



Volunteer Reading Tutor Guide

Welcome! Thank you for volunteering with Orange County Public Schools' **Read2Succeed** program. Your commitment to our students will contribute significantly to their confidence, academic achievement, and reading journey. This handbook includes expectations and guidelines to allow you to meet the needs of our students while becoming a great role model for them.

This guide also includes background information on why this is such an important program. Please plan to review the information enclosed in this guide before your initial meeting with your students. Keep it handy throughout your volunteering assignment for reference.

Reading tutors can instill a love of learning and reading, while helping students gain vital skills in the areas of social and personal development. Caring tutors are trained to administer the Read2Succeed curriculum and then matched with first- and/or second-grade students to provide students with the extra support they need. Reading tutors spend time connecting with students which is not only important in order to build rapport, but also fundamental to language learning and later success in school.

A reading tutor is a friend, listener, and motivator. Research shows that ALL children could benefit from a relationship with a caring adult. Undoubtedly, many children in your neighborhood, school, community center or local recreation center would cherish having someone like you in their lives. Please share your experience with others by recruiting a friend, co-worker or neighbor to volunteer their time.

The Read2Succeed team, the Foundation and Orange County Public Schools staff would like to express our sincerest thanks and appreciation. Reading volunteers DO make a difference!

For more information about the Read2Succeed program, please visit the Foundation's website at www.foundationforocps.org or contact us at 407-317-3200. A Read2Succeed team member may be reached via email at: Read2Succeed@ocps.net

“The more that you read, the more things you will know. The more that you learn the more places you’ll go.” – Dr. Seuss

Read2Succeed Program Overview

We now live in the “Information Age” where most jobs demand advanced skills such as assessing, summarizing, synthesizing, and evaluating information; not just decoding or reading words. Providing students the foundational skills in problem solving and communication is critical to their success. The teachers in our district are working hard to make that happen, but students enter school with varied socioeconomic backgrounds and reading skills. Some students need extra support to catch up giving Read2Succeed tutors the opportunity to make a positive impact on student progress.

Early elementary grades are a crucial time for reading development. By the end of third grade, students should make the crucial transition from learning to read to reading to learn. If reading is mastered by this time, the road ahead is clear for achievement. Some students need extra support in these early years to develop and sharpen their reading skills. That is how the Read2Succeed program helps.

What the Research Tells Us

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction. It addresses five critical areas:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Read2Succeed was created to provide reading support to first- and second-grade students who are struggling with three of these important skills: fluency, vocabulary and comprehension. In first grade, vocabulary is the reading skill targeted. In second grade, fluency and comprehension are the reading skills targeted. Students selected for the Read2Succeed program should have the foundational reading skills mastered which include phonological awareness and phonics.

Reading volunteers meet with first-grade students one-on-one once a week for 30 minutes to work on vocabulary; or a pair of second-grade students for 40 minutes to work on fluency, on school campus, during school hours.

Each year district schools are invited to participate. Participating schools are listed on the Foundation website.

All prospective volunteer reading tutors are required to attend a new volunteer training session and submit an ADDitions on-line volunteer application. A level one background check is required and must be approved before tutors are matched with students at a participating Orange County elementary school.

Program Structure

1st Grade Vocabulary Enhancement Program

What Is Vocabulary?

The National Reading Panel states that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean.

“Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure.” (Biemiller, 2005)

Vocabulary is often defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension. (Kamil & Hiebert, 2005)

The Importance of Vocabulary Acquisition

The Read2Succeed First Grade Vocabulary Enhancement Program facilitates reading tutors to increase and improve first-grade students’ vocabulary and background knowledge. This improvement is measured by the administration of a pre- and post-test as well as district assessments.

The students selected to participate in the program are identified by their teachers as needing extra assistance with vocabulary. The students could be struggling with early vocabulary acquisition and may be in need of additional background knowledge. Read2Succeed is non-remedial and administered by non-educators; therefore, the students should have a basic understanding of story elements and be willing to learn in a one-on-one environment. The students are not required to read aloud during this program, but are rather called upon to discuss story structure, story elements, words and their meaning after listening to various stories. **Volunteers read the story aloud to the student during each session.**

The method Read2Succeed utilizes to help students learn vocabulary is indirect and direct learning styles. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Students learn word meanings from listening to adults read to them. Reading aloud is particularly helpful when the reader pauses during reading to define an unfamiliar word and, after reading, engages the child in a conversation about the book. Some vocabulary should be taught directly which helps students learn difficult words that represent complex concepts and may not be part of the students’ everyday experiences. The Read2Succeed curriculum utilizes this method as well by having the volunteer introduce the pre-selected vocabulary words and their meanings before reading each book. (Reading Rockets website, Vocabulary: An Introduction)

Addressing the Issue: Our Program Step by Step

Step 1: Connecting with the student (5 minutes)

Step 2: Review the rules of the program (1 minute)

Step 3: Introduce or review the book you are currently reading (2 minutes)

Step 4: Introduce vocabulary student will listen for and highlight (5 minutes)

Step 5: Read the book aloud until the recommended stopping point (5 minutes)

Step 6: Review selected vocabulary words and paste into word journal (2 minutes)

Step 7: Write a sentence and illustrate vocabulary word (5 minutes)

Step 8: Vocabulary review and praise (5 minutes)

First and Last Sessions

During the first and last session, a brief pre- and post-test is administered. This is a very basic evaluation of vocabulary words selected for the program. At the last session, reading tutors give students their tote bag with the remaining materials as a gift.

Supplies

- 7 fiction and non-fiction books*
- Journal sheets, Vocabulary flash cards
- Highlighter, crayons, pencil, glue stick
- Pencil case & sharpener, extra book ring
- Tote bag, journal, praise stickers

*Six additional books available after the first set of books is completed. The 13 books include a wide variety of diverse characters to represent our diverse student population.

Students are given the tote bag and supplies at the last session to take home. Individual books should be sent home with students as they are completed. Encourage your student to continue reading and using their word journal during the summer.

Program Structure

Second Grade Fluency Program

What is Reading Fluency?

Fluency is the ability to read a text quickly, accurately, and with proper expression. Skilled readers read words accurately, rapidly and efficiently. Children who do not develop reading fluency, no matter how bright they are, will continue to read slowly and with significantly more effort than students who are on grade-level.

According to the National Reading Panel, fluency is a critical component of skilled reading. **Research has shown that there is a close relationship between fluency and reading comprehension.**

Reading fluency represents a level of expertise beyond word recognition accuracy, and reading comprehension may be aided by fluency. Students who are low in fluency may have difficulty understanding what they read.

The Importance of Reading Fluency

The **Read2Succeed** Second Grade Fluency Program has been created to address a need among many of our second grade students to improve their reading fluency and reading comprehension.

During this program, with a caring tutor and a simple step-by-step process, our goal is to improve students' reading fluency over the course of the academic year. This improvement is measured by noting the students' beginning and ending score on a one-minute timed reading of a non-fiction passage. Further progress will be evaluated by district assessments.

Students selected to participate in the program are identified by their teacher as needing extra assistance with fluency. Typically, students reading between 25 and 50 correct words per minute (cwpm) are a good fit for the program. The program is non-remedial and administered by non-educators; therefore the students should have a basic understanding of phonics, letter sound recognition, and word decoding.

Addressing the Issue: Our Program Step by Step

Step 1: Connecting with the student (5 minutes)

Step 2: Review the three components of reading fluency (2 minutes)

Step 3: Model through the day's passage reading aloud (2 minutes)

Step 4: Identify difficult/tricky words from the word list inside blue folder (7 minutes)

Step 5: Echo read (4 minutes)

Step 6: Choral read with students (2 minutes)

Step 7: Timed one minute student reading and graphing (5 minutes)

Step 8: Main idea questions (flower graphic organizer) for 100 level passages and comprehension questions for 200 level passages (3 minutes)

Step 9: Games and independent reading time (10 minutes and/or remaining time)

**Adapted from The Six-Minute Solution: A Reading Fluency Program with permission from Cambium Learning Group-Sopris.*

First and Last Sessions

During the first and last session, a brief pre- and post-test is administered. This done by utilizing passage 101 as the beginning and ending passage while following the program steps. At the last session, reading tutors give students their folders with any remaining passages and their completed graphs to take home.

Supplies

- Volunteer Folders - Includes program steps and rules, passages, volunteer record-student log, reading comprehension flower/questions, and additional suggested activities.
- Student Folders - Includes passages, program rules, fluency graph, and a volunteer/teacher communication log.
- Timer, pencils, praise stickers, highlighters, extra books for reading aloud, and pencil pouch with supplies.
- Envelope for returning student log – volunteer record at the end of the program.
- Games, additional books, reader strips and other support items available upon request.

Volunteer Reading Tutor Requirements

Application to Volunteer

An individual who would like to serve as a volunteer **MUST** submit an ADDitions application. All applications are received through the Orange County Public Schools (OCPS) Compliance Office. Completing an application does **NOT** guarantee placement. Volunteers are placed with administrative approval following an approved background check.

Dress Code

Attire should comply with the school's dress code. Any attire which advertises drugs or alcoholic beverages, promotes a political agenda, or is vulgar or obscene in nature is not permitted. Each volunteer is expected to dress appropriately for the job. Tank tops and shorts are not permitted.

Checking In and Out

OCPS requires tutors to sign in and out at the front office (ADDitions computer or ADDitions log book.) A driver's license is required to check in. A visitor's badge with your photo will be printed each time you check in at the front office. Do not proceed on school campus until you have signed in with the front office for a visitor's badge and sign in to ADDitions in order to log your volunteer time. At the end of your visit, you must sign out of ADDitions and return your visitor's badge to the front office staff.

Meeting with Students

All sessions with students **MUST** take place on the school campus. Volunteers should **NEVER** be left alone with a child. Volunteers should meet with students in plain view, or always where an OCPS staff member is present such as the media center. Off-campus contact is strictly prohibited.

Physical Contact

Many of the children have a strong need and desire for positive physical contact with caring adults. You are encouraged to be a positive role model, however, tutors should limit physical contact with students by giving a high-five, a soft pat on the back, or if initiated by the student, briefly holding a hand or sharing a side hug in full view of school staff.

Tutors as Role Models

Volunteers must always serve as positive role models. Inappropriate behaviors include, but are not limited to: use of profanity, use of drugs or alcohol, discussion of inappropriate topics, selling merchandise or actively promoting their business, proselytizing (persuading to a way of thinking or acting) and comparing or criticizing students or teachers. Volunteers should not laugh at or belittle students' answers or efforts.

School Safety

All volunteers should review the Standard Response Protocol poster at the back of this handbook as well as watching the Standard Protocol Video posted on YouTube:

<https://youtu.be/-tjgySY3AWA>

First aid kits and fire extinguishers are available at all district schools.

Confidentiality

All student information is confidential and sharing that information with others may be a violation of the law. **This includes any information about a student's academic progress, behavior or school-related incidents.** Discussion of a student is restricted to the student's teacher, the guidance counselor or school administration.

There are exceptions to this requirement of confidentiality. It is critical, not only for the welfare of the student, but also to protect yourself from violating the law, that you be advised:

1. If a student confides that he or she is the victim of sexual, emotional or physical abuse, you **MUST** notify the student's teacher and/or principal immediately. Note when this information was reported and to whom it was given. Do **NOT** share it with anyone except the appropriate authorities. Volunteers are legally responsible to report child abuse. **The phone number to call is 1-800-962-2873.** You can find more information at: <https://www.myflfamilies.com>
2. If a student tells you of their involvement in any illegal activity, you must tell the teacher and principal immediately. Note when and to whom this information was reported.
3. Any report given to the school staff must be communicated to the **Read2Succeed** Administrator via email ASAP within 24 hours. The email address is: Elizabeth.conrad@ocps.net

Disciplining of Students

With the exception of politely requesting the student's attention, reading tutors are not to discipline students. All discipline concerns should be directed to the appropriate OCPS employee that is on duty.

Please note: All of these requirements are listed on the Orange County Public School ADDitions Volunteer Guidelines. All volunteers are required to adhere to all volunteer guidelines.

Volunteer Reading Tutor Assignment

Once a prospective Read2Succeed volunteer has completed a new volunteer training session and cleared the required back ground screening, a Read2Succeed coordinator will match each volunteer with a school and students based on the availability of the student and volunteer.

Tutoring Sessions

Below are situations that may arise during the course of the program. A guideline is given to handle each situation.

Student is no longer enrolled at the school – Volunteer must contact a Read2Succeed staff member within 24 hours to begin process of assigning a new student to the program. Keep all materials until a new student is assigned. Read2Succeed may replace materials that have been used. Do not give the remaining books/bag to the outgoing student.

Teacher wants to replace my current student – contact Read2Succeed office for further guidance.

Teacher does not seem to engage with me or does not seem to care about the progress the student is making in the program – teachers are held accountable for student progress; therefore their focus may be on instruction at the time you are picking up and dropping off your student. You may email your teacher regularly to keep them informed of the progress you are making with your student.

My student does not seem to be making progress and/or benefiting from the program – contact a Read2Succeed team member for additional assistance. Each situation is different and depending on the circumstances the solution will vary.

My second-grade students are not behaving and it's difficult to get them to focus – typically students do get comfortable with their volunteers and they may begin to exhibit undesirable behavior. Each situation is different; please contact a Read2Succeed team member for further support.

I have an upcoming trip or period of time that I won't be able to meet with my students – it's very important to let your teacher and student know in advance. Sessions can be made up prior to leaving or upon your return by contacting the teacher directly to re-schedule.

I would like to change the day and/or time I meet with my students each week – contact your teacher directly to make this change. Please send an email to Read2Succeed to keep us informed of any student or schedule changes.

My student is absent frequently and I am not receiving notification from the school and/or teacher – unfortunately, volunteers may make trips to the school without being able to meet with their students that day. Volunteers are encouraged to build a relationship with office staff and teachers. An email or phone call prior to leaving your office or home to ensure the student is attending school that day may save you a trip if your student is absent. If your student has a pattern of absenteeism, please contact a Read2Succeed team member before the pattern continues to discuss a replacement student who can benefit fully from the program.

General Guidelines

Additional information for volunteering with Read2Succeed.

Student changes – if assigned a new student, the Read2Succeed administrator must be contacted via email with the new information to ensure accurate program records.

Teacher communication – volunteers are encouraged to email teachers regularly to communicate student progress.

Picking up and returning students – during the match process, a date and time is agreed upon. Please make every effort to keep this timeframe and commitment.

Note: Read2Succeed is a grant funded program. To ensure the program continues to provide students reading support each year, grant reporting is required and essential to the future success of the program. It is critical that the pre- and post-tests are completed and submitted to the Read2Succeed office no later than June 1, 2020. In order to include student assessments in the program evaluation, students must receive a minimum of 12 weeks of tutoring services. Ideally, 24-30 weeks of tutoring services ensures students are benefiting fully.

Session Tips & Program Closure

Closure can be difficult for both reading tutors and students. The student should be informed at the beginning that you will be meeting with them weekly during the school year. Below are some tips when ending a session:

- Closure actually happens each time you meet with the student. At the end of a meeting, give some positive feedback about the day or week. Let your student know you will return.
- Don't leave without communicating. At-risk students don't need to feel abandoned or rejected. They will understand schedule changes, moving and other complications than an unexplained disappearance. Remind the student a week or two before you leave as to the parting time.
- Use a visual calendar to allow your student to keep a record of your visits and to track how many visits you have left.
- Discuss any holidays or business trips, which will conflict with your scheduled visits. A postcard to the student while you are apart can serve as a reminder that you are thinking about them.
- Don't make empty promises or guarantees. Situations and schedules change. You or your student may not be able to follow-through on a commitment, leaving one or both with hurt feelings.
- The end of a semester or school year provides a natural time to say goodbye. The pain of letting go is not as difficult if the date of the last meeting is planned, and perhaps a special activity can be arranged. A visual calendar can help student to understand how many times you will be meeting before ending the program.
- Revisit the student's achievements and the good times you shared together. Leave on a positive note and with words of encouragement.

Orange County Public Schools District Calendar 2019-2020

Monday-Friday	August 5-9	Pre-Planning August 7 Professional Development Day
Monday	August 12	First Day of School
Monday	September 2	Labor Day Holiday
Wednesday	October 16	End of First Marking Period
Thursday	October 17	Teacher Workday/Student Holiday
Friday	October 18	Teacher Professional Day/Student Holiday Teacher Non-Workday
Monday	October 21	Begin Second Marking Period
Monday-Friday	November 25-29	Thanksgiving Break
Friday	December 20	End of Second Marking Period
Two Weeks	December 23-January 3	Winter Break
Monday	January 6	Teacher Workday/Student Holiday
Tuesday	January 7	Begin Third Marking Period Begin Second Semester
Monday	January 20	Martin Luther King, Jr. Holiday (Schools and District Offices Closed)
Monday	February 17	Presidents' Day Holiday (Schools Closed/District Offices Open)
Thursday	March 12	End of Third Marking Period
Friday	March 13	Teacher Workday/Student Holiday
Monday-Friday	March 16-20	Spring Break (Schools Closed/District Offices Open)
Monday	March 23	Begin Fourth Marking Period
Monday	May 25	Memorial Day Holiday (Schools and District Offices Closed)
Wednesday	May 27	End of Fourth Marking Period/Last Day of School
Thursday-Friday	May 28-29	Post-Planning (2 Days)

Read2Succeed prefers volunteers meet with students on Tuesdays and/or Thursdays.

Testing and field trips are scheduled throughout the school year. Please check with the office staff and teachers periodically for your school's schedule and to reschedule sessions as needed.

OCPS Standard Response Safety Poster

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



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