision is to use its leadership role as an organization dedicated to addressing the issue of adult illiteracy to enhance awareness of the issue of adult illiteracy and its impact on individuals, families and the Jacksonville community as a whole. Learn to Read's vision to accomplish the second component of its mission is to train and support volunteer tutors who will provide direct instruction to support adults in obtaining the necessary reading skills to achieve their personal and professional goals.

CHANGES IN POLICY

This manual supersedes all previous policy and procedures manuals and memos. While every effort is made to keep the contents of this document current, LTR reserves the right to modify, suspend, or terminate any of the policies, procedures, and/or benefits described in the manual with or without prior notice to employees, tutors, volunteers or students.

INDIVIDUALS SERVED BY LTR

LTR offers its program services to clients over 16 years of age, not enrolled in a traditional school program, or any person who can be helped by LTR in the judgment of the Intake Assessment and/or the Coordinators of Literacy Service. All clients are admitted to the tutoring program at the discretion of the executive director.

Information received during interviews of potential clients, and information retained and monitored by the coordinator, is confidential.

WAITING LIST

LTR's goal is to prioritize any waiting clients based on the date the client first called to request service. However, other factors may affect the time necessary to find a tutor and, therefore, the order of placement. These include, but may not be limited to: time available for tutoring, location(s) for tutoring, client's refusal of a specific tutor, inability to reach or communicate by phone with the client. Clients will always be offered the opportunity to access the LTR computer learning lab at the office. Client service is always provided at the discretion of the executive director.

FAMILY LITERACY

As part of its mission, LTR will develop and promote family literacy through cooperation and collaboration with local educational associations, agencies, library systems, and health and human service providers. Individual learners may be recruited in this way and LTR will provide service as and when possible.

EQUAL OPPORTUNITY

LTR is committed to the concept and practice of providing equal employment opportunity to all employees and job applicants. This policy applies to membership on the board of directors, any committee or volunteer opportunity, staff, and to persons served by LTR who will be made aware of the nondiscrimination policies at time of hire, volunteering, or enrollment. LTR does not discriminate in employment, make any employment decisions, or take any employment actions because of race, color, sex, sexual preference, national origin, religion, political beliefs, pregnancy, age, marital status, handicap not affecting qualifications for a particular position, or the disability of a qualified individual.

LTR will not tolerate any harassing behavior or conduct, believing that employees, volunteers, and clients have the right to work in an environment free of harassment and intimidation. This includes sexual, racial, color, creed, disability, age, political belief, or national origin harassment.

Complaints of harassment should be reported to the Executive Director. Complainants also may seek the assistance of any member of the Executive Committee. Allegations of harassment will be investigated promptly and thoroughly and, if warranted, appropriate disciplinary action, up to and including dismissal, will be taken.

ETHICS

It is the policy of LTR to comply with all laws governing its operations and to conduct its affairs in keeping with moral, legal, and ethical standards. Compliance with the law means not only following the letter of the law, but also conducting business in a manner by which LTR will deserve and receive recognition as a good and law-abiding citizen of the business and nonprofit community.

MEMBERSHIPS AND AFFILIATIONS

LTR shall maintain its membership in such other organizations as is deemed advisable at the discretion of the board of directors.

LTR shall continue to maintain standards and conditions required for national accreditation by ProLiteracy America.

CONFERENCES/PROFESSIONAL DEVELOPMENT FUNDING FOR VOLUNTEERS AND CLIENTS

LTR shall encourage attendance for volunteers and clients at literacy conferences locally, statewide, and nationally. Every effort will be made to provide budget and grant-specific dollars for conference registration, travel, and lodging. A \$30.00 a day per diem may be provided for volunteers and clients when grant-specific dollars are available for conferences, training, or professional development. LTR's policy is to encourage volunteers and client conferees to pay for their own food and beverages as an in-kind donation to the organization.

COST OF SERVICES & CURRICULUM

The one-to-one and small group tutoring program offered to adults is free of charge. Clients and tutors are expected to purchase the curriculum recommended if the materials are lost and must be replaced. The purchase will be based upon the current rate of materials through the appropriate vendor for which the materials were purchased.

TUTORS

Tutors must be 18 years of age or older. All tutors must take the LTR Tutor Training and Certification Workshop or provide reasonable assurance/proof of tutor certification at any other ProLiteracy America affiliate. Tutors will be expected and encouraged to attend in-service and advanced tutor training workshops to maintain and upgrade certification standards. At the discretion of the executive director, a tutor may be deemed unqualified to meet the terms of the tutor job description and not be assigned to a client.

ONE-TO-ONE TUTORING CLIENTS – *Clients/New Readers/Adult Learners, Students*

Clients must be 16 years of age or older and not enrolled and attending high school on the First Coast (Northeast Florida). At the discretion of the executive director, tutoring services may be offered to clients under 16, who specifically request and/or require assistance. The assignment of such clients is determined on a case-by-case basis.

LTR will target recruitment and outreach efforts to clients meeting the criteria of levels one and two in NALS (National Adult Literacy Survey). Clients reading at higher levels may be accepted to the one-to-one tutoring program at the recommendation of the Interviewer, the coordinator, and at the discretion of the executive director.

AWARDS

Whenever possible individual volunteers, clients, and LTR itself, will be recommended for awards offered by local, state, and national organizations for outstanding performance.

OFFICE HOURS

The regular hours of the LTR office are 8:30 a.m. to 4:30 p.m. Monday through Friday with limited services available from 4:30 p.m. to 8:00 p.m. Monday through Thursday. The office will be staffed by at least one employee during those hours whenever possible.

SEVERE WEATHER

LTR is officially open for business each regular workday, except scheduled holidays and except in these weather-related conditions:

- The local or state government declares a weather-related "state of emergency."

Weather conditions may also require from time to time that we close the office early. You will not have to record an early closing as vacation or personal leave. The Executive Director shall determine when LTR will be closed due to severe weather conditions. All employees must leave the office at the time of closing unless they receive permission to remain.

In the event of severe weather, such as a hurricane, employees are expected to ensure the safety of their families prior to reporting to work. If severe weather is expected to prevent an employee from safely reaching the work site, the employee is responsible for notifying the Executive Director.

HOLIDAYS

The LTR office observes eight holidays within the calendar year:

New Year's Day	Labor Day
Martin Luther King Day	Thanksgiving Day
Memorial Day	The day after Thanksgiving
Independence Day	Christmas Day

Holidays falling on a Saturday are normally observed on the preceding Friday; holidays falling on a Sunday are normally observed on the following Monday. Before the start of each calendar year, a schedule of the actual dates on which each of these holidays is observed will be posted.

PERSONAL PROPERTY

LTR is not liable for a student's, volunteer's or an employee's loss, damage, or theft of personal property.

HARASSMENT PROHIBITED

LTR will not tolerate harassment or intimidation of its employees on any basis or for any reason, including harassment based on race, color, sex, age, religion, national origin, disability, marital or veteran status, membership in any labor organization, political affiliation, height, weight, or parental status.

WORKPLACE VIOLENCE

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect LTR in any way or which occur on premises occupied or utilized by the employees of LTR will not be tolerated.

SAFETY

LTR will provide a safe environment for employees and volunteers in which to work, train, and tutor. This includes appropriate maintenance of the physical plant, and proper attention to the security of the premises.

In addition, LTR will maintain a strict policy regarding the locations where tutoring may take place. These include all branches of the First Coast library systems. Otherwise, tutoring must take place in a neutral, mutually agreed upon, public location approved by the program director. Tutoring in the homes of either volunteers or learners is against LTR's policy.

ACCIDENTS AND INJURIES

LTR wants to provide a safe place for employees and volunteers to work. Employees are responsible for abiding by all safety regulations of LTR and for using common safety practices. All accidents and injuries, which occur on LTR's property – whether to clients, visitors or employees – must be reported immediately to the Executive Director.

Employees should not render even well intentioned first aid unless an emergency exists. When accidents involve volunteers or visitors, the Executive Director should be notified. If an injury warrants, the employee should see a doctor as soon as possible.

SMOKING POLICY

LTR is a smoke-free workplace. This policy applies to anyone working in or visiting LTR's premises.

LIABILITY

LTR disclaims all liability for personal or property injury and any and all consequential damages resulting to clients or volunteers. For the protection of both clients and volunteers, LTR specifically adopts and posts a clear safety policy.

Jacksonville Reads Policies and Procedures

STUDENT ELIGIBILITY & INTAKE

The Jacksonville Reads one-to-one tutoring program is designed for adults with limited or no reading ability. The potential student must call to schedule the interview. Anyone 16 years of age or older is eligible to interview.

Intake interviews are available at the Learn to Read, Inc. location:

- Main office: phone 904-399-8894, 2747 Art Museum Drive #100, Jacksonville FL 32207
- Off-site: pre-arranged with Executive Director and Program Director approval and with a minimum of 10 educational evaluations to be conducted.

The intake interview generally lasts one to one and half hours. It serves to:

- Determine if the program is appropriate for the student's individual needs based upon reading and language levels. If not, a referral is made to another appropriate agency.
- Provide orientation and review student responsibility information.
- Assess the student's current literacy strengths and weaknesses.
- Assist the student in identifying short and long-term goals.
- Recommends placement in a nationally approved curriculum.
- Provides a tutor with a record of student skills and areas requiring special emphasis.

LTR does not discriminate on the basis of sex, religion, race, color, national origin, disability, age, political beliefs, marital or familial status. Individuals with disabilities will be accommodated to the fullest extent as outlined in the ADA guidelines. Due to limitations of the volunteer-based program, LTR is unable serve some individuals who are cognitively disabled or developmental disabled.

Recognizing this policy, there may be individuals who, however willing, are not able to benefit from LTR tutoring. If in opinion of the tutor or a staff person and with the concurrence of the Program and /or Executive Director, such a situation exists, the student will be advised that tutoring or continuing in tutoring is not recommended. If possible, the individual will be referred to another appropriate agency better able to meet his/her needs.

If the program is appropriate for the student's needs, the student is enrolled in the program. Students are required to attend a two-hour orientation and to complete at least ten hours of computer lab instruction. Upon completion of requirements, the student is placed on the list to be matched with a volunteer tutor and or is placed in a level appropriate class. Volunteer tutors teach students with one-to-one instruction in basic literacy. A nationally approved curriculum offers lessons in reading, writing, comprehension and spelling. The program instruction is student centered. The length of time a student is enrolled depends upon accomplishment of individual goals.

Both tutors and students commit to meet one to two hours per week for one year. Tutor/Student pairs are determined by mutual meeting preference (time, location, etc.) and meet in public locations such as libraries, churches and schools. Home tutoring is not permitted. Program staff provides ongoing support services. Tutoring services are confidential and free.

STUDENT INTAKE PROCESS

1. Prospective student calls office to schedule an interview appointment.
General program information is given at this time.
2. Interviewer collects student's demographic, educational, work history and tutoring preference information using the LTR New Learner Intake/Permanent Record form.
3. Interviewer and student discuss student's short and long-term goals using the Learn to Read, Inc. Intake form.
4. Interviewer administers Learning Disability Screening.
5. Interviewer discusses orientation and computer lab requirements.
6. Student reads words from LWR Screening Lists Record Sheet.
6. Interviewer administers TABE to ABE students and BEST to ESL students.
7. Interviewer discusses student's strengths and weaknesses.
8. Interviewer reads and explains Learn to Read, Inc. Student Responsibilities Agreement to student. Student questions are explained and student is asked to sign. Student is given a copy, with an LTR business card and a card with orientation information, to take home.
11. Interviewer discusses instructional opportunities available at LTR at the student's level, match process and waiting list with student and provides referral to other agencies if needed.

STUDENT RESPONSIBILITIES AGREEMENT

1. I agree to complete assigned homework and practice lessons on a regular basis.
2. I understand that Learn to Read, Inc. (LTR) requires tutoring sessions to be conducted in public locations, such as libraries, churches or schools. **Home tutoring is not permitted.**
3. I understand that I must provide transportation to the tutoring sessions without assistance from the program or the tutor.
4. I agree to attend tutoring sessions regularly and to be on time for these sessions.
5. I agree to keep my tutor's name and phone number, and the LTR business card where I can find them quickly if needed.
6. I agree to call my tutor in advance of any absence or if I expect to be late. I will call the LTR office if I cannot reach my tutor. I understand that **if I miss three times in a row** without calling, I may be dismissed from the program.
7. I agree to call the LTR office if any problems arise with my tutor or tutoring that I need assistance with.
8. I agree to call the LTR office with any change of my address or phone number.
9. I agree to maintain appropriate behavior while representing LTR.
10. I am aware that I must demonstrate progress compared to the initial Diagnostic Inventory to continue in the program.
11. I may be placed in a small group
12. I agree to background screening policy. Background screenings are required of all tutors matched with LTR enrolled youth and conducted randomly of tutors and students over age 18.

Please complete this necessary information:

Other names used (include maiden names and nicknames):

Social security number: _____ Driver license number: _____

No. years FL resident: _____

"I agree to abide by the policies of Learn to Read, Inc. (LTR), and will fulfill my student responsibilities to the best of my ability. If for any reason I find I am unable to maintain my responsibilities, I will notify the program coordinator of LTR. In addition, I understand that I am entering into an at-will relationship that can be terminated at any time by LTR. at its discretion. **I understand the LTR Student Responsibilities Agreement as it was read to me and I agree to comply with it.**"

Signature _____ Date _____

Name (print) _____

STUDENT REFERRALS

Learn to Read, Inc. interviews all individuals who request tutoring services. The interview assesses the individuals' literacy strengths, needs, and preferences and determines program appropriateness.

Learn to Read, Inc. does not discriminate on the basis of sex, religion, race, color, national origin, disability, age, political beliefs, marital or familial status. Individuals with disabilities will accommodate to the fullest extent as outlined in the ADA guidelines. Due to the limitations of the volunteer-based program, Learn to Read, Inc. is unable to serve some individuals who are cognitively disabled or developmental disabled.

Recognizing this policy, there may be individuals who, however willing, are not able to benefit from Learn to Read, Inc.'s tutoring. If in the opinion of the tutor or a staff person and with the concurrence of the Executive Director, such a situation exists, the student will be advised that tutoring or continuing in tutoring is not recommended. If possible, the individual will be referred to another appropriate agency better able to meet his/her needs. A written referral documents the interview assessment. The interviewed individual will sign and receive a copy of the referral, and the interviewer will forward a copy to the referred agency. A signed referral indicates approval to share the information. The interviewed individual will sign and receive a copy of the referral, and the interviewer will forward a copy to the referred agency. A signed referral indicates approval to share the information.

STUDENT CENTERED INSTRUCTION

It is the policy of Learn to Read, Inc. to provide tutoring in basic literacy that is student-centered. The individual student intake interview, one-to-one and small group tutoring, individualized teaching plans, and an emphasis in goal-oriented instruction demonstrate this policy. The length of time a student is enrolled depends on how long it takes him/her to reach individual goals(s).

TUTOR RESPONSIBILITY AGREEMENT

- Purpose To teach basic reading and writing skills by working one-on-one with a student for at least a year or until goals are met.
- Tutor Responsibilities
- Complete workshop session required for student assignment.
 - Determine a public location for tutoring sessions. Home tutoring not permitted.
 - Work with student to schedule tutoring sessions.
 - Provide transportation to the tutoring sessions without assistance from the program or the student.
 - Attend all tutoring sessions.
 - Contact student in advance if unable to attend a session.
 - Work with student to set long and short term literacy goals and to plan the content of tutoring sessions.
 - Prepare lessons in advance of tutoring sessions.
 - Maintain client confidentiality. Information pertaining to client records, condition, or personal affairs must not be discussed outside Learn to Read, Inc. (LTR).
 - Purchase teaching materials.
 - Encourage student; be positive.
 - Submit monthly calendars and goal sheets regularly to the program coordinator.
 - Notify the program coordinator of:
 - changes in your or your student's phone number or address
 - changes in you or your student's involvement in the program
 - concerns or requests for reassignments
 - Maintain appropriate behavior while representing LTR.
 - Agree to background screening policy. Background screenings are required of all tutors matched with Learn to Read, Inc. enrolled youth and conducted randomly of tutors and students over age 18. Please complete this necessary information.

Other names used (include maiden names and nicknames): _____

Social security number: _____

Driver license number: _____

No. years FL resident: _____

"I agree to abide by the policies of Learn to Read, Inc. (LTR) and will fulfill my responsibilities to the best of my ability. If for any reason I find I am unable to maintain my responsibilities, I will notify the program coordinator of LTR in addition, I understand that I am entering into an at-will relationship that can be terminated at any time by LTR at its discretion. **I understand the LTR Student Responsibilities Agreement as it was read to me I agree to comply with it.**"

Signature _____ Date _____

Name (print) _____

TUTOR CERTIFICATION POLICY

Learn to Read, Inc. volunteer tutors are trained and certified in an 18-hour workshop. Tutor training incorporates ProLiteracy America, Literacy Volunteers of America and Laubach Literacy Association principles. Attendance at all workshop sessions is required for certification.

ELIGIBILITY

To be eligible to participate in the Jacksonville Reads program, tutors will:

- Complete workshop session required for student assignment.
- Determine a public location for tutoring sessions. Home tutoring not permitted.
- Work with student to schedule tutoring sessions.
- Provide transportation to the tutoring sessions without assistance from the program or the student.
- Attend all tutoring sessions.
- Contact student in advance if unable to attend a session.
- Work with student to set long and short term literacy goals and to plan the content of tutoring sessions.
- Prepare lessons in advance of tutoring sessions.
- Maintain client confidentiality. Information pertaining to client records, condition, or personal affairs must not be discussed outside Learn to Read, Inc. (LTR, Inc.).
- Purchase teaching materials.
- Encourage student; be positive.
- Submit monthly calendars and goal sheets regularly to the program coordinator.
- Notify the program coordinator of:
 - changes in your or your student's phone number or address
 - changes in you or your student's involvement in the program
 - concerns or requests for reassignments
- Maintain appropriate behavior while representing LTR, Inc.
- Agree to background screening policy. Background screenings are required of all tutors matched with LTR, Inc. enrolled youth and conducted randomly of tutors and students over age 18.

COMPLETION INFORMATION

Attendance at all workshop sessions (10-hours) is required for tutor certification. Any missed session may be completed for certification within 3 month at a schedule workshop.

Learn to Read, Inc. accepts tutors who have been trained and certified by a ProLiteracy America affiliate. These tutors will be asked to provide proof of training.

TUTOR TRAINER CERTIFICATION POLICY

LTR TUTOR TRAINER REQUIREMENTS

1. Maintain current ProLiteracy America trainer status. Submit documentation (letter) from ProLiteracy America stating your trainer status.

- ProLiteracy America recertification requirements:

- Trainer certified prior to January 1, 2006
 - ~ Complete online trainer recertification application
 - ~ Submit a local state program endorsement
 - ~ Sign a trainer ethics statement
 - ~ Submit participant's evaluations showing average or above average ratings for tutor trainings facilitate in the previous 12 months
 - ~ Provide documentation of annual professional development activities
 - ~ Submit processing fee, \$40 dollars.
- Trainers certified or recertified after January 1, 2006
 - ~ Complete online trainer recertification application
 - ~ Submit a local state program endorsement
 - ~ Sign a trainer ethics statement
 - ~ Receive an acceptable rating on trainer observation form.
 - ~ Submit evidence of conducting at least one adult literacy tutor training in three of the previous four years, and submit participant's evaluations from these trainings that show average or above average ratings.
 - ~ Complete a minimum of 40 points toward professional development directly relate to adult education, literacy, and trainer skills during the four years.
 - ~ Submit processing fee, \$40 dollars.

For further information on ProLiteracy America certification requirements go to the following website: http://www.proliteracy.org/proliteracy_america/training/downloads/ProLiteracy-TCManual_E-Trainer-Recertification.pdf

2. Submit copies of activities attended to fulfill ProLiteracy America continuing education requirements.

3. Tutor a minimum of 15 hours per year.

4. Conduct a minimum of two Basic Tutor Training workshops per year.

5. Attend training team meetings.

6. Continue to meet the following LTR training standards:

- a) Adhere to and follow LTR training curriculum and 11-hour schedule.
- b) Maintain a professional appearance
- c) Advocate for literacy in the community.

* Monitoring and evaluations are conducted annually by the Executive Director or his/her designees and maintained in the trainers' folders. The tutor trainer policies and procedures are reviewed by the Curriculum Committee annually or as needed.

LTR Mentor Trainer Job Description:

The Mentor Trainer is a certified tutor trainer who guides and encourages an Apprentice Trainee through the process of certification.

- Mentor Trainer Duties:

1. Meet with Apprentice Trainee to discuss LTR tutor training curriculum and answer any questions trainee may have.
2. Review and discuss with trainee timeline established by LTR office.
3. Assess trainee's content knowledge of material and presentation skills based upon the ProLiteracy America criteria (listed below). Offer guidance and strategies for improvement when needed.

ProLiteracy America Criteria:

- ~ Foundation Concepts

- Background on adult education and literacy
- Adult learning theory
- Individual learning plans
- Instructional techniques for reading, writing, speaking, listening,
- Instructional material/resources

- ~ Basic Literacy

- Reading strategies
- Writing strategies

- ~English as a Second Language

- Language acquisition theory- communicative approach
- Language acquisition techniques, exercises, and activities
- Listening/speaking and reading/writing strategies

Further breakdown of Content knowledge found on ProLiteracy America website:

http://www.proliteracy.org/proliteracy_america/training/downloads/ProLiteracy-TCManual_C-Content-Areas.pdf

4. Inform Program Director of trainee's progress and recommend continuation of training process or dismissal depending on which is appropriate. Based on mentor's observation, if mentor determines that trainee is not able to fulfill the role of a LTR Tutor Trainer mentor arranges to meet with trainee, one other LTR Trainer and one LTR staff member to discuss LTR's decision to withdraw endorsement of trainee.
5. Conduct ProLiteracy America onsite observation evaluation. Guidelines found on ProLiteracy America website. http://www.proliteracy.org/proliteracy_america/training/downloads/ProLiteracy-TC_ObservationGuide.pdf

LTR APPRENTICE TUTOR TRAINEE

1. Complete LTR Basic Literacy Tutor Training and tutor an LTR student for at least 40 hours.
2. Receive approval from the LTR Program Director to start the certification process.
3. Meet with Program Director/Training Coordinator to review requirements and timeline for certification process.
4. Once LTR registers trainee with ProLiteracy America, pay \$80 training fee in order to have access to trainer's website resources. (Training fee will be repaid by LTR after one year of conducting tutor trainings).
5. Meet with Mentor Trainer to evaluate training experiences as needed.
6. Assist with at least three Basic Tutor Trainings and be able to present all parts of the training.
7. Continue tutoring for at least 15 hours per year with LTR student(s).
8. Meet with Mentor Trainer to determine readiness for certification test and receive approval to move forward with observation.
9. Arrange training observation with Mentor Trainer.
10. Contact ProLiteracy America to schedule testing date.
11. Take online ProLiteracy America Tutor Trainer test and pass.

TUTOR TRAINING

Volunteer tutors are trained and certified in a 10-hour workshop. There is a \$20 non-refundable contribution for the training. This contribution helps offset the cost of the materials and tutor materials. Scholarships are considered in an as-needed basis.

Learn to Read, Inc. will conduct off-site workshops for a \$700 fee. If the requesting organization has more than 20 participants to be trained, the fee increases \$35 per participant. Fees may be adjusted with the permission of the executive director.

Workshops may be cancelled due to low enrollment. In this event, the prospective tutor will be notified and presented options to transfer registration to upcoming workshops.

BACKGROUND SCREENING

Background screening is required of all staff, program volunteers and tutors matched with Learn to Read, Inc. Learn to Read, Inc. will underwrite the cost of the screening. A signed tutor responsibility and staff personally manual agreement indicates compliance.

TUTORING IN PUBLIC LOCATIONS

Learn to Read, Inc. requires tutoring sessions to be conducted in public locations, such as libraries, churches or schools. This setting emphasizes the professional/working aspect of the tutor/student relationship. Home tutoring is not permitted. The program coordinator maintains a listing of public locations available for tutoring sessions.

TUTOR/STUDENT MATCH PROCEDURES

Learn to Read, Inc. program coordinators carefully consider the needs, interests, goals, and skills of both the student and tutor in determining a match. A priority consideration is the students' and tutors mutual meeting preference, indicated on completed enrollment information.

After successfully completing training and a background screened, tutors are matched with a student. Program staff notifies the tutor via phone or email. Tutor is given student's information. Once tutor sets up time and place to meet with student, tutor is asked to come to L/TR to pick up materials: Student Profile, Skill books and Tutor's Manual, Learning Style assessment, Blank Monthly progress Report.

If the match is unsuccessful, the tutor, student, and/or program coordinator may break the match with written or verbal notification at any time. When a match is broken, the program coordinator will attempt to contact the tutor and the student to determine their interest in continuing in the program. If the tutor and/or student desire to continue in the program, a new match will be formed from available participants in the waiting list.

TUTOR/STUDENT SUPPORT SERVICE

Follow-up

Follow-up is personal contact with tutors and students to gather information and help reduce feelings of isolation. . Program staff contact tutors periodically after completion of the training workshop

Newsletters (*LTR Update & Tutor/Student News*)

Newsletters provide tutors, students, and community supporters with organizational and program news, student/tutor profiles, tutor techniques, and recognition features.

Student/Tutor Support Group

Learn to Read, Inc. students help coordinate these monthly meetings. The goals of the meetings are to increase rapport, provide a forum for education and shared concerns, communicate program news, and engage participants in fulfilling the mission.

In-service Training

Learn To Read, Inc. offers several in-service training workshops each year. They are designed to help tutors reinforce their core skills and gain new information on instructional techniques.

Resource Material

The office maintains literacy information, books, workbooks, magazines, and videos for tutor and student use. Lists of instructional websites are also available as resources.

Recognition

Tutors, students, and trainers are recognized at annual meeting, board meetings, newsletters, and during volunteer month.

Re-matching

Progress is tracked with student progress reports, tutor/student pairs are monitored and follow-ups are conducted regularly. Discontinued participants are tracked and re-matching is an ongoing process.

RECORDS RETENTION POLICY

Program participants and funder records will be maintained for a minimum of seven years.

TRANSPORTATION

Program participants are advised in the student Responsibilities Agreement and Tutor Responsibilities Agreement to provide transportation to the tutoring sessions without assistance from the program, student or tutor.

CONFIDENTIALITY

Learn to Read, Inc. staff and volunteers are advised to maintain client confidentiality: information pertaining to participant records, conditions or personal affairs must not be discussed outside Learn to Read, Inc.

GRIEVANCE PROCEDURE

Complaints should be taken to the Program Director to attempt information resolution and avoid lengthy formal procedures. If no solution is found, the complaint may be handled in the following manner:

- The complaining party may file a signed written allegation with the executive director.
- The complainant will meet with the executive director to detail the exact grounds and circumstances involved in the alleged action. The executive director will try to resolve the dispute at this point.
- Should no solution be found the executive director will begin an investigation into the matter under dispute. Evidence relating to the working environment, as well as the parties and issues involved, will be collected. At the conclusion of the investigation, the executive director will make a decision based on the findings.
- Should the complaining party feel that they have not or cannot obtain satisfaction they may submit their grievance directly to the president of the board of directors of Learn to Read, Inc.

The executive committee will issue a final decision after appropriate deliberation.

PHYSICAL EQUIPMENT AND FACILITIES

A yearly inventory of program materials and equipment will be conducted. All facilities meet ADA requirements.

LTR SPANISH STUDENT AGREEMENT

MANUAL DE REGLAMENTOS Y PROCEDIMIENTO DEL PROGRAMA DE JACKSONVILLE READS

ACUERDO DE RESPONSABILIDAD DEL ESTUDIANTE

1. Acepto completar las lecciones asignadas y practicar las lecciones regularmente.
2. Entiendo que Learn to Read, Inc. (LTR, Inc.) requiere que las sesiones con tutores se conduzcan en lugares públicos, tales como bibliotecas, iglesias o escuelas. No es permitido reunirse con su tutor en domicilio privado
3. Entiendo que soy responsable de proveer mi transporte sin ayuda del programa o del tutor.
4. Acuerdo asistir las sesiones de tutoría regularmente y llegar a la hora establecida.
5. Acuerdo guardar el nombre y teléfono de mi tutor, también el número de teléfono de LTR, Inc. donde pueda encontrarlos rápidamente por si es necesario llamarlos.
6. Acuerdo llamar a mi tutor por adelantado para avisarle en caso de algún retraso o si me es necesario cancelar la cita. Llamaré a LTR, inc. Si no puedo comunicarme con mi tutor. Entiendo que si faltó tres veces de corrido sin llamar, puedo ser despedido del programa.
7. Acuerdo llamar a la oficina de LTR, inc. si se presenta algún problema con mi tutor o mi educación que necesite ayuda.
8. Acuerdo llamar a la oficina de LTR, inc. para informarles de cualquier cambio de dirección o número de teléfono.
9. Acuerdo comportarme apropiadamente mientras represento LTR, Inc.
10. Estoy enterado que para continuar en el programa debo demostrar progreso comparado con mi evaluación inicial.
11. Entiendo que puedo ser colocado en clase de Ingles básica o en un grupo pequeño.
12. Estoy de acuerdo con la práctica de LTR, Inc. de revisar el pasado criminal de los tutores y entiendo que este proceso puede ser aplicado con algunos estudiantes y doy autorización a LTR. Inc. para hacer esta investigación.

Por favor complete esta información:

Otros nombres usados (nombre de soltera y apodos): _____

Número de Seguro Social: _____ Número de la licencia de conductor: _____

Numero de años siendo residente de FL: _____

Acuerdo seguir las reglas de LTR, Inc. y cumplir mis responsabilidades como estudiante. Si por cualquier razón no puedo mantener mis responsabilidades, notificaré al coordinador del programa de LTR, inc. De igual forma entiendo que estoy entrando en una relación que puede ser terminada a la discreción de LTR, Inc. en cualquier momento. Comprendo y acepto el acuerdo de responsabilidad del estudiante de LTR, Inc. y me comprometo a cumplirlo.

Firma _____ Fecha _____

Nombre _____

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Learn to Read, Inc. (LTR)

Learn to Read, Inc. (LTR)
2747 Art Museum Drive #100
Jacksonville, FL 32207
Phone 904.399.8894 • Fax 904.399.2508
Email – info@LTRJAX.org
Website – www.LTRJAX.org