



**CITY OF
BLOOMINGTON
PARKS AND
RECREATION**

Inclusion
Facilitator

2016

Staff Manual

Important Contact Numbers			
Jenna Smith	Recreation Supervisor	Office: 952-563-8891	Cell: 612-499-4352
Traci Davis	Inclusion Services Coordinator	Office: 952-563-8584	Cell: 952-292-5110
Angela Fritzlar	Assistant Inclusion Coordinator: Playgrounds	Office: 952-563-8584	Cell: 952-224-6813
Dana McWilliam	Assistant Inclusion Coordinator: Valley View Programs	Office: 952-563-8584	Cell: 952-374-7689
Julie Kambeitz	Assistant Inclusion Coordinator: Kota, Artistry +	Office: 952-563-8584	Cell: 952-374-7692

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<u>Youth & Family</u>	Jenna Smith Recreation Supervisor	Supervises all Youth & Family programs and Inclusion Services for the City of Bloomington. She works year-round for Bloomington P&R.
<u>Summer Adventure Playgrounds</u> Summer Adventure Playgrounds is a drop-in program which allows children to come and go throughout the day. Staff is responsible for planning activities for the park they are assigned. Building relationships with the participants and making them feel welcome is the most important thing staff will do.	Joe Sage Playgrounds Coordinator	Coordinates work direction of all Playgrounds, ensures programs are running smoothly, serves as the direct contact for supplies and time card approval for Playground Staff.
	Lara Dale Playgrounds Assistant Coordinator	Assists in coordinating all Playgrounds, ensuring programs are running smoothly and provides additional support and resources as needed.
	Lindsay Richins Playground Program Specialist	Facilitates activities throughout Summer Adventure Programs and specializes in crafts and hands on activities.
	Matt McWilliam Playground Program Specialist	Facilitates activities throughout Summer Adventure Programs and specializes in sports and fitness activities.
<u>Inclusion Services</u> Inclusion services provide the opportunity for success for all participants by adapting activities, managing behaviors, providing personal cares and providing any additional support as needed.	Traci Davis Inclusion Services Coordinator	Coordinates all inclusion services for the Bloomington Parks and Recreation.
	Angela Fritzlar Inclusion Assistant Coordinator	Assists in providing inclusion services for Summer Adventure Playgrounds.
	Julie Kambeitz Inclusion Assistant Coordinator	Assists in providing inclusion services for Camp Kota, Artistry classes, and more.
	Dana McWilliam Inclusion Assistant Coordinator	Assists in providing inclusion services for The View, Mini View, and Galaxy.
<u>Volunteer Program</u> Youth Volunteers assist summer staff in scheduled activities during summer programming. Volunteers will take on leadership roles with activities while teaching and promoting safety and respect.	Jackie Doncavage Recreation Supervisor	Supervises Volunteer Programs as well as Adaptive Recreation, which includes Adaptive Softball and Dance Your Socks Off events.
	Matt Dammann Playground Volunteer Coordinator	Coordinates the Volunteer Program for Playgrounds, The View & Mini View.
	Kacky Dankbar Camp Kota JC Program Specialist	Facilitates the Junior Counselor program for Camp Kota.
<u>The View & Mini View</u> The View (grades 2-5) & Mini View (grades Pre-K-1) are structured drop-in programs, held in schools taking daily trips to Bloomington Family Aquatic Center. Daily activities are planned by staff.	Olivia Sage The View & Mini View Coordinator	Coordinates work direction of The View & Mini View, ensures programs are running smoothly, serves as the direct contact for supplies and time card approval for The View & Mini View.
	Sam Sargent The View Lead	Assigns staff duties at The View and ensures planning is executed efficiently.
	Kyra Plekkenpol Mini View Lead	Assigns staff duties at Mini View and ensures planning is executed efficiently.
<u>Camp Kota</u> Camp Kota is a day camp designed to provide an opportunity for kids to make friends, learn basic camping skills and develop an appreciation for the outdoors in a fun and safe environment.	Shannon Moran Camp Kota Coordinator	Coordinates work direction of Camp Kota and ensures camp is running smoothly.
	Caitlin Maiers Camp Kota Assistant Coordinator	Assists in coordinating Camp Kota and provides additional support and resources as needed.
	Derek Landseidel Camp Kota Program Specialist	Facilitates activities throughout Camp Kota, specializes in grades 4-7.
	Gretchen Hinrichs Camp Kota Program Specialist	Facilitates activities throughout Camp Kota, specializes in grades K-3.

*Please refer to the all staff manual for contact information.

Staff Meetings & Employee Hours

All Inclusion Staff will meet Friday mornings @ City Hall in the Dakota Conference Room.

Inclusion facilitators will also be required to attend the program meetings in which they are working that week. **Hours vary depending upon the program in which staff is assigned.** Flexibility is key! You will be given a weekly schedule at each inclusion meeting. Please refer to *Appendix A* for the breakdown of specific program hours and meeting times.

***If your participant does not arrive to your program, follow the steps below:

1. WAIT! They may be running late!
2. Communicate with the program Lead and together decide if a call home is needed.
3. If they are not going to program for the day, call Assistant Inclusion Coordinator for that program. You may need to float to a different program or you may get the day off – be prepared!

Time Clock

Time should be submitted daily with final changes submitted by 2:00 p.m. each Friday. Time for Inclusion Facilitators will vary depending upon program and may use any of the following project codes: “INPLA” for Playgrounds, “INVEW” for The View, “INMIN” for Mini View, “INKOT” for Camp Kota, “INGAL” for Galaxy, or “INPPP” for Playground Partnership. Please refer to the Summer Employee Handbook for more details. Traci approves Inclusion Staff timecards; any changes, questions, or concerns regarding your time card should be addressed to Traci.

Time-Off Policy & Procedure

The time off policy it is not meant for us to have a significant amount of time off requests. We have a limited amount of time to make an impact on the youth in the summer. We need each and every one of you ready and able to commit to work for the entire summer! If time off is needed for important events such as school orientations, doctor’s appointments, emergencies, etc., it must be put in writing via e-mail to Jenna *and* Traci with as much notice as possible.

If time off is requested it does not mean that your time off is approved. You will receive verification once a sub had been found. If no sub is available, you will be required to work your scheduled shift. You are responsible for checking your program specific schedules to verify when you are or are not working and to make sure the schedule is reflective of your approved time off. Please follow the policy written below:

If you are **sick*** or need last minute **emergency** time off the following is the process:

1. You must call Traci on her cell phone 952-292-5110 (Please use courtesy and remember it must be an emergency if calling during non-programming hours). Be sure you leave a message on her voicemail if you do not speak to her personally.
2. If you do not talk to Traci directly you should call Jenna Smith at 612-499-4352 and leave a message on her voicemail if you do not speak to her personally.

*Please refer to the All Staff Manual for the City’s Sick Policy.

Mileage Reimbursement

You can receive mileage reimbursement when driving in your personal vehicle from the Friday meetings to your site or if you are assigned to travel between multiple program locations within one day. Please refer to the all staff manual for more information.

Seasonal Employee Evaluation

We have very high standards for our staff and are committed to providing the right supports that allow staff to succeed. **Communication is the key!** We will be completing mid-season and end-season evaluations with everyone on staff regarding their performance. The evaluations will address the four key components of who you work with throughout the summer: participants, parents/community, peers, and leadership. Evaluations are to be used as tools to ensure we are effectively training and equipping our staff, as well as a formal measure to determine if staff are meeting the established expectations. Evaluations play a role in re-hiring staff. If you are seeing inappropriate behavior by another staff member please report it to your supervisor as soon as possible.

See *Appendix B* for example of Seasonal Employee Evaluation.

Policies to Protect Staff & Participants

Social Media & Personal Contact Information

Staff should not give out their personal phone number, e-mail, Facebook, SnapChat, InstaGram, Twitter, Vine, etc. information to any participant or parent.

Contact Outside of Program & Transportation

Staff may not invite participants to their home, go to the participant's home, or have other contact with children outside the program without prior approval from your Supervisor and the participant's parent(s). *This includes working with the participant as a babysitter, personal care attendant, etc.* To protect you and the City from liability, staff may not transport children in their personal vehicle. The parent is the only one who should be allowed to transport the child(ren) unless prior documented authorization has been given by the parent or guardian. Contact your supervisor with any concerns.

Parent Involvement

When addressing a behavior issue or inclusion plan, be sure you are speaking with the parent or the authorized guardian (listed on their registration) of the child(ren) involved. The conversation must remain professional and maintain a level of confidentiality to protect those involved. Please contact your coordinator or supervisor with any concerns.

Inclusion Services

A. What is Inclusion?

Webster's Dictionary defines inclusion as follows:

1. To have as a part or member
2. To put into a group or total

We define inclusion as following:

1. Having the same choices and opportunities in recreation programs that other people have.
2. Being a valued customer and a welcomed participant in community recreation programs, regardless of ability level.
3. Recreation facilities and areas that are accessible and easy to use by everyone.
4. Providing the necessary individual adaptations, accommodations, and supports so everyone can benefit equally from a recreation experience in the community with friends.

B. Who will we be including? Everyone!

- Those that have requested additional support when they registered for a program who've had a meeting with the Inclusion Services staff and a plan established for supporting the child prior to the program.
- Those that you as City of Bloomington staff have identified during the program, as needing additional support will be observed, assessed and have a plan developed at that time.

C. We believe

- Every program is subject to inclusion. No exceptions!
- Every child or adult with a disability is entitled to have additional support in any program.
- Every registrant is entitled to an assessment to determine the best inclusion supports.
- In training and re-training staff.
- The family of the registrant is the most valuable resource in planning.
- Issues can be accommodated with good training, observations and supports.
- THE BENEFITS TO INCLUSION ARE ENDLESS!

D. Confidentiality and Reporting:

While providing Inclusion services you will have access to confidential information, both written and oral, in the course of your employment and job responsibilities. It is imperative that this information is not disclosed to any unauthorized individuals to maintain the integrity of the participant information. An authorized individual would be a current City of Bloomington Parks and Recreation staff member who provides direct support or programming for the participant, which would include the participant's Inclusion Facilitator and Program Site Staff, Program Coordinator/Assistant Coordinator, the Inclusion Assistant Coordinator, the Inclusion Coordinator, and the Recreation Supervisor. Staff must report immediately any signs of possible child abuse, neglect or injury to their supervisor and must follow up their observation in writing. Contact your supervisor if you need advice or help with a concern.

Working with People with Disabilities

A. Communicating Participant Needs:

Including people with disabilities into Parks and Recreation programs is an incredible amount of fun, but can be a lot of work as well. See the **Inclusion Flow chart**, *Appendix C*, for the entire process.

B. Personal Cares:

As stated earlier, a big part including people with disabilities in programs is determining what supports they may need. One type of support is personal care support. Personal cares are those services that include feeding, toileting assistance, medication administration, lifts/transfers, and changing clothes.

C. Lifts/Body Mechanics and Transfers:

When providing personal care support to people with disabilities in programs, staff may be required to provide physical assistance to the individual. The following will outline some good techniques for lifting/transfers and body mechanics:

LIFTS AND TRANSFERS

I. Definitions

- A. Lift – the moving of a person or object from one height to another
- B. Transfer – a process of moving a person or object from one surface to another.
 1. Active: The person can transfer independently. The staff person stands by for supervision and is prepared to assist if necessary.
 2. Active Assistive: The person understands the process of the transfer and requires physical assistance to complete the activity.
 3. Passive: The person totally depends on another person(s) or mechanical lift to accomplish the process.

II. Safety

- A. ALWAYS consider the safety of the participant and the safety of the inclusion facilitator first.
- B. Maintain good personal fitness and posture.
- C. Be conscious of the participant's extremities. Do not bump, scrape, or catch on objects or equipment.
- D. ALWAYS use a transfer belt when indicated. (If you need one, talk to your supervisor)
- E. Keep wheelchair locked during transfers.

II. Lift and Transfer Rules

The following eight rules should be kept in mind when moving a participant from one position to another.

- A. Plan Ahead: Position student close to the place to which he is moving.
- B. Get Help: If you do not think you can safely move participant, get assistance, even if it means waiting.
- C. Listen: Have participant tell you how he should be moved. Direct your questions to the participant. If the participant is unable to tell you, tell him what, where, when, and how you are going to move him. Allow time for a response, recognition, and understanding of the process.

- D. Move In- Move in and stand as close as possible to the person. Avoid reaching from a distance. Keep your chin tucked in.
- E. Feet Apart: For a broad base of support with your feet for balance and stability.
- F. Bend at the Hips and Knees: Use leg muscles for lifting. Avoid using your back muscles to lift. Keep your back straight.
- G. Coordinate the Action: Lift with a synchronized pattern. Count 1,2,3 lift. Keep movement in straight planes to avoid strain.
- H. Turn Your Body: Avoid twisting at the trunk by repositioning your feet as you turn.

III. Transporting a participant in a wheelchair

- A. Make sure that student is seated back in the wheelchair, with feet on foot supports. Be sure that safety belt is secured. Keep wheelchair moving at a slow, controlled, and steady pace. Maintain control of wheelchair when turning corners.
- B. How to move the participant up and down a ramp: Always turn yourself and the chair around and go down backwards. The pusher's body will then keep the chair from picking up momentum. A second person is sometimes needed to grasp the lower part of the chair to help keep the chair under control.

IV. Procedure for removal of a participant from a wheelchair

- A. Check with the participant/parent about what type of lift or transfer you need to use. Place wheelchair close to where you are going to be positioning the participant.
- B. LOCK THE BRAKES. Move or swing away any piece of equipment on the chair so you have more space to work.
- C. Unbuckle seat belt, pelvic strap, and foot straps.
- D. Give the participant adequate support.

V. Procedure for positioning the participant in the wheelchair

- A. Place wheelchair close to the participant at an appropriate angle.
- B. LOCK THE BRAKES. Move or swing away piece of equipment on the chair so you have more space to work.
- C. For chairs that can be lowered, place unit at lowest level.
- D. Place the participant safely into chair, maintaining him in as close to a sitting position as possible. Seat the pelvis back into the chair. Secure pelvic strap.
- E. For students who have inserts, tilt the chair and seat pelvis as far back into the insert as possible. Level the pelvis and secure pelvic strap.
- F. Align the trunk and provide support as needed.
- G. Shoulder straps should go across wider part of the shoulder. NO pressure should be on student's neck.
- H. Provide support for head if necessary.
- I. Buckle safety strap and foot support straps.

VI. Assisting the participant with poor balance

If the participant has a helmet, make sure it is on. Assistant stands slightly behind and to the side of student, giving assistance at waist level. Hold belt or waistband or use transfer belt. The transfer belt should be put on at the waist and tightened so that it does not slip or ride up. If the participant has

very poor balance, move directly behind him, giving support at the waist. Make sure you feel secure in your grip and footing before you start moving.

D. Transfers:

One of the problems you will encounter most often is that of transferring the wheelchair user into and out of his wheelchair. Proper assistance in these transfers can be of great help to the person with a disability. Keep in mind that, in any wheelchair transfer, some variations may be necessary to adapt the procedures to specific situations, but these basic principles will always apply.

1. Always ask the individual what type of transfer he prefers and what works most efficiently. Also let the person know you are ready to transfer him.
2. Always begin by moving the wheelchair as close as possible to the other seat so the transfer distance is as short as possible.
3. If the wheelchair has brakes, always lock the brakes before you begin the transfer. If the wheelchair does not have brakes, have someone hold it steady.
4. Always give support at the waist. Do not hold under the arms as this can be painful to the person you are assisting. When you are assisting a man, you can grip his trousers belt if necessary, but always give support at the waist.
5. Stand directly in front of the person you are assisting. Keep your feet apart with one foot forward and knees flexed so you can lift with your legs and not with your back.

Remember that with all transfer techniques some variations may be necessary to adapt the procedures to specific situations.

E. Wheelchair Obstacles:

Curbs: When getting a wheelchair down from the curb to the street, turn yourself and the chair backwards. After you have stepped on to the street, ease the chair down until the large wheels hit the pavement. To get the wheelchair onto the sidewalk from the street, have the chair in front of you, then tilt the chair back far enough so that you may be sure the small wheels are on the sidewalk first. It will then be easy to lift the rest of the chair up onto the sidewalk. If a participant is walking and comes to a curb, have him place his strong foot on the curb and shift his body weight to this strong foot. Put weak foot on curb beside the strong foot. At the same time, have him put his cane on the curb and lift his body forward. To come down a curb, have participant place cane and weak foot on street bending strong knee as weak foot goes down. When his weak leg is able to support body weight, he can then step down with his strong foot.

Ramps: Always turn yourself and the chair around and go down backwards. The pusher's body will then keep the chair from picking up momentum. A second person is sometimes needed to grasp the lower part of the chair to help keep the chair under control.

Stairs: **DO NOT DO UNLESS YOU HAVE NO OTHER OPTION!** At least two people are needed to lift a person and his wheelchair up and down stairs. Always take a wheelchair up a flight of stairs backwards. One person should hold onto the handgrip firmly, tilt the chair quite far back and pull it up one step at a time, resting it on each stop on the large back wheels. The second person should face the chair, grasp the rods to which the foot rests are attached and lift the front of the chair. Although the wheels are the most accessible part of the chair, when the time comes for it to be lifted, the wheels should never be used for this purpose.

Always take a wheelchair downstairs frontward. The chair, facing the stairs, is tilted back by the pusher who gently eases the chair down one stop at a time. The second person goes down backwards while grasping the rods to which the foot rests are attached. This is done to equalize the balance of the chair, retard its speed and keep the chair in the same tilted position the pusher has achieved.

It is not advisable for a participant to go up and down stairs without a handrail unless he has nearly normal strength and balance. There should be a handrail down the center of the steps or one along each side. Going up and down stairs using a handrail can be done by a participant with a very weak leg provided that he places his feet carefully and his weak knee is straight when he takes his weight on it.

When assisting a participant up and down stairs, make sure participant grips handrail and starts out with his strong foot first. The affected leg can then be raised easily to the same step; the affected leg is lowered first. In this manner, the weight is raised and all bending is done by the good extremity. This method can also be applied to stepping up and down sidewalk curbs.

Toilets: When assisting a participant to and from a toilet, position the wheelchair facing the toilet with the brakes on and the footrests up. Have male participants unfasten trousers before getting out of the wheelchair so that the trousers fall when he stands. Female participants can stand in front to the toilet instead of sitting down immediately and either lead against the wall or push with her strong leg against the toilet for support to free her hand to handle her clothing. Have participant lean forward, turn on strong foot and slowly sit down on the toilet seat. Reverse procedure when removing participant from toilet.

F. Medication Administration:

If medication needs to be given to participant during a program, the inclusion facilitator will be given information on how to provide this support for each individual. Each of these participants will have a Medication Form completed. This form will detail what, when, and how the medication should be administered with a physician's signature; if it is a prescription.

To provide some consistency to the procedures for administering medications, the following are the guidelines that staff will follow when administering medications:

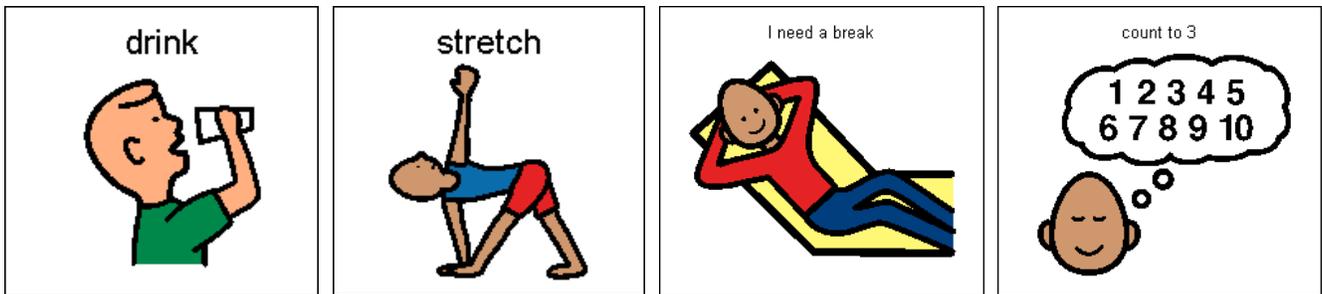
1. Read the medication permission form for the participant. Questions? Ask one of the Coordinators or Supervisor.
2. Talk with the parent when the participant is dropped off and ask questions if needed.
3. All medication must come in the original container, clearly labeled. Prescription medication must be in the original prescription bottle with the instructions clearly readable.
4. Store the medication in a secure location (lock box, locked office, refrigerator or cooler if necessary). If the medication cannot be in a secure location, contact your Coordinator or Supervisor.
5. When it is time to give the medication, double-check the label for the child's name and the directions for administration.
6. Direct the participant to state their name. If the participant is unable to state their name, ask another staff member to verify the name on the bottle.
7. Medication must go directly from the bottle to the participant, e.g. bottle, cap, mouth

8. Administer the medication and document on the **Medication Record Form**. Physician signature is REQUIRED.
9. If the participant refuses the medication, be creative in an attempt to redirect attention to something else. Try again in a few minutes. If participant refuses again, do not worry, just document a refusal on the medication record. Depending on the individual's needs, be sure to inform parent of refusal either immediately or when the participant is picked up.

G. Tactics: At times, a participant would rather hang out by themselves in the corner of the program. Sometimes, the participant needs that break from the activity, but that is not the definition of inclusion. Your job is to keep trying new tactics to increase the time your participant is active within the group. If you let your participant get into the routine of always “escaping” and not being a part of the activity, it will be hard to get them out of that routine. Find ways to get them involved. One idea is to set a timer for them – “Okay, we can sit on the park bench for 5 min. and then join the group”. Having a timer, sets a limit for them, gives them an end point, and helps them transition to the next activity.

H. Sensory Bag/Needs: There will be a sensory bag at each program location. Inside the bags are some resources/items that the participants might view as “toys”. These “toys” are tools that you can use in a variety of different ways. They can be calming tools, diversion tools, tools to help fill unstructured time, etc. Use them as effectively as possible. Be creative! If you feel you need other materials in the bag, submit your request to Traci or Jenna and they will consider the item.

I. Boardmaker/PECs System & Tools: At times, you will see in a participants’ file that they use PECs or BOARDMAKER. PECs stands for “Picture Exchange Communication System”. This is another way a participant can communicate with you. There are many ways to use these tools and throughout the summer, you may need to utilize them. When that need arises Traci or Assistant Coordinators will hook you up with the appropriate symbols that you would need.



Remember to also be creative using paper, crayons, or a whiteboard to create the visuals you need.

Documentation

A successful inclusion experience depends on many details falling into place. For communication purposes and future records, Inclusion Facilitators will complete documentation on participants they are supporting. If a staff person has any questions about documentation or has difficulty completing it, please contact the Inclusion Services Coordinators immediately. All documentation completed on the participant for the summer should be kept in the program binder. Depending on what program you are working, your documentation will be kept in different places. Please communicate with the site lead as to where the binder is stored. Be sure that each program is keeping the documentation binder in a safe/confidential place.

Documentation Reminders

- USE A BLACK PEN (no pencils or funky colored pens).
- If you end your documentation entry before all the space is used up, draw a line to the end of the space so no other information can be added (see examples above).
- Always sign the entry.
- When referring to yourself in the entry, use third person language and refer to yourself as staff (see example above).
- Try to avoid using diagnostic language—“S.P. was sick” “She was angry”—instead use descriptive language – “S.P. stated she was not feeling well” “She demonstrated that she was upset by the outcome of the game by stomping her feet”.

STEPS TO DOCUMENT –

A GUIDELINE: What needs to be filled out first...

- Day one:** Write a note on the progress note sheet, date, refer to the specific program, and sign.
- Day two:** Write another note on the same progress note sheet, date and sign
- Day three:** Write a third note on the same progress note sheets – if you feel you have a good picture of the participant, you can begin a Inclusion Assessment (pink form) on the participant. You can also fill in bits and pieces during day one and two if you feel you can at that point. If there’s already an assessment completed by another Inclusion Facilitator for **this season** and there is nothing more to add or it is similar to what you would have written, then you do not need to complete an assessment.
- Day four:** Write a fourth note on the same progress note sheets.
- Day five:** Write a final summary of entire week with participant – stating goals that were reached, things to continue to work on, etc. on the progress note sheet. Support Determination should be filled out for participant if one for **this season** is not on file already. If the Support Determination that is on file is inaccurate and needs to be updated, complete a new one.

STAFF INCLUSION ASSESSMENT (Pink): Supervisor, Coordinators, and Assistant Coordinators may have completed an initial assessment during an interview with the parent/guardian. We REQUIRE Inclusion Facilitators to complete a staff inclusion assessment on the participant they are working with. This should be completed after two or three days of working with the participant or when you feel it is appropriate. If the participant already has a staff assessment completed for the summer, check it over carefully. If you see any differences in the participant then what the previous assessment says, complete another assessment reflective of your observations/experience.

SUPPORT DETERMINATION (Orange): The support determination document is an overall snapshot of the participant. It shows what level of support the participant should be given, lists diagnoses, inclusion plan, and comments. Things that are good to note on the form are redirection tactics, goals to work towards, vital past and present information, etc. This document will be copied and given to other program staff for their reference.

There may or may not be a support determination form located in the participant's file. If there is a support determination in the file for this summer, read it over carefully. While working with this participant, determine whether you see anything that needs to be changed based on your observations/experience. If so, complete another support determination.

If there is no support determination in the file for this summer, fill one out on your participant after a week or so of working with them. Check the Administrative files for an example of what should or could be included on the support determination.

When filling out this form, keep in mind your comfort level with the participant and what others might be comfortable with. Others may disagree with the "level" that the participant is placed and the "level" may need to be altered with the different programs they are participating.

PROGRESS NOTES: The frequency of when staff will be required to document varies depending on the program in which the participant is involved. The following is a guide for staff to follow:

Program Name

Summer Adventure Playgrounds: Park Name
The View/Mini View
Galaxy Summer of Service
Camp Kota
SLAM: Class Name
Art Classes: Class Name

Frequency of Progress Note Documentation

Daily

Documentation should consist of mostly objective observations. If a staff person is documenting that an individual enjoyed an activity, be sure to state why.

EXAMPLE:

Date: 7/22/15 Activity(ies): Camp Kota

Notes: S.P. had a good day at camp today. She stayed with her group during the morning and afternoon activities. When asked, S.P. stated that she was having a great time in the fire starting activity. S.P. initiated speaking with her peers several times during the afternoon activities. Will encourage her to work on her social skills more as he becomes more acquainted with her peers. -----

Staff Signature: Joe I. Facilitator

Be sure to try to relate documentation entries to the participant goals that have been set by the participant and his/her parent. Additionally, be sure to document other significant occurrences.

EXAMPLE:

Date: 7/23/15 Activity(ies): Camp Kota

Notes: S.P. had a seizure today while the group was preparing for the overnight. (See Seizure report dated 7/23/13). Staff called her mom and she said to have her rest. S.P. rested for about 45 minutes after the seizure. She demonstrated that she was better after her rest by joining in on the group activities (tent set up and camp songs). -----

Staff Signature: Joe I. Facilitator

It is important that one of the documentation entries is at the end of the program, summarizing the participant’s involvement and how the inclusion supports worked. Inclusion Facilitators may be asked to assist in completing a post-program evaluation/assessment to determine the effectiveness of the inclusion supports during that participation period.

Program Hours & Meeting Times for Inclusion Facilitators					
Program	Monday	Tuesday	Wednesday	Thursday	Friday
Summer Adventure Playgrounds	9:30 -3:00, 5.5 hours	8:30 (Meeting) - 3:00, 6.5 hours	9:30 - 3:00, 5.5 hours	9:30 -3:00, 5.5 hours	9:30 -3:00 + 8:00 Inclu Meeting, 7 hours
The View	8:00 (Meeting) - 4:00, 8 hours	9:00 - 4:00, 7 hours	9:00 - 4:00, 7 hours	9:00 - 4:00, 7 hours	9:00 - 4:00 + 8:00 Inclu Meeting, 8 hours
Mini View	8:00 (Meeting)-4:00, 8 hours	9:00 - 4:00, 7 hours	9:00 - 4:00, 7 hours	9:00 - 4:00, 7 hours	9:00 - 4:00 + 8:00 Inclu Meeting, 8 hours
Galaxy Summer of Service/Galaxy 2.0	9:00 - 4:00, 7 hours	9:00 - 4:00 + 8:00 Inclu Meeting, 8 hours			
Morning Artistry Classes	9:30-12:00/12:30, 2.5 or 3 hours	9:30-12:00/12:30 + 8:00 Inclu Meeting, 4 or 4.5 hours			
Afternoon Artistry Classes	1:00 -3:30/4:00, 2.5 or 3 hours	1:00 -3:30/4:00, 2.5 or 3 hours			
Camp Kota	8:00 - 3:15, 7.25 hours	8:00 - 3:15, 7.25 hours	8:00 - 3:15, 7.25 hours	8:00 - 3:30, 7.50 hours AND 6:00-12:00, 6 hours Total = 13.5 hours	7:00 - 3:15, 8.25 hours - NO INCLU MEETING
Playground Partnership Program	8:30 (Meeting) - 3:00, 6.5 hours	9:30 -3:00, 5.5 hours	9:30 -3:00, 5.5 hours	9:30 -3:00, 5.5 hours	9:30 -3:00, 5.5 hours



SEASONAL EMPLOYEE EVALUATION FOR YOUTH AND FAMILY PROGRAMMING

Employee Name:		Season & Year:	
Program:		Position:	

Developing (D): Performance is below job requirements. Specific improvement requirements were documented and discussed. Improvement has not been observed.	Satisfactory (S): Performance meets job requirements, is effective, competent and achieves the results expected. Does acceptable work in achievement of goals and/or competencies.
Proficient (P): Performance expectations are consistently met and frequently surpassed. Performance is consistently of a good quality.	Distinguished (DI): Superior performance that consistently exceeds the requirements of the position. Work is characterized by accomplishments beyond the job expectations.

MID-SEASON EVALUATION

___ / ___ / ____

Celebrations	Recommendations	Goals

Employee

Date

MID-SEASON SIGNATURES

Coordinator

Date

Recreation Supervisor

Date

END OF SEASON EVALUATION

___ / ___ / ____

When working with <u>kids</u> , staff...	Comments/Justification:
<ul style="list-style-type: none"> ◆ Engages in activities throughout the day and encourages participation. ◆ Uses positive redirection to appropriate tasks and behaviors. ◆ Follows through with expectations and policies of program. ◆ Proactively creates opportunities in recreation, and encourages social interaction. ◆ Shows and acts upon awareness of environmental and participant safety. ◆ Creates inclusive environment, providing opportunities for success. ◆ Builds and maintains positive relationships. ◆ Maintains supervision and discipline of participants. 	

When working with <u>peers</u> , staff...	Comments/Justification:
<ul style="list-style-type: none"> ◆ Collaboratively works role reversal between program and inclusion staff. ◆ Fosters a team approach with leading and supporting roles. ◆ Recognizes and takes initiative with program needs. ◆ Communicates effectively. ◆ Builds and maintains positive and professional working relationships. ◆ Collectively works together to complete daily notes and other paperwork. ◆ Provides mentorship for volunteers. ◆ Is actively involved in planning, organizing, and leading activities. 	



SEASONAL EMPLOYEE EVALUATION FOR YOUTH AND FAMILY PROGRAMMING CONT.

When working with <u>families & community</u> , staff...	Comments/Justification: <input type="checkbox"/>
<ul style="list-style-type: none"> ◆ Maintains professionalism. ◆ Builds and maintains positive relationships. ◆ Demonstrates proactive and effective communication. ◆ Addresses safety and/or maintenance concerns that may arise. ◆ Represents the City of Bloomington and program with integrity. ◆ Problem solves, using families and community agencies as resources. 	

When working with <u>leadership</u> , staff...	Comments/Justification: <input type="checkbox"/>
<ul style="list-style-type: none"> ◆ Follows communication protocol. ◆ Maintains timely documentation. ◆ Is receptive to feedback and evaluation. ◆ Follows through with feedback and is growth-minded towards improving performance. ◆ Is actively engaged in staff meetings. ◆ Maintains positive and professional relationships with everyone in leadership. 	

Should this person be considered for rehire? (This is a recommendation, but does not ensure future employment.)

	Yes
	Needs to reapply and be screened with new applicants
	No
<p>All above ratings are subject to change based upon information that become available after evaluation is completed, including annual background checks. If this occurs, employee should be notified as soon as possible.</p>	

DATE OF TERMINATION:

___ / ___ / ____

**END OF SEASON
SIGNATURES**

Employee

Date

Coordinator

Date

Recreation Supervisor

Date

INCLUSION FLOW CHART

