

## Welcome

The Board of Directors, staff and especially our students are delighted that you have chosen to become a volunteer tutor. We are confident that your experience at LVNC will be a rewarding one. The staff is here to assist and support your work. Please feel free to ask questions at any time.

Since so much information is presented during training, we hope that this booklet will be helpful as a review of the administration aspects of our program. It contains current policies and procedures applicable to volunteers. We'll provide updates as they occur.

## Contact Details

**Address:** 23 East Avenue  
2<sup>nd</sup>. Floor / Lockport Library  
Lockport, NY 14094

Telephone: 716-433-7014  
Fax: 716-433-2459  
E-mail: [Locklit@aol.com](mailto:Locklit@aol.com)

1001 11<sup>th</sup>. Street  
Trott Access Center  
Niagara Falls, NY 14301

Telephone: 716-278-8224  
Fax: 716-278-8226  
E-mail: [LVANFalls@aol.com](mailto:LVANFalls@aol.com)

**Office Hours:** Lockport: Monday & Wednesday 10:00AM to 4:00PM  
Tuesday 10:00AM to 7:00PM  
Thursday 10:00AM to 3:00PM  
Closed Friday, Saturday and Sunday  
Other hours are available by request.

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**Staff:** Susan Shaft, Executive Director  
Vicki Kutnyak, Program Director

Pat McKenna, Administrative Assistant,

### **Mission Statement**

*Literacy Volunteers of Niagara County* supports community-based efforts to enable adults to gain literacy skills needed to reach their full potential as individuals, parents, workers and citizens.

### **Our Vision**

*Literacy Volunteers of Niagara County* is an essential community partner in providing effective literacy services. LVNC recognizes literacy as an integral element in the broader goals of economic opportunity and security, social justice and human dignity.

### **Board of Directors**

**Lisa Stephens, Chairman**

**Thom Olsen, Vice Chairman**

**Jane Olstad, Secretary**

**Tom Riley, Treasurer**

**Tim Marren**

**Colleen Slate**

**Jennifer Morris**

**Dennis Caisse**

## Organizational Responsibilities

In order to build literate communities, *LV/Niagara County* will:

- Represent Niagara County needs and concerns with the state LVA office and board of directors;
- Foster and strengthen partnerships and communication among literacy programs at all levels;
- Strengthen and diversify its partnerships with organizations that share its vision and mission;
- Foster active partnerships with Niagara County government and other state
- Level institutions to improve policy and practice and affect decisions on the allocation of resources; and
- Continue to strengthen and diversify its financial base.

## Slogan

Building Literate Communities across Niagara County

## Role / Expectations of Tutors:

### Purpose:

To help adults eighteen years of age or older:

- Improve his/her literacy skills
- Learn the English language
- Use newly learned skill to meet self-identified goals

### Training:

- Attend an 18 hour Basic Literacy and/or 24 hour Basic Literacy / ESOL Training Workshop.
- Participate in a least one in-service session each year.

### Qualifications:

- Be at least 18 years of age.
- Be able to speak and understand English well enough to communicate clearly.
- Read at 12<sup>th</sup>. grade level or above.
- Have no record of conviction for any crime of violence, or be recommended by Probation and Parole.
- Be dependable, prompt, interested in helping others, sensitive to different backgrounds and cultures, respectful of confidentiality, patient and optimistic.

### Place of Tutoring:

Tutoring can take place at any approved site in the community. Libraries, community centers and churches are often available to tutors / students. Home tutoring is discouraged.

### Hours of Tutoring:

Ideally the tutor and student should meet at least once per week for approximately one hour. In addition, the tutor will need to spend time preparing for each lesson.

### Responsibilities

Provide encouragement and support by:

- Helping the student develop confidence and a positive attitude toward learning by affirming his/her thinking and progress in each lesson.
- Helping the student become an independent learner.
- Showing respect for the student by listening to what he/she has to say and by actively involving him/her in decisions about the learning process.
- Modeling appropriate cultural behavior.
- Encouraging the student to respond to difficult material by being supportive rather than critical of his/her mistakes.
- Giving immediate and appropriate feedback throughout each tutoring session.
- Seeking to understand the psychological, emotional, physical, and/or cultural conditions that may cause a student to have difficulty learning to read and/or speak.
- Using suggestions/methods recommended by an education coordinator.
- Participating in at least one in-service session each year.
- Working with the student to set short and long-term goals, being well prepared for each lesson, and planning lessons designed to help the student meet his/her self-identified goal.
- Keeping accurate records of the student's progress.
- Reporting tutoring, preparation and traveling hours, noteworthy progress, achievements, and any schedule changes to the office in a timely manner.
- Being able and agreeing to get to the designated tutoring site without assistance from the program or the student.
- Attending scheduled sessions regularly, arriving at sessions on time, and notifying the student in advance of absence or delay.
- Agreeing to return borrowed materials in a timely manner.
- Notifying the office of:
  - \* Changes in your or your student's telephone number, address or E-mail address.
  - \* Changes in your or your student's involvement in the program.
  - \* Suspensions of class for more than one month.
  - \* Concerns about curricular issues such as:

1. Core curriculum
  2. Student Progress
  3. Lessons ideas or methods
  4. Supplementary materials
- \* Concerns or requests for reassignments.

### Tutor Policy

- Maintain confidentiality. Any discussion pertaining to a student should be held in private only with executive director or office personnel.
- Transportation of tutors by students or students by tutors is not encouraged.
- Home tutoring is not permitted.
- Demonstrate behavior appropriate to working one-on-one with a student, this excludes such behavior as:
  - insensitivity or disrespect towards others
  - use of offensive language
  - harassment ( any behavior perceived as offensive, after being asked to stop)
  - disruptively loud behavior
  - possession of a weapon or threatening behavior
  - disregard to personal hygiene
  - being under the influence of alcohol or illegal drugs

### Students and tutors should report any concerns to the office.

- If your student has personal problems or needs referral for other services, notify the office rather than becoming involved yourself.
- Notify your student at least one hour in advance if you need to cancel class.
- Do not bring children or other guests to tutoring sessions: students are given the same instructions

### **Tutor Dismissal Policy**

**A Tutor may be dismissed for misrepresenting his/her qualifications and/or not completing training, not complying with stated responsibilities, or disregarding tutor policies.**

- **Complaints or grievances regarding a tutor should be presented in writing to the director.**
- **The director will provide dated documentation of tutor infractions.**
- **The tutor will meet with the director to discuss infractions.**
- **A plan with a time frame will be developed by the director and the tutor to remedy the situation.**
- **If the infraction(s) continue after the designated date of compliance, the director will proceed with the dismissal of the tutor.**

**Tutor Agreement**

**I agree to abide by the tutor policies and job qualifications and to fulfill my volunteer tutor responsibilities to the best of my ability. If, for any reason I am unable to fulfill my responsibilities, I will notify the Literacy office.**

**I have read, and I understand, the tutor qualifications, the tutor responsibilities, and the tutor policies and I agree to comply with them. In addition, I understand that I am entering into an at-will relationship that can be terminated by Literacy Volunteers.**

**Signature \_\_\_\_\_**

**Date\_\_\_\_\_**

**Name (print) \_\_\_\_\_**

**Two copies of this agreement will be signed by each tutor. One copy is for the tutor and the other will be kept in his/her file.**

## Program Policy

### Calendar

Traditionally, LVNC is closed for Memorial Day, July 4, Labor Day, Thanksgiving Day and Christmas Day and New Year's Day.

LVNC in Lockport is also closed any additional days that the Lockport Library is closed.

LVNC in Niagara Falls is closed any additional days that the Trott Access is closed.

### Weather Closings

In consideration of the safety of students, tutors and staff, please use your good judgment when scheduling session during inclement weather.

### Non-Discrimination Policy

LVNC does not discriminate on the basis of race, creed, color, national origin, ancestry, ethnicity, religion, gender, age, physical appearance, sexual orientation, familial status, or disability.

### Text Book Policy

As part of the training, each tutor will receive Tutor: a Collaborative Approach to Literacy Instruction and/or I Speak English: A Guide to Teaching English to Speakers of Other Languages.

Tutors and students can borrow teaching tools (workbooks, audio tapes, video tapes, etc.) from the LVA library at no charge. We do ask that they are returned in a timely fashion.

## Photocopying Policy

### Photocopying of Instructional Materials

Please remember that the materials used at LVNC are copyrighted and should not be photocopied except as noted below:

Permissible photocopying guidelines:

- \* one chapter of a book
- \* one article from a periodical or newspaper
- \* one short story, short essay, or short poem whether or not from a collective work
- \* one chart, graph, diagram, cartoon, or picture from a book, periodical or newspaper

## Procedures

### Tutor-Student Guidelines

- Complete a tutor training workshop.
- A student will be assigned to you. You will set up your first meeting in an approved location.
- Complete and return to the office all necessary paperwork from your first meeting.
- Exchange telephone numbers with your student so that you can contact each other in case of time conflicts. Communicate with your student the importance of calling when you can not make a meeting.
- Discuss with your student if confidentiality over the telephone is needed.
- Inform the LVNC office if there will be any breaks in tutoring of more than one month.
- Fill out your tutor hours record and be sure to return it to the LVNC office each month, whether you have hours or not. This is important for several reasons:
  - (1) It supplies information on the progress of your student.
  - (2) It gives important information necessary for reports needed to obtain and maintain funding.

### Tutor Follow-ups

Periodically LVNC will send notification of tutor follow-up meetings. These meetings are scheduled to bring together tutors for brain storming ideas. Whether you have progress or frustration with your student, this is the time to get ideas and help.

### Computers

Both LVNC offices have computers available for tutor/student use. None of the programs can leave the offices, so it is necessary to schedule appointments. The computers ARE NOT connected to the internet. They are for study purposes only. We have available a "Phonics" program and an "Oxford Picture Dictionary" program. Internet equipped computers are available in most libraries. A valid library card is required.

Contract Statement for Student and Tutors in LVNC Program

Tutor

I, \_\_\_\_\_, with the aid of LVNC staff, make a commitment to \_\_\_\_\_, my student in the tutoring program.

1. To schedule the agreed upon number of tutoring sessions per week by mutual agreement with my student.
2. To study the manual and practice the strategies of the workshop program and the text.
3. To maintain contact with the education coordinators and other tutors for continuing training and ideas.
4. To direct my student and provide evaluations before, during and after tutoring so my student and I can see progress and together decide what skills still need work.
5. To work with my student in every way possible to help him/her benefit the most from the tutoring.
6. To call my student with a minimum of an hour advance notice when I cannot attend a session.
7. To be on time.
8. To show respect to my student.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student

I, \_\_\_\_\_, make a commitment to my tutor \_\_\_\_\_.

1. To attend the required number of sessions per week except holidays or by mutual agreement with the tutor.
2. To be on time.
3. To practice my newly learned skills.
4. To keep track of my tutor's name and telephone number.
5. To call my tutor with a minimum of an hour advance notice when I cannot attend a session.
6. To take part in my evaluations so that I can see my progress and, together with my tutor, decide what skills still need work.
7. To show respect to my tutor.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Possible format for first meeting with student

1. Relax and have fun!
2. Introduce yourself. Try to draw out the student with conversations about family, pets, job, hobbies, interests, etc.
3. Talk with student about their goals and expectations.
4. Exchange telephone numbers, possibly on a file card for student.
5. Discuss meeting time and place and confirm next meeting.
6. Ask your student if she/he has a library card. If not contact library for forms.  
Student will need ID.
7. Let your student know that you are looking forward to the next lesson.

Student Evaluation Form      Confidential      Date: \_\_\_\_\_

6 months \_\_\_\_\_      1 year \_\_\_\_\_      2 years & beyond \_\_\_\_\_

Student Name: \_\_\_\_\_ Tutor Name: \_\_\_\_\_

Program: Basic \_\_\_\_\_ ESL \_\_\_\_\_

**Goals achieved:** Family & Self \_\_\_\_\_

Consumer Skills \_\_\_\_\_

Wellness / Health Skills \_\_\_\_\_

Work Skills \_\_\_\_\_

Attained Employment \_\_\_\_\_

Kept or Improved Employment \_\_\_\_\_

Community Skills \_\_\_\_\_

Additional Goals obtained \_\_\_\_\_

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**New Goals Set**

**Changes in Student Information:**

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Employment Status: \_\_\_\_\_

**Progress:**

Overall progress  
observed \_\_\_\_\_

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**Changes in self-esteem?**

On scale of 1 to 5

Reading Progress: \_\_\_\_\_

Materials used: \_\_\_\_\_

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Any work using computers? \_\_\_\_\_

Additional Comments on Back of Sheet Please.

Statement of Confidentiality Literacy Volunteers / Niagara County

"I shall respect the privacy of the people we serve and shall hold in confidence all information obtained in the course of service at LVNC, whether that information is obtained through written records or direct interaction with the person."

Therefore, I will not disclose an individual's confidence to anyone except:

1. As mandated by law.
2. To prevent a clear and immediate danger to a person or persons.
3. Where I am a defendant in a civil, criminal, or disciplinary action arising from the contact.
4. If there is a waiver previously obtained in writing, and then such information may only be revealed in accordance with the terms of the waiver.

I shall be responsible to store or dispose of all records and documents in ways that maintain confidentiality.

I shall maintain a professional attitude which upholds confidentiality toward the people we serve, colleagues, and any sensitive situations arising within LVNC.

I upon termination, shall maintain student and co-worker confidentiality and I shall hold confidential any information about sensitive situations within LVNC.

I understand the terms of this confidentiality statement and that violation of same may be grounds for termination of my services with LVNC.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date