

Reading to Kids

Site Coordinator Guide

This Guide is organized into sections that correspond to the major SC areas of responsibility:

1. Week of Reading Clubs
2. Set Up
3. Reading Club Prep/Training/Student Sign In
4. Pairings
5. During Reading Clubs
6. Closing/Wrap Up
7. Post Reading Club
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1. Week of Reading Clubs

The week before the reading clubs

- (1) Monitor the RSVPs and pairings for your school: Admin (<http://www.readingtokids.org/Admin>) (username: readingtokids / password: Admin) => Reading Clubs => Paperwork => Real-Time Check-In Paperwork). You are encouraged to contact the Program Coordinator if you have suggestions for Grade Level Coordinators as needed. You can also suggest changes to the pairings based on your prior experience with the volunteers.
- (2) Contact the Program Coordinator to confirm how/when you will receive the read aloud books, Site Coordinator binder, bagels, coffee and/or other breakfast supplies.
- (3) Contact the Program Coordinator or Training Coordinator if you have questions about this month's Returning Volunteer Training. Training topics can be found here: Admin => Training.
- (4) Review the survey comments from the prior month: Admin => Reading Clubs => Surveys. Note any items that need attention this month, and discuss with Program Coordinator to make sure issues have been resolved. Also note compliments for specific volunteers to pass along to them as feedback.
- (5) Attend the Site Coordinator conference call that is usually scheduled the week before the reading clubs.

Friday before the reading clubs (after 4:00 p.m.)

- (1) Visit Admin page of the website to print your paperwork: Admin => Reading Clubs => Paperwork. Print **2 copies** of "Items to Print for Saturday."
- (2) Familiarize yourself with the administrator on duty, New Volunteer Trainer, and Parent Trainer for your school: Admin => Taskforce => School Relations Committee.
- (3) Review the Site Coordinator E-mail that you will receive from the Program Coordinator. It contains important information about what to expect at the reading clubs, including special events and special instructions to you.

First thing Saturday morning before you leave for the school

Check the website for late cancellations: Admin => Reading Clubs => Paperwork => [School] Late Cancellations. Cross them off the Alphabetical Volunteer Roster, Master Pairing Sheet, and Grade Level Pairing Sheets. Make preparations as needed to compensate for absence of a

GLC, Training Coordinator, experienced volunteer, etc., including modifying pairings to adjust for late cancellations prior to reading clubs if necessary.

2. Set Up (before 8:30 a.m.)

- (1) The school parking lots and auditorium should already be open. Call school offices if they are locked. Contact information is in the Site Coordinator Binder.
 - (2) Greet the administrator(s) on duty. Review any special notes with them for the day's reading clubs (special event, adjusting for bad weather, Saturday School, etc.). Confirm the Saturday School/RLA schedule, including the rooms that will be used (if applicable).
 - (3) Gather the materials that Reading to Kids has stored at the schools – Site Coordinator box; food supplies box (if applicable); prize books; prize book bags; craft bags/boxes; student sign-in materials (clipboards); books, puzzles, other activities for the students. If GLCs or other volunteers are present, recruit them to help.
 - (4) Set up the Check-In Table with the Alphabetical Volunteer Roster, Master Pairing Sheet, and copies of the "Reading Club Rules & Lunch Flyer."
 - (5) Set up the Volunteer Name Tag Table with signage, name tags, and pens.
 - (6) Set up the grade tables with the following: grade signage, read-aloud books, prize books, prize book bags, GLC Guide, student name tags, reading club reminder cards (for the students), chapter photocopies (if applicable) and any craft materials that Reading to Kids is supplying for the reading clubs. Also place on each grade table a Reader Resource Binder, Basic Spanish vocabulary sheets, one copy of the Reading Club Rules & Lunch Flyer, and the Grade Level Pairing Sheet.
 - (7) Set up the food table(s) and start to brew the coffee (see separate coffee instructions). Be sure to collect food receipts from the food runner and store in the SC binder.
 - (8) Ensure that the classrooms and restrooms for the volunteers are open. Give a copy of the Master Pairing Sheet to the custodian and ask him/her to ensure that the classrooms and restrooms are open.
 - (9) Recruit volunteers to prepare the room placards with the correct room numbers and shapes that will be used at the reading clubs. Once completed, deliver the room placards and the corresponding manila envelopes to the GLCs (see separate room placard guide).
 - (10) If applicable, set up the New Volunteer Training room.
 - (11) Set up the student tables outside. A layout of how the tables should be arranged can be found in the Site Coordinator Binder. On each student table: (a) place the appropriate table tent identifying the grade, (b) tape the grade level sign to the front of the table, and (c) place on the table a clipboard with the Student Sign-In sheet, a pen or pencil for the teacher to use, student boarding passes, and books, puzzles, playing cards, posters, crayons, etc. for the children to enjoy with their parents.
- Alternate arrangement* – some schools have one table set up to handle sign-in of all students vs. sign-in at each grade table separately. If this is the case at your school, place the grade level signs, clipboards, pens/pencils, and boarding passes at the sign-in table. At the student tables, for each grade place the appropriate table tent, books, and other activities for the children to enjoy with their parents.

3. Reading Club Prep / Training / Student Sign-in (8:30–9:55 a.m.)

Volunteer and teacher check-in (8:30–9:30 a.m.)

- (1) Greet volunteers as they arrive. As they approach the check-in table, ask all volunteers to fill out a name tag (name tags should be on a separate table – using L shape setup of tables). When volunteers check in, highlight their names on the Master Pairings Sheet and the Alphabetical Roster.
- (2) Give all volunteers a copy of the Reading Club Rules & Lunch Flyer (which includes a list of upcoming events) and point out their grade table. Tell them that they can use the time before 9:00 to familiarize themselves with the book, get some breakfast, and meet other volunteers. Inform them that New Volunteer Training begins at 9:00 and Returning Volunteer Training begins at 9:15.
- (3) If volunteers are not on the Alphabetical Roster, write their names at the bottom of the Roster Sheet. If they are new, have them complete a New Volunteer Application form (copies are in the SC Binder). The New Volunteer Application must be completed in full. All volunteers must be at least 18 years old. If you have any doubts or discomfort about the volunteers, do not accept them for the reading clubs, and tell them that they will need to complete an online application and go through the regular RSVP process. Tell walk-ins to return to the check-in table at 9:30 to be assigned to a grade (preferably with experienced veterans).
- (4) When first time GLCs arrive, have them meet with a veteran GLC to review the GLC Guide and the GLC materials.
- (5) As teachers arrive, ask them to sign the Staff Sign-In Sheet.
- (6) When the Training Coordinators arrive, make sure that they are ready to introduce the New Volunteer Training promptly at 9:00 and lead the Returning Volunteer Training at 9:15.
- (7) Ensure that the Training Coordinator has contacted the teacher who will lead the New Volunteer Training, and give the Training Coordinator a copy of the outline if needed.

New Volunteer Training (9:00–9:30 a.m.)

At 9:00 the Training Coordinator should announce the New Volunteer Training and take the new volunteers to the Training Room (see New Volunteer Training Outline).

GLC Huddle (9:05–9:10 a.m.)

- (1) Shortly after the new volunteers go to training, one Site Coordinator should call the GLCs together (veteran volunteers or the other SC should remain at the check-in table to welcome arriving volunteers and answer questions from the returning volunteers). Make sure that the new GLCs know what is expected of them. Remind the GLCs to reach out to new volunteers to make them feel welcome and prepared. Review any survey comments from the prior month that indicate potential issues. Review any notes for the reading clubs that day – special event, other activities on campus, etc. Solicit comments from veteran GLCs.
- (2) GLCs will be responsible for bringing their groups outside to be paired up with the students, so be sure to instruct them on how to line up their volunteers and where to go.

Returning Volunteer Training (9:15–9:30 a.m.)

At 9:15 the Training Coordinator will call the returning volunteers to order and begin Returning Volunteer Training (see Returning Volunteer Training Outline).

Student check-in for reading clubs (9:15–9:55 a.m.)

- (1) Teachers will sign in the children either at the grade level tables or at a central table (see above). Encourage teachers to promote reading/drawing activities for the children.
- (2) At approximately 9:20, one SC should go outside to review the student check-in process to ensure that the teachers are signing in the students correctly (recording first name, last name and teacher name; filling in across all columns, etc.) and the children are engaged in an activity (reading, drawing, etc.).
- (3) Do not reduce the number of groups based on the number of volunteers prior to 9:30 a.m. The student groups can be merged when they are assigned to the volunteers, assuming additional late arriving volunteers do not resolve the problem.

Finalize Grade Assignments (9:20–9:30 a.m.)

- (1) During Returning Volunteer Training, review the Master Pairing Sheet to identify grades where there are insufficient volunteers for the planned number of groups or insufficient experienced volunteers to allow at least one in each group. Prepare to move volunteers from grades with excess volunteers at 9:30 if late arrivals do not resolve the gaps. Also determine the grade to which you will assign each walk-in volunteer.
- (2) At 9:30, when new volunteers emerge from training, inform walk-ins (who should be returning to the sign-in table) of their grade assignments and direct them to their grade tables.
- (3) At 9:30, move volunteers to different grades if necessary. Use the following as guidelines:
 - You should ask volunteers if they are willing to move; respect volunteers who prefer not to change grades;
 - If volunteers have requested a particular grade, try to keep them as close to that grade as possible (i.e. avoid moving from K to 5th), unless they are willing to move;
 - New volunteers can be moved to any grade but should be paired with an experienced volunteer since the new volunteer will have less time to prepare;
 - There is a preference for placing Spanish-speaking volunteers in Kindergarten and 1st;
 - If there are not enough experienced volunteers to be paired with new volunteers, two new volunteers can read together as long as they are comfortable reading together without an experienced volunteer. Otherwise, do not pair new volunteers by themselves without an experienced reader.

Before moving volunteers, discuss with the GLCs of each grade. Walk the volunteers to the new grade and introduce them to the new GLC.

- (4) Some months, a teacher or administrator may inform the SCs that one or more special needs students will be attending the reading clubs. When this occurs, the SC should:
 - Get any special instructions from the school regarding the student;
 - Inform the appropriate GLC(s); and
 - Work with the GLC(s) to put special needs children in a group with at least one very experienced volunteer (ideally someone who has prior experience with special needs kids). If possible, three volunteers should be in the classroom with a special needs student so that the student can get one-on-one attention as needed.

The SC can also arrange for a teacher or administrator to spend a few minutes orienting the volunteers who will be in the classroom with the special needs student.

Volunteers Prepare for Reading Clubs (9:30–9:50 a.m.)

GLCs lead the volunteers in their preparation for the reading clubs (see GLC Manual).

Reading Club Final Preparation (9:50–9:55)

(1) At 9:50, one SC should get the attention of the volunteers for final announcements. Describe line up process and remind volunteers to return to the auditorium by 11:30 a.m. Make sure that the volunteers know that they should not leave for the classrooms until a site coordinator has had a chance to balance the number of kids and the gender mix and to reclaim the boarding passes from the kids. Explain that Saturday School groups will meet their kids directly in the classroom (if applicable). Review the page of “Rules to Mention Every Month” (two volunteers with the kids at all times, prop open doors, etc.). Answer last minute questions. Get the volunteers excited!

(2) While one SC is doing a final announcement inside, the other SC should proceed outside to do a similar final announcement with the children. The children should be instructed by an administrator to return to the benches, and the parents should be instructed to wait out of the way of the pairing area. Explain which grades will go first and get the kids excited!

4. Pairings

Saturday School Procedure (9:55–10:00 a.m.)

(1) Direct Saturday School volunteers to go directly to the classroom to which they are assigned. Saturday School classes are marked on the volunteer pairing sheets with an (SS) or (RLA) designation after the room number.

(2) Instruct Saturday School volunteers to fill out the Saturday School Attendance sheet. You will collect this sheet when you walk around to check the rooms.

Line up students, match to volunteer teams, and send to classrooms (9:55–10:10 a.m.)

(1) At 9:55 a.m., check with the teachers to see if they are ready for pairing to begin.

(2) When the teachers are ready, one Site Coordinator should announce to the volunteers of the appropriate grade that it is time for them to be paired up with the children. The grades to follow should be instructed to wait at the door. Site Coordinators should strive to pair up two grades at the same time. Each SC can be responsible for pairing up one grade. (See student pairing guide to determine the order in which you should pair up the grade levels).

(3) GLCs will lead their volunteers to the appropriate location, as they were instructed during the GLC huddle, and they will line up the volunteers. GLC assistance with bringing the volunteers outside will enable the Site Coordinators to supervise the children in each grade and help the teachers pairing them up.

(4) The GLCs will instruct their volunteer teams to create a horizontal line with space between the groups and hold up the room placard facing the students. At this point, the teachers and SCs should help the students line up in front of the volunteers whose room placard shape matches their boarding pass shape. Volunteers should be instructed **not** to leave with their kids right away!

(5) SCs should move children between groups to balance them in terms of the number of kids and the gender mix in each group. If there are insufficient volunteers for all of the student groups, you will need to collapse the number of groups. Identify the group(s) of students for which there are no volunteers (e.g., a group of students was assigned to the star group, but

there are no “star” volunteers). Re-distribute these kids across the other groups. Teachers may also help to separate students whom they suspect may create problems if they are together. Teachers may also offer extra instructions to volunteers who will have special needs students.

(6) While the review/rebalancing is occurring, teachers, volunteers, and/or the SC should be collecting the children’s boarding passes.

(7) Once you have confirmed that (a) the balance of kids is ok, (b) every volunteer team has a group, (c) all kids are assigned to a group, and (d) the boarding passes have been collected, inform the volunteers that they are approved to go to their classrooms (maps are on the placards for the younger grades, while the older grade children can guide the volunteers to the rooms). Volunteers should proceed with one leading the group and the other at the back of the line (“Pentagon Style”).

(8) Repeat steps (1) through (7) for the next two grades

(9) Repeat steps (1) through (7) for the final two grades

5. During Reading Clubs (10:00–11:25 a.m.)

(1) During the reading clubs, the volunteers will be reading to the children and engaging them in craft projects. There should always be someone (SC, teacher, or administrator) in the auditorium/ multipurpose room during the reading clubs to help volunteers and/or parents who return with questions.

(2) Late arriving students should be checked in at the discretion of the school administrator(s)/teachers and added to the sign in sheets. An Administrator, teacher, or Site Coordinator must walk the student to the appropriate classroom.

(3) Issues usually arise during the reading clubs that require SC attention. The job of the SC is to resolve those issues as quickly as possible with the assistance of the teachers and administrators. Examples include locked classrooms, occupied classrooms, unruly kids, sick kids, not enough prize books, etc. School administrators are responsible for dealing with sick or unruly kids. The rest can be handled by the SCs. If the on-site administrator and/or custodian leaves the auditorium / multipurpose room area, be sure to know where that person can be found.

(3) At around 10:30 a.m., one Site Coordinator (with a teacher/Admin, if possible) should walk around to check on the classrooms. By this time, all late arriving children will have been processed and sent to classrooms. Peek in each room to make sure everything is going well and that there are no problems. Remember, all doors should be propped open, so if they aren’t, prop the doors open during your tour. Also, collect the Saturday School Sign-In sheets at this time (if applicable).

Clean up -Inside (10:15–10:30 a.m.)

(1) Clean up the multi-purpose room. Put away the table tents and Reader Resource Binders. Collect leftover Basic Spanish vocabulary sheets and Reading Club Rules & Lunch Flyers. Throw away trash left behind by the volunteers. Clean up the Volunteer Sign-In Table.

(2) Clean up and refresh the food table for the parents. Bring excess food to parent training.

(3) Clean up the new volunteer training room.

Clean up – Outside (10:15–10:30 a.m.)

(1) Organize, sort and put away the boarding passes. Enlist the teachers’ help with this.

- (2) Collect clipboards, puzzles, books, playing cards, colored-in posters, crayons, etc. Store them for next month. Posters should be placed in the large manila envelope and returned to the SC Box for use as publicity at the schools for the next month's reading clubs.
- (3) Ask teachers to record the number of students for each teacher from the sign-in sheets.
- (4) Thank the teachers for their help. Direct them to the box of Teacher prize books and invite them to select five books from that box. If extra books are needed, pull from the Parent prize book box. Make sure that the teachers have entered their names on the Staff Sign-In Sheet.
- (5) If you have time, engage the teachers in conversation. This is an excellent opportunity to build a relationship with some people who are very key to the success of Reading to Kids. For example, ask them for their thoughts on how we can increase student attendance or improve the reading clubs or site operations.

Parent Training (10:15–11:25 a.m.)

- (1) A teacher or outside guest will lead the parents in the topic for that day.
- (2) Count the parents at training and record this number on the Reading Club Statistics sheet.
- (3) Work with the trainer to distribute one prize book to each parent. Discuss in advance the method that will be used to distribute prize books. If possible, limit the number of prize books made available to the trainer so that there is only one prize book allocated per parent.

Paperwork (10:30–11:00 a.m.)

- (1) Collect the check-in paperwork – Student Sign-In Sheets (6), Master Pairing Sheet (1), Alphabetical Volunteer Roster (1), and Grade Level Pairing Sheets (6).
- (2) Make sure that the Master Pairing Sheet matches the Alphabetical Roster. Cross off in pen on both any volunteers who cancelled late or did not show. Every name should either be highlighted in yellow or marked through in pen. Make sure that you have recorded walk-ins on both documents. Note any changes in volunteer grade assignments on both documents as well.
- (3) Complete the Reading Club Statistics sheet with all required information except number of remaining prize books. These will be counted after the volunteers return.
- (4) Collect and re-file in the SC Binder any materials that can be re-used next month – Basic Spanish vocabulary sheets, GLC Manuals, volunteer name tags, etc.
- (5) File in the SC Binder any New Volunteer Applications from walk-ins. Also include any updates to the Emergency Contact list.
- (6) Ask the school administrator to make a photocopy of the Student Sign In Sheets. Make sure that the photocopy is dark enough to read the student names. Give the copies to the administrator. File the originals in the SC Binder.
- (7) File the GLC Pairing Sheets.

Preparation for End of Reading Clubs (11:15–11:25 a.m.)

- (1) Clean off the food table. Empty the coffee pot. Throw away food that cannot be stored, offer extra food to the teachers (to be stored in their refrigerator), and save paper goods and other supplies (sugar, creamer, etc.) that can be reused next month. Leftover bagels can be taken by the parents, but all food should be removed before the children return, and food should not be given to the children.
- (2) Each school has a different layout for collecting the materials as volunteers return to the multipurpose room. Set up the area where you will recover materials from the volunteers as they return. There should be a table on which the manila folders, placards, and read aloud

books can be set down in order. There should also be an area where the prize books and prize bags can be easily sorted. Finally, there should be a large box in which the volunteers can place their craft bags (or an area for volunteers to stack their craft boxes).

(3) Remind the administrator to make an announcement at 11:25 to have the groups return.

(4) Review the closing announcements for this month, and check for volunteer recognition certificates, which will be distributed during the volunteer wrap-up.

(5) Prepare (if applicable) for special events this month – raffle, Santa Claus, musical performance, etc.

6. Closing and Wrap Up

End of the reading clubs (11:25–11:40 a.m.)

(1) Once the administrator has announced that it is time for the volunteers to clean up the classrooms and bring the kids back to the multi-purpose room, volunteers will begin returning with the students.

(2) As volunteers return, ask them if they had fun. Then, get from them: (a) manila folder (containing the read aloud book, placard, and extra boarding passes), (b) prize book bag (containing leftover prize books), and (c) craft bag / box.

(3) As volunteers arrive, ask a few veterans to help collect the materials. Once they have the process down (emptying prize book bags, stacking read aloud books by grade, etc.), one SC can work with the administrator to address issues and prepare for the assembly, while the other SC can review the books coming back to make sure all groups have returned..

(4) If groups haven't returned by 11:40 a.m., one SC should go toward the classrooms of the missing groups while the other begins the assembly (which should begin no later than 11:40).

Student assembly (11:40–11:45 a.m.)

(1) The administrator on duty and a Site Coordinator will lead a short assembly with the students and volunteers. He or she will then dismiss the students and escort them out to their parents. It is important that the administrator have the students thank the volunteers and invite them to return next month. Also, the SC or Admin should announce if there is going to be an event the following month.

(2) As the children leave, announce to the volunteers that there will be a brief wrap-up after the kids have left. Also, make sure that the volunteers helping to collect materials stay near the read aloud/prize books as the students are leaving the room to make sure that the children don't try to exchange their books (or take extras).

Volunteer closing (11:45 a.m. – 12:00 p.m.)

(1) Ask the volunteers to gather together for the brief wrap-up. Inform them that on Monday or Tuesday they will receive a thank you email with a link to an online survey. Encourage them to take a few minutes to complete it. We welcome all feedback and comments, whether good or bad. We are always trying to make the reading clubs better and more consistent – for the kids and the volunteers. Still, the volunteers may have had an experience that morning that we (or the school) need to know about or have a question about what happened that morning. Lead a short debrief that allows volunteers to tell us about those situations or ask questions. Ask for feedback to make sure that comments are in fact given.

(2) Thank the volunteers. Recognize groups that are well-represented. Present individuals with Volunteer Recognition Certificates.

- (3) Make announcements. You will find these in the email you received on Friday from the Program Coordinator, as well as in the “Announcements” sleeve of the SC Binder.
- (4) Invite volunteers to lunch at El Cholo. Show them where to find sheets with the directions.
- (5) Before you dismiss the volunteers, make a short promotion for next month. Highlight special events or other items of interest that will get the volunteers excited to come back (Santa Claus, College Spirit Day, Music Month, last chance to read to your favorite Kindergartners before they move to 1st grade, etc.). Encourage them to RSVP early and bring a friend!

Final Clean-up (12:00–12:30 p.m.)

- (1) Recruit one or two volunteers to help count the leftover prize books. This can also be done during the children’s assembly or the volunteer wrap-up. Record the number on each box and on the Reading Club Statistics sheet. File the sheet in the SC Binder.
- (2) Box up the read aloud books. Leave instructions as applicable to make clear that these books should be delivered to the school library.
- (3) Put materials back in the SC bin (room placards, boarding passes, pens, highlighters, signage, etc.).
- (4) Store reading club materials (Site Coordinator bin; food supplies box (if applicable) prize books; prize book bags; craft bags/boxes; student sign in materials (clipboards); books, puzzles, other activities for the students, etc.) back in the storage room on campus.
- (5) Take the SC Binder with you.
- (6) For leftover paper goods and other breakfast materials, either store at the school, take with you, or give to the food runner for next month.

7. Post Reading Club

- (1) If you go to El Cholo after the reading clubs, deliver the SC Binder to the Program Coordinator or Program Director.
- (2) If you do not go to El Cholo after the reading clubs, send the binder with a trustworthy volunteer who is going to El Cholo.

8. Between Reading Clubs

- (1) Complete the Site Coordinator survey that you will receive shortly after the reading clubs.
- (2) Sign up for next month’s reading clubs!

Other

SCs should always be on the lookout for new Operations folks (GLCs, TCs, Food Runners, SCs). As Site Coordinators, you are the best people to recruit new Operations helpers. As you build relationships with returning volunteers, you can identify those who may be interested in taking on more responsibility. A vital part of your role is to talk to people about helping out as a GLC, SC, TC, Food Runner or as a member of the Taskforce. Don’t be shy about directly asking people to get involved! Be on the lookout and talk to interested folks whenever you get the chance - as they sign in, during the prep time, after the reading clubs, and at El Cholo. If you identify someone who may be interested in taking on more responsibility, let the Program Coordinator or Program Director know.