



School Coordinator's Role and Responsibilities

Read Aloud school coordinators are *extremely* important. They need good working relationships with both faculty and parents. Typically, the principal appoints the school coordinator, often a teacher, parent volunteer, community volunteer or administrative staffer.

✓ Identify which classrooms want a reader.

Ideally, the school's Read Aloud Coordinator discusses Read Aloud and circulates a Teacher Sign-up form by September. The coordinator completes this form and encourages teachers to list as many available days and times as possible.



✓ Update Read Aloud on the status of returning readers.

The School Coordinator will receive a list of returning readers. The School Coordinator should contact these individuals *as soon as possible* to give each returning reader a "start date" for the new year. Some readers and teachers work this out on their own but checking on them keeps readers engaged and makes sure classes are served. Sign-up forms with returning readers listed in the last column should be returned to the Read Aloud office either by email to mhoyer@readaloudwv.org or mail to P.O. Box 1784, Charleston, WV 25326.

✓ Assign newly trained readers to a class in a timely manner.

After a new reader is trained, Read Aloud will send the coordinator an identification card, a placement letter, and a stamped/addressed envelope for that reader. The School Coordinator then:

- Contacts the teacher and arranges a starting date for the volunteer.
- Adds the start date to the letter provided and promptly mails it and the ID card to the reader.
- Sends an e-mail reporting the start date of the placement to mhoyer@readaloudwv.org.

✓ Attends at least two meetings each year.

Local Read Aloud chapters routinely hold three meetings for school coordinators – at the beginning of each semester and at the end of the school year. Meeting dates vary by county and are announced by the chapter at the beginning of the school year. At least the first meeting is likely to be in person. These are important opportunities to share with other schools' coordinators and with the local chapter. *Coordinators should send another school representative if they are unable to attend.*

✓ Update reader placements and communicate those changes to Read Aloud as needed.

Coordinators should ask all classroom teachers to report any problems so they can be addressed promptly. If a reader needs to quit or adds classes, teachers should report this information to the School Coordinator, who then relays it to the Read Aloud office through an e-mail to Marsha Hoyer at mhoyer@readaloudwv.org. Updated placement information is essential to knowing which classrooms need readers. Good information helps to get volunteers assigned to classrooms without delay.

✓ Notify parents and faculty of upcoming Read Aloud reader orientations.

Chapters will notify school coordinators of upcoming reader orientations so they can invite parents, grandparents, or other interested community volunteers to attend.

Orientation dates will also be promoted by Read Aloud.

✓ Give faculty opportunities to share suggestions, challenges, and success stories.

Coordinators help to gather relevant feedback and to share it with the Read Aloud office to keep the program running smoothly and improving.