



**READ NB**  
Improving lives through literacy

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# TUTOR COORDINATOR HANDBOOK

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## **MODULE 5 - INTERNAL POLICIES & PROCEDURES**

# Internal Policies and Procedures

## COUNCIL - HUMAN RESOURCES

### Recruiting Council Members, Board Members & Volunteers

Tutor Coordinators will primarily focus on matters involving tutor/learner intake and program services. However, from time to time they may also be required to assist with volunteer management, which may include working on recruitment and retention strategies.

Volunteers are occasionally needed in areas such as: clerical assistance (newsletters, conducting surveys and sending thank-you notes), fundraising, marketing / promotion / publicity, grant-writing, networking, & much more.

Volunteers are a vital human resource that helps in building the capacity of our organization, promoting engagement and a sense of belonging, while bringing extra skills, interests, and perspectives in the mission being provided in our communities.

Volunteers must act responsibly with integrity & respect for the cause and the community and stay accountable to the council (refer to READ NB Policies that apply to all volunteers).

## BOARD INTAKE

We recommend that every 2 years, boards at our affiliated councils create a board matrix. It ensures the board possesses the necessary expertise and experience to guide the organization toward its future goals and adapt to industry trends. This process enhances governance, promotes continuous improvement, and helps boards navigate complex challenges while meeting growing investor and stakeholder expectations for transparency and diversity.

The ideal council board member will bring talents and skillsets to help meet council needs and responsibilities. Some key members may include:

- Accountant - Treasurer position
- Lawyer – to advise on legal matters
- Educators – who could share expertise in a variety of literacy issues
- Community leaders – who can advocate and raise awareness of the cause
- Marketing Professionals – preferably with experience in Social Media platforms and/or website development
- Graphic Designer – for help with marketing materials
- Tutors and/or adult learners - for perspective on programs/services offered

After checking references, you'll hopefully feel excited about having the volunteer assist with your council activities. But if something doesn't check out, you may need to either turn them away altogether, or at least suggest a different project. Be sure to provide orientation and any training needed for the role that they'll fill.

For Board Members - you may also consider requesting that they submit a recent Police Records Check prior to being voted in as a board member.

## GENERAL VOLUNTEER INTAKE

Depending on the type of volunteer for which you are recruiting your intake may vary. For Bookstravaganza volunteers, for instance, we do not require, every volunteer to submit a resume, references, or a criminal records check. Think about what the volunteer will be doing, what they will have access to, and what liability you are opening your council up to if you do not have these in place. A book sale volunteer may not need these, but if you have an administrative volunteer who is entering information onto a private database, it would be advisable.

**Job descriptions** - a detailed job description should be advertised for all council roles advertised, and should list tasks and responsibilities and qualifications required. Interview suitable candidates and apply the same questions to all, to ensure fairness. Ask for and check references. Consider a probationary period and ensure an ongoing collaborative performance review process is in place for each new role. LLNB recommends that a resumé be kept on file for each person holding a position.

## VOLUNTEER RETENTION

A key to retention of volunteer support is to let people know how much they are valued. Showing appreciation for their efforts in making a difference is key to commitment. Recognition can come as a simple thank-you, a spotlight on social media or on the council website, or a special celebration/networking event honouring achievement. Volunteer Canada has some excellent tips and ideas [www.volunteer.ca](http://www.volunteer.ca).

Many organizations experience volunteer recruitment and retention problems, with increasing workload demands and a decreasing volunteer workforce. Studies have shown many newly recruited volunteer tutors exited with their first learner. Successful community literacy groups realize that they need to build organizational capacity that can better respond to the changing demographic of our volunteers (and our learners).



**Listening to volunteers** who work with us will help us to refine our volunteer intake and training procedures. Many READ NB tutors tell us that they value the tutor/learner relationship and that keeps them committed and feeling satisfied in participation and community-building.

Of course, the level of enjoyment or satisfaction often rests upon the amount of motivation, appreciation, and progress that the learner displays. Strengthening this learning relationship and their sense of connectedness to the affiliated council may keep both tutors and learners engaged. Celebrate any successes!

**Consider organizing weekly or monthly tutor/volunteer drop-ins** at the council office (or other community site) at times that are convenient for your tutors. Choose settings that allow for talking without distractions. Reminder notices can be given via mail/e-mail, phone, or face-to-face contact. Confirm time, location, day, and attendance to ensure that supplies will be adequate. Always respect time commitment, share (with permission) contact phone numbers/ best times to be reached. Solicit the help of others in planning for mentorship meetings and events or ask if some will take turns doing a specific task.

### **DRESS CODE - We don't have one ;-)**

The work world is very much influenced by appearances, something that each of us can control. In the volunteer sector, the relaxed learning format of one-to-one tutoring often leaves tutors unsure about what to wear. Use workplace guidelines to direct the choice.

What to avoid:

- Torn, patched, dirty, or excessively wrinkled articles of clothing
- Scented products like perfume, cologne, aftershave (in consideration of those who may have allergies or find it to be an uncomfortable environment)
- Clothes that display vulgar or derogatory pictures or language

# CODE OF CONDUCT

It is imperative that all volunteers, members, and staff who are part of our organizational membership conduct themselves in a manner that displays integrity and commitment.

***The following summarizes some of READ NB policies - you can familiarize yourself with them by clicking [HERE](#).***

## **Respectful Behaviour**

- Treat learners, colleagues, partners, with dignity, respect, and fairness.
- Foster an environment that welcomes differences and diverse perspectives.
- Refrain from any form of discrimination, harassment, bullying, or intimidation.
- Communicate in a manner that is courteous, patient, and supportive.

## **Confidentiality and Privacy**

- Protect personal information shared by learners, staff, and volunteers.
- Discuss learner information only with those who require it for program purposes.
- Comply with relevant privacy legislation and READ NB confidentiality policies.
- Avoid discussing confidential information in public or unsecured settings.

## **Professional Boundaries**

- Maintain appropriate boundaries with learners, avoiding relationships or interactions that could create conflicts of interest, dependency, or discomfort.
- Refrain from offering services or assistance beyond the scope of our program.
- Avoid giving personal, legal, medical, financial, or other specialized advice unless professionally qualified and authorized by READ NB.

## **Integrity and Accountability**

- Act honestly and ethically in all organizational matters.
- Fulfill responsibilities reliably, arrive prepared, and communicate proactively when difficulties arise.
- Use organizational resources responsibly and only for authorized purposes.
- Avoid conflicts of interest, or disclose them promptly when they occur.

## **Reporting Concerns**

- Report violations of the Code of Conduct, safety concerns, or suspected misconduct to the appropriate READ NB authority.
- Support a culture where concerns can be raised without fear of retaliation.

**Board Presidents and Council leaders are responsible for communicating this with all new volunteers/staff.**

## Quality Framework Standards:

**Learning Environment** - Programs provide safe, comfortable, and appropriate learning environments that respect diverse learner needs and uphold every learner's right to confidentiality.

**Learning Resources** - Resources used in programming are current, accurate, well-maintained, and sufficient to support all learners effectively.  
- Resources used in programming are current, accurate, well-maintained, and sufficient to support all learners effectively.

**Accessibility, Equity, and Inclusion** - Programs welcome all adult learners and are committed to providing equitable opportunities for learners, staff, and volunteers. Programming is designed and delivered to respond to the varied and unique needs of adult learners. Services are affordable, flexible, and convenient to ensure broad accessibility. Under-represented and hard-to-reach groups are given thoughtful consideration in program planning and delivery.

**Respect for Individual Differences** - The program promotes and reflects respect for individual differences. Policies and procedures foster mutual respect, understanding, and openness, and are applied fairly and consistently. Learning approaches acknowledge and validate each learner's social and cultural background, goals, learning style, and skill level.

**Learner-Centred Service Delivery** - Service delivery prioritizes learner needs and is supported by staff and volunteers with the knowledge, skills, and experience to teach and/or support improvements in adult literacy and essential skills. Appropriate levels of individual and group support are consistently provided.

**Evidence-Informed Program Design** - Program development and delivery are informed by research and best practices in adult learning, literacy, and essential skills. Learners' existing knowledge and experience are recognized and integrated into their learning plans. A range of teaching approaches accommodates different learning styles and supports learners to work at their own pace. Learning materials are relevant to the learner's context and goals, and instruction is structured with ample opportunities for practice.

**Orientation and Initial Assessment** - Orientation processes are welcoming and reassuring, offering a clear introduction to program expectations and supports. Initial assessments are conducted with sensitivity to confidentiality and result in a solid understanding of learner goals, current skill levels, recommended strategies, and a mutually agreed-upon individualized learning plan.

**Monitoring Progress and Recognizing Achievement** - Learner progress is reviewed regularly. Detailed and constructive feedback is provided, and accomplishments are documented and celebrated. Information from progress reviews is used to update learning plans. Programs support meaningful and recognized learning outcomes.

**Learner Supports and Pathways** - Support systems are in place to address learners' broader needs and enhance their ability to participate and succeed. Information about learning pathways and transitional supports is clear, accessible, and readily available.

## CRISIS RESOLUTION

Conflict can arise whenever there are differences in values, perceptions, experiences, expectations, goals, needs, or if a lack of communication exists. Whenever a difficult situation arises, create a solution by being positive and open minded using the steps below:

1. What is the issue? Know the facts in assessing the potential problem (e.g., people involved or affected by it)

2. Understand who you should speak to in the first instance. Ensure that appropriate individuals are notified immediately of a potential crisis in order to make decisions or take action. Follow policies and procedures set in place. (See applicable [READ NB Policies.](#))

3. Some situations may draw attention from the media. All media inquiries should be immediately directed to READ NB's Executive Director as per [Policy #0009 Media Relations.](#) If you have been put "on the spot" by someone from the media remember the following:

- remain calm
- be positive and professional
- show confidence and concern
- never lie

If asked a question you cannot answer, respond by saying:

- "I do not have the answer to that question, but I will try to find out." or,
- "I would prefer not to comment on that at this time."

## CONFLICT OF INTEREST SITUATIONS

Stay alert to situations that may jeopardize the integrity of the organization and its members. Should a conflict of interest situation arise, refer to [Policy #0002 Conflict of Interest](#) and be sure to declare it.

## REMOVAL/TERMINATION OF MEMBERS

Directors (or members) who do not fulfill mandated responsibilities, or behave in a manner inconsistent with policies, may be removed from their roles and asked to leave the membership. Base all actions/decisions on the organization's mandate and strategic plan. Arrange an exit interview, if necessary, to conclude the matter on a positive note.

## TERMINATING A TUTOR

Sometimes tutors need to be terminated, however unpleasant that may seem. The weight of this should not fall solely on the shoulders of the Tutor Coordinator. You should do this with the support and participation of your board chair or a designate.

The Tutor Coordinator should ask any tutor who demonstrates poor performance or violates any of the READ NB policies or policies set forth by councils, to leave the program, if any issue(s) cannot be resolved.

All of us are devalued whenever poor behaviour or performance is allowed to continue unchecked. For the morale of tutors and the reputation of our programs, problems must be addressed promptly.

In the event of a disciplinary issue, a performance review can offer the opportunity to share valuable information and document details of any problems or concerns. The council representative (Tutor Coordinator or board representative) and tutor should sign this final performance review.

## EXIT INTERVIEWS

Whenever a tutor leaves the program, always try to conduct a face-to-face exit interview. If that is not possible, try to have a conversation by video-conference or by phone.

- Share the purpose for wanting the interview.
- Start with friendly conversation before easing into the reasons for the termination.
- Find out what was the tutor's role satisfaction level, ask if the role responsibilities were as expected and whether they felt fully supported by policies and personnel. For example, was there enough support, resources, and training in place to help them accomplish their tasks effectively?

In discussing support measures available, you might ask for suggestions they have to better equip the role, improve the orientation and training provided, or even have them share tips on finding a suitable role replacement & the information required for start-up. It is important to see if they would consider working with the organization again or recommend it to someone else.

## FINANCIAL SUPPORT AND FUND DEVELOPMENT

In line with READ NB's Strategic Plan 2021-2026, two of their Strategic Impacts relate to the financial support at a provincial and council level.

### STRATEGIC IMPACT 2:

Our adult learners will have a robust selection of programs, services, and resources to choose from on their literacy journey.

### STRATEGIC IMPACT 3:

Our councils throughout the province will have the resources they need to meet the expectations of their constituents, both volunteers and learners.

## Fund Development

It is essential that we have sustained, and consistent funding aligned to our project objectives, yet flexible enough for us to react to new conditions, challenges and opportunities. As part of the annual granting process from READ NB, we will support operational and program expenses. We will not provide funding toward the development of fundraising events. These costs should be built into the event itself.

As per our strategic plan, READ NB will support the councils in the following ways.

### Short Term

- READ NB will work with councils to identify key measurements and indicators that demonstrate our mutual accountability.
- Develop a comprehensive online toolkit for council fundraising including policies, samples, training etc.

### Medium/Long Term

- READ NB will provide funding/assistance for councils to build capacity, staff, technologies, space.
- READ NB will identify opportunities to increase donation/sponsorship/grant opportunities and province-wide events.

## Fundraising

Fundraising may be a continuous process for councils to meet budget needs. Understanding why people give will help in any approach to fundraising. Who do you know? Rally support among the respected members of the community. Identifying potential funding partners and developing a detailed plan that identifies what you need (i.e., in-kind donations of food/refreshments, guest speakers, volunteer gifts/ awards, or event sponsorship contributions) will help councils to follow the best path.

## BUILDING A DONOR BASE AND STRONG RELATIONSHIPS

Supporting adult literacy takes more than time and passion—it also requires financial resources. Each council has an important role in helping build a strong donor base and maintaining relationships with supporters. The good news is that donor relations is not about “asking for money”—it’s about connecting people to the cause of literacy and helping them feel proud to be part of the solution.

Here are some simple, effective methods to keep in mind:

### 1. Start with Your Circles

- Friends, family, colleagues, and community members often make the first donors. They give because you asked, and because they trust you.
- Encourage your tutors and volunteers to spread the word about the council’s work—they are ambassadors.

### 2. Keep Donor Information Organized

- Maintain a list of donors with names, addresses, emails, and donation history. Even a simple spreadsheet is a powerful tool.
- Update it regularly so you always know who to thank, who has given before, and who may give again.

### 3. Make it About the Cause, Not the Money

- Donors want to know why their gift matters. Share how literacy changes lives: “Your donation helped us provide workbooks to new learners,” or “Because of your support, an adult learner gained confidence to apply for a job.”
- Use real examples and stories whenever possible.

### 4. Say “Thank You” Every Time

- A prompt, sincere thank you is the single most important step in building donor relationships.
- Thank donors in the way that suits them best: handwritten notes, emails, phone calls, or public recognition.
- Share gratitude widely: thank them not just for their money, but for caring about literacy.

### 5. Stay in Touch Regularly

- Donors don’t just want to hear from you when you need money. Share updates a few times a year—about learners’ progress, upcoming events, or new initiatives.
- Keep it simple: a short email, a council newsletter, or a quick phone call.

## 6. Invite Them In

- Donors feel more connected when they can see the impact of their support.
- Invite them to learner celebrations, tutor training sessions, or book sales.
- A personal invitation goes a long way.

## 7. Start Small, Build Over Time

- Donor relationships grow with trust. Someone who gives a small amount today may give more in the future if they feel appreciated and involved.
- Treat every donor, no matter the size of their gift, as a valued partner in literacy.

## 8. Work as a Team

- Councils don't have to do this alone. READ NB is here to provide templates, resources, and guidance.
- Share successes and challenges with other councils—you can learn a lot from each other's experiences.



# Donor Relations Checklist for Councils

## 1. Build Your List

- Keep an up-to-date list of donors (names, contact info, donation history).
- Add new contacts as they show interest (at events, book sales, through tutors, etc.).

## 2. Make the Connection

- Talk about why literacy matters—share stories, learner successes, or council achievements.
- Emphasize the impact: “Your support changes lives.”

## 3. Thank Promptly & Personally

- Send a thank-you note, email, or call within a week of receiving a gift.
- Mention specifically how their gift helps (e.g., workbooks, training, learner support).

## 4. Keep in Touch

- Share at least 2–3 updates per year (newsletters, event invitations, learner stories).
- Stay connected even when you’re not asking for money.

## 5. Involve Donors

- Invite them to events, celebrations, or volunteer gatherings.
- Make them feel part of the literacy community.

## 6. Start Small, Grow Strong

- Treat every donor—big or small—as important.
- Focus on relationships, not just donations.

## 7. Work Together

- Share ideas and successes with other councils and READ NB.
- Use provided templates and support whenever needed.



### **Bottom line:**

Show donors they matter, share your story, and always say thank you.

## READ NB GRANT PROCESS

You know, as well as we do, that council needs are increasing. We want to provide to government an accurate reflection of the support that is needed via READ NB grants to our councils.

By asking for your submission on or before January 31st, it will allow us to include the 'real' council requirements for support for the upcoming year in our final budget, and advocate to government for that support. Grants will be awarded once our grant request from WorkingNB is approved. This usually occurs between March 15 and April 15.

We will discuss your grant request with you prior to our submission to government, the amount we intend to advocate for, however READ NB will not be able to provide a final approved grant amount, per council request, until such time as our own grant has been approved.

Once we receive the first installment of our funding from WORKING NB (90%) you will receive 90% of your approved funding request. The final 10% will be sent out once we have received your Annual Accountability Reporting documents in December.

### **A few notes re: your submission...**

- The timeframe – not all of us are on the same fiscal year so be sure to note when your fiscal year is and when this funding would be used.
- Budgeted Amount – how did you come up with the \$ amount that you are asking? (If it is for a part-time support person note \$/hr x #hrs x #weeks OR if it is for a piece of equipment or a service – like a dedicated phone line for the council – provide the expected cost.)
- Estimated Number of Participants – if you are asking for funding help to hold an 'event' (even a virtual one) note the number of participants.
- Additional/External Funding – do you need any? How successful do you think you will be in receiving it?

Explain how the project coincides with our mission/values – think about our strategic impacts:

- Awareness of our programs/services. (Please note that READ NB conducts province-wide advertising campaigns each spring and fall.)
- Adult learners will have a robust selection of appropriate programs/services/resources.
- Capacity building for our councils – councils will have the resources they need to meet the expectations of their constituents (learners and volunteers).

## SUBMISSION GUIDELINES

What projects/initiatives will the council grant be used towards—please provide a brief description including:

- Time Frame
- Budgeted Amount / Source of Funds
- Estimated Number of Participants
- Whether you plan to obtain any additional external funding specific to this project or initiative
- Explain how this project coincides with our/your organizational Mission, Vision and Values

**Please provide the following information in your READ NB grant application:**

1. A copy of your budget as it pertains to the grant you have requested, for the upcoming year (draft is acceptable)
2. A copy of the income statement template
3. A copy of your council's bylaws (This specifically applies to those of you who are your own registered charities.)
4. A report detailing how the council grants you received *last year* were used (if applicable).  
Include the following:
  - Date the activity or activities occurred
  - Budget details
  - Number of participants
  - Existing and new partners involved
  - Explain how this activity coincided with READ NB's Mission, Vision and Values.
5. Any additional council activities – highlights and achievements over the past year – that support adult literacy services in your community and that you would like READ NB to be aware.



## READ NB COUNCIL SUPPORT

READ NB seeks to support its councils in a number of ways:

- Professional Development Books and Webinars (available as part of the bi-annual resource order)
- Resources - print and video - available on READ NB's [website](#).
- Tutor Resources - as available on [readnb.ca/resources.html](http://readnb.ca/resources.html) (added to regularly.)
- Tutor/Council presentations - as provided by Coordinator, Provincial Volunteers.
- Insurance - both general liability and Directors and Officer's Insurance

The website offers resources in the following areas:

- Assessment Tools
- Tutor Tools and Resources
- Tutors Talking Newsletter
- Learning Materials
- How-to Series
- Life Skills Resources (finances, health, etc)
- Digital Resources
- Learning Disabilities Resources
- Learning Upgrade
- Numeracy
- Ellii
- AlphaPlus

### Virtual Council Meetings

Monthly Virtual Council Meetings are hosted and organized by the Coordinator, Provincial Volunteers. It is an open forum to discuss any matters arising at a council level.

- A Meeting Agenda is sent out ahead of the meeting.
- The invitation to attend is open to all Tutor Coordinators and any other representatives of the council who would like to take part (for example Board Members).
- All Tutor Coordinators are encouraged to attend this meeting or submit a brief report on their council's activities.

The aim of the meeting is to:

- To share READ NB's latest news and updates
- Give each council the opportunity to share their recent activities, promote upcoming council events, discuss any challenges, and share in any successes.

Meeting Minutes will generally be sent out within a week of the meeting.

# Appendix 1:

## NOTABLE DATES

Below is a list of annual notable dates/times of year that you may want to be aware of for social media content planning and for literacy events, awards & recognition, fundraisers, and promotional opportunities:

- January** Family Literacy Day (Jan 27)
- February** Black History Month / World Read Aloud Day (1st Weds of Feb) / International Book Giving Day (Feb 14) / Freedom to Read Week (last full week of Feb)
- March** Canadian Agricultural Literacy Month / International Women's Day (Mar 8) / World Poetry Day (Mar 21)
- April** National Poetry Month / NB Literacy Day (3rd Weds in April) / World Health Day (Apr 7) Adult Literacy Week (3rd week in April) / NB Lit Day (Weds of Adult Lit Week) / National Volunteer Week (mid 2 weeks in April) / World Book Day (Apr 23)
- May** Canadian Children's Book Week & Screen-Free Week (1st week of May) International Day of Families (May 15)
- June** National Indigenous Month / Intergenerational Day (Jun 1) / World Refugee Day (Jun 20) / National Indigenous People's Day (Jun 21) / Canadian Multiculturalism Day (Jun 27)
- July** Canada Day (Jul 1)
- August** International Youth Day (Aug 12)
- September** Literacy Month / International Literacy Day (Sep 8) / Science Literacy Week (last week of Sep) / Skills for Success Day (Sep 22)
- October** Learning Disabilities Awareness Month / Health Literacy Month Canadian Library Month / Cyber Security Awareness Month World Teachers' Day (Oct 5) / World Mental Health Day (Oct 10) International Plain Language Day (Oct 13)
- November** Financial Literacy Month / I Read Canadian Day (Nov 2) / Remembrance Day (Nov 11) / World Children's Day (Nov 20) / Giving Tuesday (Nov 29)
- December** Human Rights Day (Dec 10)