



**CITY OF
BLOOMINGTON
PARKS AND
RECREATION**

The View &
Mini View

2016

Staff Manual

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Welcome to The View & Mini View!

We would like to welcome you to the Bloomington Parks and Recreation Summer View & Mini View staff! We are happy to have you with us this summer. We are sure your work here this summer will be rewarding and enjoyable.

The View and Mini View programs are very visible and popular services provided by our Parks and Recreation Department. We take great pride in the service we provide to our residents and the feedback that we receive from the community is very positive. Our staff is an important part of this operation. We feel that one of the main reasons that people like sending their children to our programs is because they like the staff. Our goal is to make our facilities welcoming, friendly, and safe. You are the key to that happening each and every day.

We selected you to be a member of our team this summer from many applicants. We feel that you are the “best of the best”. We hope that you will work hard and take as much pride in our program as we do. Remember that during the summer, you will be working in a very visible position. It is a position that we hope you will enjoy, but is also one that you must take seriously at all times. The success that each of you have individually in your jobs will determine the success we will have as a View team.

The **Mini View** has been designed with the young child at heart. If you are a Mini View staff, you will be working with four, five, six and seven year olds who need your consistent, loving care each and every day. The **View** has been an ever progressing program, continuously growing to best meet the needs of the youth. As a View staff, you will be working with children grades two through five. The **mission** of the both the View and Mini View is to provide a fun, safe environment where each child is actively involved in recreational activities with peers and staff. You **will** make an impact on the children you encounter in your program, and they **will** learn from you through actions and words.

Please make sure that you understand the information contained within this manual. If you have any questions or concerns, let us know. It is our job to help you be successful in your position.

Once again, welcome aboard! Work hard, have fun, and enjoy your summer!



Jenna Smith
Recreation Supervisor



Olivia Sage
The View & Mini View Coordinator

<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 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

Every Monday morning, all Mini View & View Staff will meet together at Valley View Middle School. Staff will meet as a large group 8:00-8:20 to cover any general updates and information. Staff will then break off to The View and Mini View teams to cover any program specific planning. The Inclusion Assistant Coordinator will visit with each site team to cover any updates from 8:20-8:45. Daily planning will begin at 8:45 am with regularly scheduled programming beginning at 9:00.

Every Thursday, from 8:30-9:00 a.m., The View & Mini View Leads will meet with Olivia and Jenna at Valley View Elementary KinderPrep.

Time Cards

Time should be submitted daily with final changes submitted by 4:00 p.m. each Friday. Time for The View will be submitted under the project code of "YFVEW". Time for Mini View will be submitted under the project code of "YFMIN". Please refer to the Summer Employee Handbook for more details. Olivia approves The View & Mini View Staff timecards; any changes, questions, or concerns regarding your time card should be addressed to Olivia.

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 Olivia 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 Olivia on her cell phone 952-215-9788 (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 Olivia 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.

Lost and Found Policy

Lead staff should designate a location for keeping found items during the summer at your site. Please label the area and inform all staff and children of the lost & found item area. For all items found, staff should use making tape to label the item with date found and site location. Items should be returned directly to the owner (or parent).

Items of negligible value:

Items such as underwear, socks, plastic water bottles, etc. should be discarded.

Valuable items:

Items of great value (i.e. electronics) should be kept locked up. If this is not possible, label when and where it was found and contact your supervisor or coordinator to bring it to City Hall for safe keeping (they can claim the item at the Parks & Recreation office).

Perishable items:

If you are keeping any found lunchboxes or plastic storage containers, please empty all food contents and label the item with date and park name before putting them in lost and found.

Unclaimed Items:

All items should be returned to the Parks & Recreation Office at the end of the summer. No water bottles, sunscreen, or bug spray should be returned to the office, please discard these items. Please use your discretion and throw any items that are “broken” beyond reasonable use (for example: broken swim goggles). Unclaimed items will be kept at City Hall for 30 days after the program ends for pick-up. Anything unclaimed beyond 30 days will be donated.

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 A* for example of Seasonal Employee Evaluation.

Lunch Program

There is a free lunch program for certain playground locations this summer. The lunches are provided by Bloomington Public Schools through a federally funded lunch program.

Lead staff will need to have a sign-up sheet available for participants to sign up each day. Lead staff will call in “lunch counts” each day for the correct number of lunches you will need for the day.

See contact list for phone numbers to call to request lunches.

If a participant has special dietary needs or food allergies we strongly suggest they bring their own lunch. Lunches will be provided on Super Event days but are **NOT** provided for staff.

Cell Phones

Park Cell Phones

All program sites have cell phones. The communication made from the cell phones (whether talking or texting) should be **business orientated**. Keep in mind that anyone can view the messages at **any** time; this includes supervisors, coordinators, and even residence of Bloomington.

The cell phones should be brought everywhere with lead staff to communicate with coordinator and supervisor. The participants will be allowed to call home if they need to, but staff is advised to stand next to the participant while they are making any calls. The phone is your means of communication with emergency services and your supervisors. It is your responsibility to take care of it. If you lose it there will be a replacement fee.

Personal Cell Phones

Personal cell phones should not be used during work hours. Your focus should be strictly on the participants while you are working. If for some reason you *need* to have your phone on you (i.e. medical, family emergency), please let your coordinator know ahead of time. The City is not responsible for lost or stolen phones.

Sunscreen

Sunscreen is one of the most disregarded safety items during the summer season. It is advised for staff to wear the appropriate SPF for his or her skin. Baby oil and other oils are **NOT** recommended. Please remind the participants to apply and reapply their sunscreen each day especially when at the pool. **Do not allow participants to share sunscreen. Some participants have allergies and should bring their own. Do not apply sunscreen on the participants unless they have a *Sunscreen Authorization Form* on file.**

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, be sure you are speaking with the parent or the authorized guardian (listed on their registration) of the child(ren) involved. Please make sure the guardian you are speaking with only hears the name of their child and a generic term for the other participant(s) 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.

Confidentiality & Reporting

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. Do not talk about participants outside of the program, even with other P&R staff. Maintain professionalism at all times. You do not want to say anything that you would not say in front of the participant, parent, or supervisor.

Professionalism

Everyone is responsible for their own actions and has been informed of our policies and expectations. Be enthusiastic and willing to help where needed to get work done efficiently. Remember that you are representing the City of Bloomington and your conduct at work is essential to doing a good job. Offensive conduct, dress, or language is absolutely not permitted and is grounds for dismissal. Staff should be actively involved with participants throughout the day and should keep "sitting time" to a minimum. When interacting with the public (including participants and parents), treat each person with dignity and consideration.

Care of Park Facilities and Equipment

As you walk through your site location, look for trash, unsafe situations, or broken equipment. Even though there are school maintenance workers, we work as a team to keep the sites clean for the children and the public. Take pride in your space and the participants will too.

Buildings

We are very fortunate that we are able to utilize space in Valley View Middle School and Valley View Elementary School to host our programs. Please be respectful of the classroom space we are utilizing. Pick up trash and supplies off the floor, and immediately wipe up any spilled liquids. Immediately report any damage, needed maintenance, or vandalism to your supervisor or coordinator.

Security

Cell phones should not be left unattended and should be locked up each night. The program binders should be locked up at all times. There is confidential information in the binder that should only be seen by Lead Staff or other authorized staff.

Supplies

Treat any supplies you have with respect. You are the role model for the kids; show them how to play with the equipment, and other supplies. Put away games, craft supplies, and equipment after each activity. Get the participants involved so they feel a sense of responsibility to their space and supplies. *(If any supplies are needed at your program site, please contact your supervisor or coordinator.)*

Carelessness and negligence in the handling or control of City property or facilities is not permitted. **Jenna gets notification from maintenance staff when the buildings are not being maintained well.**

The View & Mini View Fun Agreement

1. I will treat others the way I want to be treated.
2. I will treat the environment with respect.
3. I will do my best to have fun!
4. I will let a leader know when I leave safe zones.

Safe Zones

Using the term “safe zone” will be used in The View and Mini View. When in an area with your small or large group, identify what the safe zone is. For example, you may say “The Safe Zone is the playground.” or “The field is your safe zone.” Anytime you enter a new area, each day, identify the safe zone for the children. This will align with the Fun Agreement (rules) so that you can keep track of the whereabouts of all children at all times. Participants should be instructed to let staff know when he or she leaves safe zones.

Logical Consequences

Children are more apt to learn from mistakes when adults or staff members implement consequences that show respect, relevancy, and that are realistic. Consequences applied with respect, relevancy, and realistic guidelines help children understand the consequences of their own choices and, hopefully, help them learn from their mistakes.

Respectful

Respect is conveyed through words and nonverbal gestures.

- Use a normal tone of voice. Avoid sarcasm.
- Speak directly and quietly to the participant. Avoid calling across a room or raising your voice.
- Focus on the deed and not on the doer. Convey that you object to the behavior, not the child.
- Be clear and firm and don't negotiate.

Relevant

A consequence needs to be logically related to the students' actions.

- It helps children see a cause and effect.
- It references the rules.
- It focuses on the specific problems created when rules are broken.
- It focuses on individual responsibility and accountability for helping preserve a safe and fun environment.

Realistic

A consequence should be something the staff and participant can follow through on.

- There is a reasonable follow-through action expected by the student.
- There is a clear time frame that is appropriate to the developmental age of the student and the behaviors of the student.
- Time frame makes sense - it is not too long and thus harsh, or too short and thus ineffective. (Remember, children need on-going opportunities to learn from their mistakes, develop their self-controls, and regain trust).

Taking Breaks

Taking "Breaks" is a way to redirect a child's behavior. In line with logical consequences, having a child take a "break" can give them cool-down time, a new mindset, and control of his or her body. Model what a break looks like. Ask the child if they are ready to rejoin the activity. Breaks allow the child the opportunity to calm their bodies and forget about their frustrations. This helps them with coping strategies when they feel frustrated, catching the incident before escalation.

Let's say that child escalated and hit the child that was tagged. Using logical consequences as a guideline, first approach the child calmly and quietly, not giving the scene a lot of attention. With both of the participants there, say "I see my friend looks hurt. Can you ask if he is ok?" This is relevant; he or she caused pain, needs to see the effect, and cope through it with them. If an ice-pack was needed, that child should be with you while you adhere to any necessary steps, part of the realistic approach- have them be part of the solution. Ask the child what they could do next time they feel frustrated and what words could be used. Helping them identify the problem, talking through their misbehavior, and being a part of the solution teaches children and can help shape a better future for them.

The View Schedule

9:00 – 10:00	Check-in & Activity Stations
10:00 – 10:10	Greeting Meeting
10:15 – 11:00	Large Motor Play
11:15 – 12:00	Lunch
12:15 – 12:30	Transition to Pool
12:30 – 3:00	Swimming/Pool Area
3:00 – 3:15	Transition to Site
3:15 – 4:00	Snack, Quiet Rest & Reading Time

Check-in & Activity Stations

A view check-in board will consist of participants' names where they will move their name to let us know they are here. Assigned (rotation) staff will greet individuals and help them choose the group they will associate with for the day. Groups will remain flexible according to who comes, age of participant, and even numbering of groups with staff. Once checked-in, (lunches and official attendance recorded) participant will have free choice in activity stations.

Activity Stations will include:

- Craft/Art (open-ended exploration of materials)
- Literacy (books, magazines, comics, etc.)
- Games (age appropriate board games, group)
- Physical Fitness (ball games, tag games, etc.) (Outdoor space or gym space utilized.)

Greeting Meeting

A good group gathering will make each individual feel welcomed and noticed, a great way to start our day at The View. Participants will do a morning greeting activity to welcome everyone to The View (high-five friends, mini work-out/stretch/yoga, etc.). Participants will review which group they are in (their Instructor for the day). Staff are encouraged to find creative ways to engage children- perform a small skit, teach a dance with the group, play a collaborative group game or games, etc.

Large Motor Play

Participants will meet with their View Instructor assigned group to find out what gym game, outdoor game, or playground time they will have. Instructors will pair or group together to facilitate gym games/activities, or an outdoor game(s). Instructors will coordinate plans and space based on number of participants.

Lunch

Participants will eat their lunches in the cafeteria unless otherwise approved by coordinator.

Transition to Pool

Upon finishing lunch, The View will gather as a group to head over to the pool. **Please remember how important counting and recounting numbers of participants throughout transitions.**

Swimming/Pool Area

Staff will invite their groups to change into their swim gear and apply sunscreen. Ensure all participants are being logged for sunscreen application (they must apply themselves or have a med-form filled out for assistance) before entering the water. A flow-chart of application steps will be visible to participants for quality sun protection which staff can use to help make sure children are protected. Instructors will establish meeting place, rules, safety-precautions, etc. that staff and participants will be able to swim in pool area. **Be actively engaged with participants during this time.** This is not a time to sit at the tables and connect with your coworkers about the weekend :)

Transition to Site

At 3:00, Sam will have pool staff announce The View's exit. Staff will begin to gather up their groups to change into clothes and to depart back to site. Groups will walk together as one back to site.

Snack, Quiet Rest & Reading Time

Participants will return to site and place their belongings near their designated area. Staff will sit with participants to encourage quiet activities, rest and/or reading time. This time is meant for children to relax after a long day of fun! Staff could read with participant(s), assist in writing in journals, or participate in quiet activities or games.

*Sign-out with staff at parent pick-up (removing names).

Mini View Schedule

9:00 – 10:00	Check-in & Activity Stations
10:00 – 10:15	Greeting Meeting
10:30 – 11:30	Large Motor Play
11:40 – 12:15	Lunch
12:15 – 1:00	Transition to Pool
1:00 – 2:30	Swimming/Pool Area
2:30 – 3:00	Transition to Site
3:00 – 4:00	Snack, Quiet Rest & Reading Time

Check-in & Activity Stations

A mini view check-in board will consist of participants' names where they will move their name to let us know they are here. Assigned (rotation) staff will greet individuals and help them choose the group they will associate with for the day. Groups will remain flexible according to who comes & age of participant. Once checked-in, (lunches and official attendance recorded) participant will have free choice in activity stations.

Activity Stations will include:

- Craft/Art (open-ended exploration of materials)
- Puzzle/Building (floor puzzles, blocks, etc.)
- Literacy (books, magazines, comics, etc.)
- Games (pre-k-1- age appropriate board games, group)
- Physical Fitness (hand-ball games, tag games, Etc.) (Outdoor space utilized.)

Greeting Meeting

A good group gathering will make each individual feel welcomed and noticed. This is a great way to start our day at the Mini View. Participants will do a morning greeting activity to welcome everyone to Mini View (high-five friends, group song with names, etc.). Participants will review which group they are in (their Mini-Instructor for the day). Staff are encouraged to find creative ways to engage children- perform a small skit, do a dance with the group, play a collaborative group game or games, etc.

Large Motor Play

Participants will meet with their Mini View Instructor assigned group to find out what gym game, outdoor game, or playground time they will have. Instructors will pair or group together to facilitate gym games/activities, or an outdoor game(s). Instructors will coordinate plans and space based on number of participants.

Lunch

Participants will eat their lunches in the cafeteria unless otherwise approved by coordinator.

Transition to Pool

Upon finishing lunch, Staff will invite their groups to change into their swim gear and apply sunscreen. Ensure all participants are being logged for sunscreen application (they must apply themselves or have a med-form filled out for assistance). A flow-chart of application steps will be visible to participants for quality sun protection which staff can use to help make sure children are protected. Once ready, groups will depart with their respective leaders to the pool. Once at the pool, instructors will establish meeting place, rules, safety-precautions, etc. **Please remember how important counting and recounting numbers of participants throughout transitions.**

Swimming/Pool Area

Participants will be able to swim in pool area. Groups may also use the playground area outside of pool depending on schedule/group size(s). **Be actively engaged with participants during this time.** This is not a time to sit at the tables and connect with your coworkers about the weekend :)

Transition to Site

At 2:30, Kyra will have pool staff announce Mini View's exit. Staff will begin to gather up their groups to change into clothes and depart back to site. Groups will walk together as one back to site.

Snack, Quiet Rest & Reading Time

Participants will return to site and place their belongings near their designated area. Staff will help students chose area/rug-spot/outdoor space to have some quiet rest and/or reading time. This time is meant for children to relax after a long day of fun! Staff should read with participant(s), assist in writing in journals, or encourage rest for the young participants with quiet activities. This is also their time to have the snack their parents packed them (optional). Please have your group wash hands before and after eating snack.

*Sign-out with staff at parent pick-up (removing names).

Teamwork & Game Play

THE FOLLOWING ARE WAYS TO ENSURE THAT A GAME IS AN ENJOYABLE TIME FOR ALL:

1. CHOOSE TEAMS RANDOMLY- An extremely damaging way to choose teams is to have a captain pick teams. Those chosen last feel inferior and become the ones who avoid games. When teams do not have to be exactly the same number, try dividing the group according to birthday. Another way is to have the players count off. If two teams are needed, they count off one-two, one-two. If three or more teams are needed, they count off in threes, fours, and so forth. Dividing teams by color of clothes is also an option. Make a game out of dividing teams.

2. UTILIZE A TIME LIMIT, NOT A WINNING SCORE- Set the amount of time the game will be played. When the time is up, the game is over. Score is not kept, emphasis is on fun, team work, and individual achievement.

3. CHANGE TEAMS OFTEN- Even if the same number of team members is needed for the game that follows select random teams once again. This avoids the pitfalls that can occur in identifying with one group of players. You don't need to change the entire make-up of teams. Example: People who are wearing blue switch sides.

4. PERSONAL COMPETITION- Have students try for their personal best times or attempts. Personal achievement is a great way to increase self-esteem.

5. ADAPTATIONS- Any competitive game can be made cooperative. You can change the rules and the name of the game. For example, kickball can be changed by having all players kick instead of a three out game. Kickball rules can also change by having all players in the field touch the ball before the runner stops. Be creative, use resources, have fun.

6. Competition isn't inherently bad, but...The win-at-all-costs mentality causes many children to feel that they are not skilled enough to compete. Cooperation doesn't have to replace competition. But since there are so many opportunities for people to compete and lose, why not offer some opportunities where everyone can play and win.



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: <input style="width: 100%;" type="checkbox"/>
<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: <input style="width: 100%;" type="checkbox"/>
<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