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Dr. Donna Burge-Tetrick



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Job Description

Position: Literacy Program Coordinator

Classification: Professional

Reports to: Building Principal/Federal Programs Director

FLSA Status: Exempt

Evaluation:

Performance in this position will be evaluated by the building principal/immediate supervisor and in accordance with WV State Code §18A-2-12, WV State Board Policy 5310, and Nicholas County Board of Education Policy GCNA.

Job Summary:

Oversee the Implementation of the literacy program at the elementary school level

Qualifications:

- Valid teaching certificate licensing the individual to teach in the specializations and grade levels pursuant to WV Code §18A-3-2.
- Criminal background check conducted pursuant to WV Code §18-5-15c and/or §18A-3-10, as appropriate
- Meet the qualifications outlined in WV Code §18A-3-2a
- Perform duties as described in the job description below.

The employee shall remain free of any alcohol or non-prescribed drugs while in the workplace. Alcohol and controlled substance which affects employee productivity, safety or judgement in the workplace will not be tolerated.

Staff members serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings.

Staff members have a legal responsibility to help instill in students the belief in the practice of ethical principles and democratic values.

Duties and responsibilities:

Oversee the Implementation of the Developing Reader Literacy Block in the Afterschool and Summer Programs:

- Structure the schedule of activities during the Developing Reader Literacy Block
- Work with Healthy Choices Coordinator and literacy staff to organize children into groups of ten based on grade levels, reading levels and behavior management concerns
- Support literacy tutors in the planning and implementation of daily read-alouds, guided independent reading practice and fluency-building activities during the in-school, afterschool and summer programs
- Provide feedback to literacy staff concerning best practices in daily read-alouds, guided independent reading practice and fluency-building activities
- Communicate regularly with the Program Specialist at the field office

Oversee the Implementation of Accelerated Reader™ (AR):

- Work with school librarian to organize the books used for Save the Children programs
- Assist with training school personnel in the correct use of AR, as needed
- Incorporate one hour of planning time into daily schedule to enter data and prepare for programming
- Incorporate one hour into weekly schedule to run and analyze AR reports
- Address individual children's needs with appropriate staff and devise possible solutions
- Assist school staff in administering STAR Reading™ test, if needed
- Administer post-STAR Reading™ test (if your school/program doesn't otherwise do so) for every child in Save the Children in-school and afterschool programs

Engage Families in Programming:

- Complete the Family Engagement Checklist to identify site-specific family engagement focus areas for the program year
- Complete an annual Family Engagement Planning Guide to outline specific family engagement practices and activities to be conducted throughout the program year
- Implement site-selected family engagement activities and practices throughout year, as outlined in annual plan; these will vary by site
- Conduct at least two family engagement events during the program year to address key Family Engagement strategies
- Collaborate with school administration and staff to identify areas of alignment between the program and school-wide family engagement practices
- Communicate regularly with Program Specialist regarding family engagement activities
- Conduct the required Family Post-Survey at the end of the program year; send home and actively encourage completion and return of the Family Post-Survey by one parent/caregiver of each family with a child participating in the program
- Submit family engagement data, including Family Post-Survey data and other identified data points, to Save the Children for analysis and review

Oversee the Implementation of In-School Direct Services:

- Work with school personnel to identify struggling readers who would benefit from small group support

- Oversee the implementation of activities such as guided independent reading practice, tutorials, and emergent reader modules by Save the children trained tutors
- Administer pre- and post-assessments for children participating in STC tutorials

Support attendance tracking:

- Record daily program attendance in SCORE
- Make sure children's names in Renaissance Learning™ exactly match the children's names in SCORE

PHYSICAL DEMANDS:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to reach, stand, walk, lift, grasp, write, talk, hear, see, use technology such as computers and multimedia equipment, and use repetitive motions. While performing the duties of this job, the employee may **frequently lift and/or move at least 10 pounds** of materials. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff members.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Most commonly, the educational setting is indoors. The noise level in the work environment is low to moderate (20-60 dB).

The information contained in the job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned by the Superintendent or his/her designee.

Revised: June 2023