

Minneapolis Kids Staff Handbook



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.



A program of Minneapolis Community Education



MINNEAPOLIS KIDS POLICY HANDBOOK

Minneapolis Kids is a program of the Minneapolis Public Schools. The terms and conditions of employment are contained in the Union Contract. The policies and procedures contained in this guide shall not be interpreted to be in conflict with, or to modify in any way, the terms and conditions contained in the Union Contract and may be withdrawn or changed at any time.

The following information is essential in order to operate a safe and healthy environment for children. Each staff member and substitute is responsible for the knowledge of this information before supervising children. Each staff member will be held accountable for carrying out the policies and procedures outlined in this manual.

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SECTION 1: THE MINNEAPOLIS KIDS PROGRAM



MISSION, GOALS, PHILOSOPHY

The program mission is to provide high quality school-age care for families. We offer a safe, nurturing, educational and recreational experience where children are encouraged to pursue interests, develop friendships, independence, and confidence.

The Minneapolis Kids staff is responsible for developing a caring, compassionate and challenging environment to fit the developmental needs, cultural diversity, and unique characteristics of each child. The staff will attempt to meet the individual needs of each student through positive experiences, curriculum, behavioral expectations, and freedom for individual choice, and provisions for health, safety, and nutritional requirements.

ORGANIZATION

- The Manager of Minneapolis Kids is responsible for the administration of the program, and reports to the Director of Community Education.
- The Program Specialist reports to the Manager and provides leadership in

achieving program outcomes.

- The School Success Program Assistant supports program-wide efforts including accreditation, professional development, recruitment, and new staff training.
- The Site Coordinator is responsible for the overall programming at each location, and reports to the Manager of Minneapolis Kids.
- The Child Care Worker manages the implementation of site curriculum and maintenance of program records while reporting to the Site Coordinator.
- The Child Care Assistant assists in implementing the daily operations and reports to the Site Coordinator.
- The Minneapolis Kids central office staff, located at the Davis Center, deals with enrollment, billing, clerical support and reports to the Manager of Minneapolis Kids.

CALENDAR

The program is closed Labor Day, Thanksgiving and the day after, Christmas Eve, Christmas Day, and New Year 's Eve, New Year 's Day, Martin Luther King Jr.'s Day, Presidents ' Day, Memorial Day, and July 4th. (*Refer to Union Contract Agreement for compensation*).

Minneapolis Kids may close for set up and staff development prior to the start of summer and fall programming. These days are workdays for staff.



CURRICULUM

Minneapolis Kids follows the best practices outlined by the Minnesota Afterschool Accreditation Program’s standards for high quality school-age care. These keys to quality are organized into the following five foundation areas: Administration, Wellness, Activities, Relationships, and Environment.

Minneapolis Kids curriculum will place a primary emphasis on the development of social, emotional, physical, cognitive, and recreational skills that are developmentally appropriate for children.

Programming for school-age children needs to be based on the following developmental stages:

- **Acquiring a sense of industry, mastery,**

and completion of tasks.

- **Developing a sense of competence in controlling the physical environment; having a wide variety of opportunities to develop a full range of competencies, and being successful.**
- **Mastering a variety of human interactions—being interactive in social situations, not just an observer.**
- **Developing responsibility for one’s own actions, setting limits, and understanding natural consequences.**
- **Respecting the rights and property of others, forming friendships, and using community resources responsibly.**

Outside resources including specialists and partnerships with other community groups are used to expand Minneapolis Kids programming.

INTEREST AREAS

The following list of interest areas encourages and supports self-initiated learning experiences for school-age children.

- **Arts and Crafts**
- **Building/Manipulative Play**
- **Games**
- **Science, Technology, Engineering, and Math**
- **Homework/Reading/Puzzles**
- **Dramatic Play**

A written daily schedule includes a balance of staff directed and choice activities. Clubs, guest speakers and field trips enhance programming.

SECTION 2: EMPLOYMENT INFORMATION



TRAINING

At time of hire, new employees receive MPS district guidelines through the Human Resources Department. Staff are also

provided with a site-specific orientation upon arrival to their location.

Minneapolis Kids requires staff to attend in-service training. Written documentation of training should be recorded on the Staff Professional Development Record Form and submitted to the Manager yearly. Reimbursement for cost of trainings must be pre-approved by the Manager. This does not include college coursework. Staff members may fulfill requirements in the following training areas:

- **Workshops offered by Minneapolis Kids**
- **Related courses offered by professional organizations**
- **Conferences**
- **Visits to other school-age programs**
- **On-demand training modules**

All Minneapolis Kids permanent staff must have First Aid and CPR training as a condition of employment. Staff must remain current in First Aid and CPR to maintain their position in the program. Any newly hired staff have 90 days to comply with this requirement. Staff should provide a copy to their Site Coordinator to be kept in their file on location. Classes in First Aid and CPR are offered through the district, Community Education, the Red Cross, and various other organizations.

PERFORMANCE EVALUATIONS

Performance evaluations should be conducted by an employee's immediate supervisor. Contact your direct supervisor and also refer to any related language in your collective bargaining agreement.

SUBSTITUTES

A substitute list will be developed and maintained by the Program Specialists. Each staff person is responsible for contacting the Site Coordinators immediately to see that arrangements are made to cover absences.

VACATIONS

Refer to the Union Contract for more information.

Site Coordinator vacation requests need to be submitted to the Program Specialist in advance for approval.

Requests for vacation days made by Child Care Workers and Child Care Assistants require approval by the Site Coordinator and are approved based on the needs of the site.

All staff must receive prior approval from the Manager for the following time frames:

School Year:

- Prep Week
- First two weeks of the school year
- Last week of the school year

Summer:

- First week of summer including prep days
- Last two weeks of summer

SECTION 3: GUIDELINES FOR WORKING WITH CHILDREN

FOR SUCCESS ON YOUR JOB:

The safety of the children is your first responsibility.

- Minneapolis Kids is a program of the Minneapolis Public School District. All rules established for school buildings must be abided by. It is each staff person's responsibility to represent Minneapolis Kids in a professional manner.
- To maintain a smooth working relationship with staff, stay within the boundaries of your responsibilities and keep the safety and needs of the children foremost at all times.
- Be punctual. Arrive on time. Call the Site Coordinator at the location in advance if you are unable to be at work at your scheduled time.
- Please respect the use of Minneapolis Kids telephones with regards to your personal calls. The telephone is for business use only! Make personal calls while on break in another area.
- Personal cell phones should not be used while on duty.
- Keep a list of staff telephone numbers at home.
- Staff are required to wear their Minneapolis Public Schools ID badges while working.
- It is the responsibility of each staff person to read the log book upon arrival and be familiar with daily planned activities. Remember to initial the log daily.
- Be prepared to participate in all activities: art projects, gym activities, outdoor play, and bus duty during all seasons.
- The Site Coordinator will develop a process to allow time for Child Care Assistants to plan and prepare for their designated activities.
- Minneapolis Kids welcomes feedback and input from staff. Surveys are conducted on a regular basis.
- As employees are role models for children, appropriate dress is required. Be sure your clothing displays no offensive language and no references to alcoholic beverages, cigarettes, politics, etc. The best rule is if you have any questions, do not wear it.
- Use appropriate language at all times.
- Remember when a child leaves an area to go to the bathroom or to get equipment. Make sure the child takes a buddy along when necessary (no more than two years age difference). Be aware that children return in a reasonable length of time.
- When moving a group from one area to another, position yourself, and other staff for full visibility of children. Avoid allowing



children to run ahead (to the playground, or to an activity).

- Know the location of First Aid supplies, emergency contact information, and evacuation procedures.
- While supervising children, staff must refrain from drinking beverages or eating food not available to children.
- District #1 is a smoke-free school district. Smoking is not permitted in the buildings, on the grounds, or in the presence of children.
- Changes in name, address, phone number or other relevant personal information should be updated through the Employee Self Service (ESS) located on the staff intranet.
- Minneapolis Kids is not responsible for staff liability in relationships with Minneapolis Kids children outside program hours. Examples include babysitting, house sitting, taking children to a ball game, or other activities. Staff must clarify with parents that these arrangements are being made as an individual and NOT as a member of Minneapolis Kids staff.
- Parents will be notified if any animals – or classroom pets – will be present for programming purposes.
- When in doubt, ask your Site Coordinator.

COMMUNICATING WITH CHILDREN

- Address children by their name and speak to them at their eye level.
- Respect the dignity of children in your interactions with them. Never talk about children in their, or another child's presence. Expect, in return, that children show respect for you.



- Pay attention to positive behaviors. Recognize behaviors such as cooperation, helping, and sharing, with a smile, a high five, or a comment.
- Talk to children during routine activities: Sit with them at breakfast, lunch and snack; talk with them during transitions; greet children enthusiastically as they arrive.
- Be actively engaged.
- Avoid touching a child you are disciplining unless it is necessary to restrain the child in order to prevent a physical injury in an extreme circumstance.
- Encourage children to do for themselves everything they can (such as clean up, serving snacks, mixing paints, and making play dough).
- Never roughhouse, tickle, carry, or lift a child. Do not allow children to hang on you, crawl on you, or hit you.
- Speak quietly when you are with a group inside. Walk over to a child if you want to speak to them instead of calling out across the room.
- Tell the children clearly what you expect. Avoid asking a question when you really mean to be giving a direction. (Say: "It's time for everyone to put their things away so we can get ready for the field trip now." Not: "Do you want to clean up your

things now?”)

- Show children, by your own behavior, how you want them to behave (i.e., avoid interrupting children if you expect them not to interrupt you when you’re talking).
- Remember to be gender fair and disability aware. Give all children equal opportunity for activities.
- Refrain from showing favoritism, including gift giving.

HEALTH CONSIDERATIONS

- Check the environment regularly for safety hazards. (Watch for sharp points or edges, wet floors, broken glass on the playground, etc.) If something needs repair, report it to the Site Coordinator to report to the building engineer.
- Clean the tables with a disinfectant solution before and after each meal or snack. Remember to use clean wipes designated for food areas, not wipes or sponges that have been previously used for cleaning.
- Wash your hands frequently with soap and water:
 - Especially upon arrival for your shift
 - Before handling food
 - After using the bathroom
 - After handling pets or pet supplies
 - After blowing own nose or assisting youth
 - Before and after administering medication

- Before and after administering first aid

- Make sure children wash their hands well with soap and water, especially before eating and after toileting.
- If a child contracts a communicable disease, notice must be sent to families and posted on site.

SERVING OF FOOD

- Our mission is to provide healthy food choices within USDA guidelines. We offer foods that are fresh, of high quality and minimally processed. We aim to teach lifelong proper eating habits that reinforce the belief of moderate consumption in all food groups.
- Minimize food as rewards.
- All safe handling procedures must be followed when preparing, serving, and storing food items. When cooking projects are planned, dietary restrictions should be considered.





SUPERVISION OF CHILDREN

Children **must** be supervised at all times.

- It is easier to supervise children who are involved and participating in meaningful activities. Be sure children in your group have a wide variety of activities from which to choose. Help them get involved.
- Staff should be actively engaged and able to identify how many and which children are under their supervision at all times.
- Staff need to let each other know where they are going when leaving the room, an area, or building.
- Post information for parents regarding children's whereabouts. Post trip destinations, including departure and arrival times when leaving on field trips.
- Children need to be responsible for caring for materials and returning them to the appropriate place. This should be done by using the room arrangement to clearly define areas.
- Staff will use non-threatening, non-physical guidance techniques while supervising children.
- Staff members are never to hit, pinch, spank, or in any way physically punish a child.
- The only time a child could be physically

restrained is when that child is hurting others or himself/herself.

- Do not humiliate, shame, label, call names, or make fun of any child. There is no place for sarcasm when working with children.
- Children should not be denied snacks or meals as a means of punishment.
- Anticipate potential trouble before it begins. If you think something the children are doing looks dangerous, STOP them.

GROUP SIZE & RATIOS

The Standards for School Age Care adopted by Minneapolis Public Schools, Minneapolis Kids, indicates the following:

- Only qualified staff working with children shall be counted in the staff to child ratios.
- The staff to child ratio shall be:

Hi-5	1:10
Grades K-6	1:15

Lower staff to child ratios will be maintained during high-risk activities.

Children are in a variety of mixed age groupings, usually based on their choice of activities. Groups should not exceed 30 when including Kindergarten and older.

OUTDOOR SAFETY

- Always be prepared with necessary clothing or equipment before going outside.
- Staff must position themselves between the children and high traffic areas.
- Staff need to position themselves so they can continually be listening and talking with children—walk around supervision.

- Children must always be in sight of a staff person. When supervising outdoors, staff should cover all areas such as a ball field and play equipment.
- Staff and children must always wear shoes.
- Wooded areas are off limits unless accompanied by staff.
- Sand, wood chips, tire chips, and gravel must remain on the ground.
- Baseball and running games must be played in designated areas, away from play equipment.
- Staff should retrieve outdoor equipment that enter high-traffic areas.
- If a stray dog is sighted, move children away and alert the Site Coordinator to call 9-911.
- Neighborhood children also have a right to use the playground.
- Children need to ask permission before leaving the room or group. Use the buddy system. The “buddies” should not be more than two years apart in age.

When using outdoor play equipment:

- Children must be developmentally able to use the equipment without assistance from staff.
- Children’s hands must be free of objects when using climbing equipment.
- Objects such as ropes, balls, etc. are not allowed on equipment.
- Ropes are to be used for jumping or skipping.
- Children must sit while swinging or using the slide.

- “Chase” games should not be allowed on play structures.

BEHAVIOR MANAGEMENT

- The goal of Minneapolis Kids is to establish and maintain a behavior management system that reinforces positive behaviors, thereby minimizing negative behaviors.
- All staff and children understand and agree upon the site and school rules.
- Bullying and/or hazing conduct affects the environment of the district and the rights and welfare of its students and employees. All employees should take steps to prevent it. Refer to policy 5201 in MPS Employee Handbook.
- Staff will act as positive role models. Remember to treat children as you would like to be treated.
- Expectations will be stated in positive language that is appropriate for the children’s age and stage of development. Expectations will be consistently implemented. Only ask a question if you mean to offer a choice.



TECHNIQUES FOR REDIRECTING CHILDREN

It is the goal of the program to guide children in becoming happy, responsible, cooperative participants using positive, non-threatening techniques. It is our role to guide children in continuing to develop respect for themselves and others.

When conflict over the rights of other people and property develop, it is our goal to work with each child through effective communication techniques to resolve the conflict.

- Using “time out” is discouraged. An alternative would be redirection.
- Determine if behavior that is attention-seeking needs to be ignored.
- Give directions and feedback in a positive manner, tell children what you want them to do, not what they should not do. Always tell children privately where they need to improve.
- Only offer choices when choice is an option.
- Speak softly, directly, clearly, and at the child’s eye level.
- Both the group as a whole, and the child as an individual, will be taken into all programming considerations.

Rationale for expectations will be related to the child’s well-being, as well as to the rights and safety of others.

The Site Coordinator will arrange a conference with parents/guardians when a child is experiencing difficulty.



Model for Giving Feedback

- Use “I” statements rather than “you” statements that tend to blame or induce shame or guilt.
- Describe the behavior—“Mary was hit in the face with a ball”.
- Express how you feel—“I feel upset that Mary is hurt”.
- Be specific—“The rule is, the ball needs to make contact below the knees”.

- State the outcome—“Following the rules will keep everyone safe”.
- State the logical consequence if the negative behavior continues. For example: the child would be asked to leave the game for not following the rules or the child’s choices are limited.

Consult with the Minneapolis Kids Site Coordinator if the child’s inappropriate behavior continues. All staff will collaborate to help the child become successful.

Appropriate Vs. Inappropriate Responses to Children

Appropriate Responses	Inappropriate Responses
“Sit down when you slide.”	“Don’t stand up when you slide.”
“Dig in the sand.”	“Don’t throw sand.”
“Sit on the chair.”	“Don’t stand on the chair.”
“Use both hands when you climb.”	“You’ll fall if you don’t watch out.”
“Put the stick in the garbage.”	“Don’t play with the stick. You might hurt someone.”
“Use a quiet voice.”	“Don’t shout.”
“Wipe your hands on the towel.”	“Don’t put your hands on anything.”
“Sit on the chair.”	“Don’t rock on your chair.”

COMMUNICATING WITH PARENTS

Relating to parents is an important part of your job!

Respect the confidentiality of information you have about children and their families.

Never talk about a child or a family to another parent, or in front of another parent.



Learn parents' names and greet them and their child upon arrival and departure each day.

- Acknowledge families when they enter your space.
 - Keep the parent information area neat and current.
 - Tell parents something positive about their child as often as possible. Make it a goal to communicate with each parent weekly.
 - All staff can help make parents aware of opportunities for them to be involved in the program. These include:
 - Sharing talents & skills as part of the programming
 - Serving on the site Accreditation team
 - Being a site representative to the Minneapolis Kids Advisory Council
- Always let parents know you want to help them. Never dismiss a parent's request or complaint as trivial. Even if you cannot do anything about it, say that you will ask the Site Coordinator to respond to them. Then make a note to yourself to follow up!
 - Promptly inform parents of minor injuries or a child's complaint of illness.
 - If a difficult situation arises, it is the responsibility of the Site Coordinator to communicate the problem to parents.
 - Prospective parents are invited to visit anytime. Make visitors feel welcome with a warm greeting.
 - Parents may request a conference regarding their child's experience at Minneapolis Kids at any time. An appointment should be scheduled with the Site Coordinator.
 - Family Orientations are held periodically. In addition, all staff should help new families become familiar with the program policies and procedures on a daily basis.

SAFETY & SECURITY

- Children will be signed in when arriving and will be released to authorized persons only (Exceptions: special permission may be requested in writing and may be granted by the Site Coordinator, i.e. walking home).
- Notify the Site Coordinator if you have suspicions about persons exhibiting strange behavior in the area. If necessary, move children indoors and call 9-911.
- The following information should be available for staff:
 - Fire and tornado plans
 - Evacuation plan
 - Lock down plan
- All staff need to be familiar with emergency plans and procedures.

POLICY FOR RELEASE OF CHILDREN

- If an individual other than the parent or any authorized person is picking up the child, Minneapolis Kids staff must be notified in writing. In emergencies, a parent must call to inform the Minneapolis Kids staff that another person will pick up the child. It is the staff's responsibility to ask for proof of identification.
- Minneapolis Kids will not release a child to any person or persons without prior written permission from the parent or guardian. If an unauthorized person shows up to pick up a child, the parent/guardian will be contacted by phone for permission immediately.
- We cannot legally keep either parent

from picking up his/her child from Minneapolis Kids without having a copy of the restraining order from the courts. If there is a restraining order, a copy must be on file with the program. Inform all staff.

- When a parent arrives at Minneapolis Kids demonstrating behavior (i.e. intoxicated) that raises concern about the safety of the child, call 9-911 after the parent leaves and give the following information.
 - Description of the car
 - Direction traveling
 - License plate number

ADMISSION & RECORD KEEPING

Each child will have an individual file that includes family and health information and emergency contact listings.

ATTENDANCE

Separate attendance forms will be kept for each program component and non-school days. Attendance is taken as children enter and depart each component of the program.

SPECIAL NEEDS CHILDREN

Every effort will be made to accommodate children with special needs. Placement in Minneapolis Kids will be made on an individual basis after consultation with the parent/guardian, the school staff, and the support staff involved with the child.

CHILDREN WITH CHRONIC HEALTH CONDITIONS

For children with chronic medical conditions, individual care plans should be developed with the parents, school nurse, administration, and the

child's health care provider. Health Services is also a possible resource and could be helpful in developing a plan. Goal is to create the best possible plan to serve the needs of the child and ensure proper communication and training of all involved in the care of the child.

MEDICATION ADMINISTRATION

As school district personnel, Minneapolis Kids can only give medication with the written order of a health care provider that is licensed to prescribe and written consent of a parent/guardian. A copy of the medication consent form is available on the staff page of the Minneapolis Kids website.

Signed parent permission is needed for sunscreen and insect repellent.

MISSING CHILD

When a child doesn't show up after school, double check everything!

- Recheck your log (go back a couple of days)
- Recheck the answering machine or voice messaging.
- Recheck your emails.
- Double check with other staff.
- Call the home school to see if the child attended school that day.
- Check the sign-out and attendance sheets to make sure you have the right schedule or to see if the child has been signed out.

- Ask the child's classmates if she/he was in school.
- Call the parents.
- Call transportation.
- If it is determined that a child is missing, one person should organize a search in the immediate vicinity. It is the parent's decision or prerogative to call the police.

SECTION 4: FIELD TRIPS



PROCEDURES

Minneapolis Kids provides opportunities for children to experience many facets of the Twin Cities and surrounding areas.

- A permission slip must be signed and returned for each individual trip.
- Walking field trips within one mile of the location are sometimes impromptu and are covered by the blanket permission slip, as well as a 24 hours need to be given to families.
- Post a sign on the door indicating departure and return times.

GUIDELINES

- Staff will meet with children 30 minutes before the trip. The meeting will cover the following:
 - The field trip destination
 - The rules of the field trip (such as

bus rules – expected behavior)

- Allow time for children’s questions about the trip.
- Staff must take attendance and let each staff person know how many children they have on the trip. Each staff should receive a written list of the children in his/her group.
- One staff person will always lead the group of children to the bus; one will remain behind the last child double-checking the room and bathrooms. Other staff will space themselves out between the front and rear. A staff person is ALWAYS the first person on the bus. Children may not run ahead to the bus!
- The first staff person on the bus is to count all the children as they board. This number will be confirmed by another staff person who is also counting the children. This is the number of children you are responsible for bringing back safely! Every time you change locations or activities, count!
- Parent pick-up is highly discouraged on a field trip, and must be pre-approved by the Site Coordinator.
- Children will sit two or three to a seat. They will never stand while a bus is in motion, switch seats or put anything outside open windows (Back to back, seat to seat). Remind children to use quiet voices.
- Staff may not allow children to sit on their laps while on the bus. Staff should sit in a seat with children, not with other staff members.
- Parents are welcome at all times. If they

wish to volunteer in the program or serve as a chaperone on a field trip, they must complete an application. Direct parents to the Site Coordinator for more information about the volunteer process.

- Upon returning, one staff should check the bus after children have exited.
- Bus windows may be open no more than halfway.

WHILE ON THE FIELD TRIP

Staff are to concentrate their attention on the children in their care, not on the other adults. Remember: we are all here to have a good time, but the children's safety does come first!

- Staff are to frequently count and recount the number of children in their group. Know the names of the children in your smaller group by keeping your list handy.
- Children must be supervised closely in public places.
- Escort children to public bathrooms.
- If using a public bathroom, staff should check the bathroom before children enter.
- Never leave children alone or send them ahead of the group for any purpose. If necessary, keep the whole group together

to go to the bathroom.



SECTION 5: EMERGENCY PROCEDURES

ACCIDENT REPORT

- Student Accident—Fill out completely a Minneapolis Public Schools **Student Accident/ Incident Report** and forward it to the Minneapolis Kids main office within 24 hours. The fax number for the main office is 612-668-3895. Instructions are on the back of this form for determining which accidents should be reported. If there is a question as to whether or not an accident report should be filed, it is recommended that a form be completed.
- Employee Accident—Fill out **First Report of Injury** found on the District website and fax it to 612-668-0535 within 24 hours. Reasons to fill out a “First Report of Injury” include any injury that results in a doctor visit or loss of time.
 - Questions regarding Worker’s Compensation injuries can be referred to Employee Benefits at 612-668-0560.

MINOR INJURY OR ILLNESS

- Provide first aid or give other immediate care. Complete required forms.
- A designated space needs to be available for children who must be separated from the group due to illness.
- Notify the parents, advising them, if appropriate, of care needed. Also inform them of the policy that children who become ill in school must be sent home.
- If necessary, the parent or authorized guardian will provide transportation home for the child.

SERIOUS INJURY OR ILLNESS

- In an emergency that could be a life threatening situation (child unconscious, having trouble breathing, or bleeding profusely) or an injury requiring the child not to be moved, one staff member stays with the child and sends another staff member to call emergency number 9-911. Give your name, injury to child, child’s name, address of school, and location of child in the building. Another staff member may need to watch for and direct emergency vehicles.
- Call the parent/guardian after the emergency vehicle has been called so he/she can meet it at the emergency room. If parents cannot be reached, call authorized guardian on emergency card.
- A staff member should ride in the emergency vehicle with an injured child, provided there is sufficient staff to care for the remaining children.
- At no time will any staff transport a sick or injured person in his or her own vehicle.

EMERGENCY PROCEDURES

- Drills must be practiced regularly at each site and a log kept detailing when they were held during the school year and summer.
- Sites will keep emergency plans up to date.
- Talk with the children about what to expect during drills.
- Call 9-911 when necessary.

FIRE

- In event of a fire, immediately evacuate the building.

- If possible, take attendance sheets, or iPad with you.
- The Emergency Backpack or Go Kit should be ready with needed supplies.
- Make sure all children are accounted for. Be sure to check all isolated/obscure areas.

TORNADO WARNINGS

- In the event of a tornado, children must be taken to the appropriate shelter area in your building. Keep children away from windows. Stay calm.
- Be sure to have flashlights and a portable radio on site to keep informed of storm activity. When it is safe to return, make sure all children are accounted for.

EVACUATION PLAN

- Be familiar with the Site Evacuation Plan should an emergency occur.
- The Emergency Backpack or Go Kit should be ready with needed supplies.

LOCKDOWN PLAN

- Be familiar with the District and Site Lockdown Plan.
- Remain calm.

SCHOOL CLOSINGS

Minneapolis Kids is closed whenever Minneapolis Public Schools are closed due to inclement weather or emergency situations. Tune to local media for school closing announcements.

Late start and early dismissal are only in the case of emergencies. Minneapolis Kids will stay open until all children are picked up.

When the District closes due to snow, staff are not expected to report to work. When the District closes due to extreme cold, staff are expected to report to work.

CHILD ABUSE

Staff are mandated by state law to report any case of observed or suspected child abuse. Concerns regarding abuse must be communicated with the Site Coordinator and the Manager.

SECTION 6: JOB DESCRIPTIONS

Community Education Manager Summary

Under general supervision, manages Community Education Programs and staff to provide a safe and healthy learning environment to meet the needs of MPS students; interprets, enforces, and assures compliance with Federal, state, and local laws, and MPS regulations and policies.

Essential functions include:

- Manages Community Education Programs (CEP) to meet community needs and deliver high quality learning programs; assures MPS is in compliance with state and Federal regulations in order to provide a safe and healthy learning environment for MPS students and staff.
- Manages CEP programs, interprets policies and procedures, and assures the consistent interpretation and application of Federal, state, and MPS rules and regulations.
- Manages staff, develops priorities, and assigns tasks and projects; develops staff skills, evaluates performance, and resolves workload and technical issues; trains MPS staff on CEP programs and policies, and coordinates the training and cross-training of other MPS staff.
- Coordinates the curriculum development, instructional schedule and course offerings in collaboration with MPS staff and community agencies.
- Manages CEP marketing; promotes programs, specific events and services; coordinates program and partnership activities with advisory councils and community agencies.
- Monitors operations and assures the quality of the CEP services and work products; coordinates strategic and contingency planning, and needs assessments.
- Oversees the budget; forecasts revenue and identifies staffing needs; reviews and approves grant applications, reports, enrollment fees, purchases and payments, according to established accounting practices, district policies and state laws.
- Researches and provides consultation on specific Community Education issues; develops and presents reports on issues and solutions; coordinates with state and Federal regulatory agencies.
- Demonstrates courteous and cooperative behavior when interacting with students, clients, visitors, and MPS staff; acts in a manner that promotes a harmonious and effective workplace environment.
- Enthusiastically promotes the Superintendent's goals and priorities in compliance with all policies and procedures.
- Maintains absolute confidentiality of work-related issues, records and MPS information.
- Other duties or tasks may be assigned on an as-needed basis.
- At times may be required to work outside normal business hours and work extended hours to accomplish requirements of the position.

MINIMUM QUALIFICATIONS

Education, Training and Experience Guidelines

- Bachelor's degree in Education, or related field; AND five (5) years of professional experience in public education programs; OR an equivalent combination of education, training and experience as determined by Human Resources.

Knowledge of:

- State and Federal laws and regulatory issues governing public education, including rules and regulations of the Minnesota Department of Education.
- Principles and practices of public sector administrative management, including finance, accounting, budgeting, purchasing, contract management, customer service and employee supervision.
- Techniques and practices for efficient and cost effective management of resources.
- Local community resources, regional community services programs, and regional training programs.
- Specialized MPS and state agency software applications and procedures.
- Principles of record keeping, records management, and management of confidential records.

Skill in:

- Interpreting, and applying state and Federal statutes, codes, rules, and regulations.
- Reviewing operations and assuring MPS compliance with CEP laws, regulations and rules.
- Assessing, analyzing, and identifying problems, and recommending effective solutions.
- Researching, collecting, analyzing, and preparing data and generating reports.
- Managing staff, delegating tasks and authority, and evaluating staff performance.
- Providing effective customer service, and dealing tactfully and courteously with the public.
- Establishing and maintaining effective working relationships with co-workers, clients, advocates, and representatives from community groups and government agencies.
- Operating a personal computer utilizing standard and specialized software.
- Communicating effectively verbally and in writing.

LICENSE AND CERTIFICATION REQUIREMENTS

- A valid Minnesota State Driver's license may be required.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

- Work is performed in a standard office environment which requires occasionally lifting such articles as file boxes or heavier materials with help from others and/or lifting and carrying light objects frequently. A job in this category may require walking or standing to a significant degree or may involve sitting most of the time with long periods of computer work and heavy phone usage.

Program Specialist Summary

Under general supervision, provides leadership for the Minneapolis Kids and other related programs. Responsibilities include personnel oversight which includes recruiting, hiring, staffing and scheduling plus evaluating and implementing professional development. It also includes financial oversight, curriculum development and implementation, addressing parent needs, inclusion support, quality program initiatives,

marketing and communication, on-sight program support and directing the work of office staff for program efficiencies.

Specific essential functions include:

- Oversee and perform duties related to staffing such as recruiting, hiring, orientation, goal setting and annual performance evaluations.
- Work within the parameters of the Educational Support Professionals contract in order to maintain respectful staff relationships.
- Strengthen inclusion efforts by working with family members and district staff in preparing children for admission into the program.
- Ensure staff compliance with program procedures and district policies.
- Provide leadership with the manager in achieving program outcomes.
- Plan, facilitate and track the implementation of needed professional development.
- Support sound fiscal practices by adhering to proper staffing ratios, maintaining compliance of special needs levy, purchasing, developing and monitoring site budgets, transportation oversight and other fiscal related issues.
- Guide high quality implementation of all programs by coaching staff in following the statewide MAAP framework.
- Work with parents in the programs to assure their satisfaction and input. This includes meeting with them at sites about program delivery, inclusion efforts, and other program issues in order to gain perspectives. Support the Parent Advisory Council by providing program reports and updates regarding overall operation as directed by the manager.
- Be familiar and take responsibility for web site maintenance, use of registration software, training staff on use of such technology tools i.e. tablets, computers, mobile phones and other ever evolving technology hardware and software.

MINIMUM QUALIFICATIONS

Education, Training and Experience Guidelines

- Bachelor’s Degree in Education, Social Sciences, Public Administration or related field; AND four (4) years of professional experience administering public education support programs; OR an equivalent combination of education, training and experience as determined by Human Resources.

Knowledge of:

- Applicable policies, procedures and regulations covering specific areas of assignment.
- Rules and regulations of the Minnesota Department of Education and other governing agencies.
- Principles and practices of public sector administrative management, including budgets, accounting, purchasing, customer service and employee supervision.
- State and Federal laws governing public sector grant funding programs.
- Local community resources, regional community services programs, and regional training programs.
- Personal computers utilizing standard software, and specialized MPS and state agency software applications and procedures.
- Principles of record keeping and records management.
- Safety rules and regulations.

Skill in:

- Understanding and applying CEP program standards, public sector fund accounting procedures, applicable Federal and state rules and regulations, and MPS policies and procedures.
- Using initiative and independent judgment within established procedural guidelines.
- Coordinating and administering educational and school support programs.
- Identifying problems and opportunities, and developing solutions.
- Planning, organizing, and coordinating the work of assigned staff.
- Assessing and prioritizing multiple tasks, projects and demands.
- Providing effective customer service, and dealing tactfully and courteously with the public.
- Establishing and maintaining effective working relationships with co-workers, clients, advocates and representatives from community groups and government agencies.
- Effective verbal and written communication.

LICENSE AND CERTIFICATION REQUIREMENTS

- A valid Minnesota State Driver's License may be required.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

- Work is performed in a standard office environment which requires occasionally lifting such articles as file boxes or heavier materials with help from others and/or lifting and carrying light objects frequently. A job in this category may require walking or standing to a significant degree or may involve sitting most of the time with long periods of computer work and heavy phone usage.

School Success Program Assistant Summary

Under general supervision, works directly and collaboratively with administrators, school site staff, parents, students, and community service providers to develop comprehensive and inclusive strategies that promote student achievement and school attendance.

ESSENTIAL FUNCTIONS -- Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and duties performed by incumbents of this class. Employees are required to be in attendance and prepared to begin work at their assigned work location on the specified days and hours. Factors such as regular attendance at the job are not routinely listed in job descriptions, but are an essential function. Essential duties and responsibilities may include, but are not limited to, the following:

- Develops comprehensive and inclusive strategies to address student achievement and attendance; performs duties within scope of authority and training, and in compliance with MPS policies; duties may vary according to job assignment.
- Works directly and collaboratively with administrators, school site staff, parents, students, and community service providers to assist in the identification and development of procedures and

agreements with schools, community agencies and resources that promote improved student performance in school.

- Administers MPS school success programs to develop and implement improvement plans that meet MPS goals and result in high-achieving learning environments for all students.
- Works collaboratively with schools and programs to define and outline the role of school staff in improving student success and performance.
- Refines and adapts various educational service systems designed to meet the needs of students.
- Works with staff to identify professional staff development needs by planning, organizing, and facilitating programs that improve staff effectiveness, and are consistent with instructional goals.
- Evaluates students using a variety of assessment tools, and provides guidance and support.
- Investigates and resolves complaints; responds to inquiries on a wide range of questions about MPS policy, procedures, resources, processes, student evaluation, placement, programs and discipline.
- Mediates conflicts and provides advocacy services for clients in their interactions with government and community agencies; verifies compliance with agreements and performance standards.
- Researches and writes grants and proposals for development and expansion of district programs that impact school success for students.
- Monitors and evaluates student academic progress; assists students in accessing appropriate educational experiences which enhance basic skills; helps students solve personal and family issues; refers students to MPS programs, local community resources and regional community services.
- Communicates with parents, students and staff to convey pertinent information while maintaining confidentiality of personal information; answers questions, and explains school rules.
- Demonstrates courteous and cooperative behavior when interacting with students, clients, visitors, and MPS staff; acts in a manner that promotes a harmonious and effective workplace environment
- Enthusiastically promotes the Superintendent's goals and priorities in compliance with all policies and procedures.
- Maintains absolute confidentiality of work-related issues, records and MPS information.

MINIMUM QUALIFICATIONS

Education, Training and Experience Guidelines

- Bachelor's Degree in Education, Social Service, Psychology, or a related field; AND three (3) years of demonstrated educational support experience in an urban educational environment, including group facilitation and conflict resolution; OR an equivalent combination of education, training and experience as determined by Human Resources.

Knowledge of:

- Applicable policies, procedures and regulations covering specific areas of assignment.
- Public education issues, procedures, and practices that influence school engagement for youth.
- MPS policies and procedures for testing, attendance, truancy, special education, and data privacy.
- State and local rules and regulations covering legal rights of due process and fair procedures.
- Methods and techniques for working with students with disabilities and special needs.
- Principles and practices of conflict resolution and negotiation strategies.
- Specialized MPS and state agency software applications and procedures.
- Local community resources and regional community services programs.
- Principles of record keeping and records management.
- Personal computers utilizing standard and specialized software.

Skill in:

- Monitoring and improving student behavior and learning skills.
- Analyzing problems and developing effective solutions.
- Working with staff, students and families in a large urban school system that deals with complex student issues and economic and cultural diversity.
- Working effectively with persons of diverse racial and socioeconomic backgrounds.
- Assessing and prioritizing multiple tasks, projects and demands.
- Perceiving the needs and concerns of others, interacting in a tactful manner, resolving conflicts, mediating disputes, and building personal skills.
- Preparing and presenting public reports, and engaging community groups in meaningful dialogue.
- Assisting children and special needs students, and assessing educational needs.
- Maintaining composure, and working effectively under stressful conditions.
- Administering educational and school support programs.
- Collaborating as a team member, with colleagues, staff and community representatives.
- Establishing and maintaining cooperative working relationships with co-workers, clients and community agencies.
- Effective verbal and written communication.

LICENSE AND CERTIFICATION REQUIREMENTS

A valid Minnesota State Driver’s License may be required.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Work is performed in a classroom and a general office environment, with moderate physical requirements; requires occasionally lifting such articles as file boxes or heavier materials with help from others and/or lifting and carrying light objects frequently. Jobs in this category may require walking or standing to a significant degree, long periods of working with computers, and working with children.

Site Coordinator Summary

Under general supervision, coordinates with the Program Manager for the overall program operation at assigned MPS childcare location; provides leadership for assistant childcare workers and volunteers.

ESSENTIAL FUNCTIONS

- Coordinates educational and recreational functions and other services for students at assigned site.
- Performs duties within scope of authority and training, and in compliance with MPS policies and quality standards; duties may vary according to job assignment.
- Maintains a safe, nurturing, educational and recreational experience where children are encouraged to pursue interests, and develop friendships, independence, and confidence.
- Develops and maintains quality programming including curriculum and schedule of daily activities.
- Assists students in learning and recreational programs; reinforces positive behavior, provides individual assistance, encourages socialization and good communications.

- Develops goals regarding rooms, environment, equipment, sanitary and safety standards; orders supplies and equipment.
- Communicates with program and building staff regarding programming and other issues.
- Coordinates work schedules in order to maintain prescribed staffing levels.
- Monitors student activities, promotes respect, explains social norms and disciplinary consequences, and enforces District policies and rules of conduct.
- Coordinates administrative functions, including payroll and ongoing staff development.
- Assists with program marketing.
- Assists with family communications, including orientation, conferences, meetings and newsletters.
- Helps assimilate children with special needs by collaboration with the Program Assistant, parent, school personnel and community agencies.
- Demonstrates courteous and cooperative behavior when interacting with students, clients, visitors, and MPS staff; acts in a manner that promotes a harmonious and effective workplace environment
- Enthusiastically promotes the Superintendent's goals and priorities in compliance with all policies and procedures.
- Maintains absolute confidentiality of work-related issues, records and MPS information.
- Other duties or tasks may be assigned on an as-needed basis
- At times may be required to work outside normal business hours and work extended hours to accomplish requirements of the position.

MINIMUM QUALIFICATIONS

Education, Training and Experience Guidelines

Bachelor's Degree in Education, Child Development or related field; AND one (1) year of experience working with children; OR an equivalent combination of education, training and experience as determined by Human Resources.

Knowledge of:

- Classroom policies and procedures.
- Methods and techniques to assist students with educational and recreational programs.
- Local community resources and regional community services programs.
- Principles of record keeping and records management.
- Personal computers utilizing standard software.
- Safety rules and regulations.

Skill in:

- Maintaining order when supervising children, while expressing warmth and friendliness.
- Maintaining composure, and working effectively under classroom conditions.
- Communicating effectively with children.
- Following verbal and written instructions.
- Establishing and maintaining cooperative working relationships with co-workers.
- Effective verbal and written communication.

LICENSE AND CERTIFICATION REQUIREMENTS

A valid Minnesota State Driver's License may be required.

May be required to meet the Minnesota State Department of Welfare Center licensing requirements for "teachers".

First Aid/CPR training is required.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Work is performed in a classroom environment, with moderate physical requirements; requires occasionally lifting such articles as file boxes or heavier materials with help from others and/or lifting and carrying light objects frequently. A job in this category may require walking or standing to a significant degree and working with children.

Child Care Worker Summary

Under general supervision, assists MPS program staff and school personnel with child care programs for children of MPS student parents; leads child care and educational programs, plans activities, supervises children, coordinates parent communication and maintains program records.

- **ESSENTIAL FUNCTIONS**

- Assist MPS staff to deliver age-appropriate curriculum in MPS child care programs to meet the social, emotional, and intellectual needs of the children of student parents.
- Assist in creating a safe, nurturing, educational and recreational experience where children are encouraged to develop social skills, independence, and confidence. Supervise, observe and assist with positive interactions between parent and child.
- Observe, evaluate and report children's developmental progress, health and well-being; assure the classrooms promote learning in a safe environment for the children.
- Assist students in learning and recreational programs; reinforce positive behavior, provide individual assistance, encourage socialization and good English language communications.
- Deliver classroom and recreational services; assist with attendance, work assignments, clerical duties, behavior management, and classroom preparation and setup. Assist in developing and communicating curriculum and schedules of events.
- Provide customer service to parents and guardians; assist with parenting skills and developmental issues, answers questions, and explains school rules.
- Coordinates the work of Assistant Child Care Workers and volunteers. Perform office duties, maintain and organize files, keep records and assist with reports.

Knowledge of

- Rules and regulations of the Minnesota Department of Education, Department of Human Services, and Minnesota Child Care Licensing Guidelines and Administrative Rules 9503, et al.

- Classroom policies and procedures. Methods and techniques to assist students with educational and recreational programs.
- Local community resources, regional community services programs, and regional training programs.
- Principles of record keeping and records management. Personal computers utilizing standard software.
- Safety rules and regulations.

EDUCATION

Associate's Degree in Child Development, Education or related field AND two years of experience working with children that meets Minnesota Child Care Licensing Guidelines.

LICENSE AND CERTIFICATION REQUIREMENTS

First Aid/CPR training is required. Additional health and safety training may be required.

Child Care Assistant Summary

Under general supervision, assists MPS program staff and school personnel with educational programs, planned activities, supervising children, maintaining classroom and play environments, sanitary and safety checks and procedures, parent communication and program records.

ESSENTIAL FUNCTIONS

- Assist teachers and the Site Coordinator to offer a safe, nurturing, educational and recreational experience where children are encouraged to pursue interests, develop friendships, independence, and confidence.
- Assist students in learning and recreational programs; reinforce positive behavior, provide individual assistance, encourage socialization and good communications.
- Monitor student activities, promote respect, explain social norms and disciplinary consequences, and enforce District policies and rules of conduct.
- Assist teachers in delivering classroom and recreational services; assist with attendance, work assignments, clerical duties, behavior management, and classroom preparation and setup.
- Maintain inventory of meals and snacks, classroom supplies and recreational materials; clean and rearrange rooms between classes and special programs..
- Provide customer service to parents and guardians, answer questions, and explain school rules.

Knowledge of

- Classroom policies and procedures.
- Methods and techniques to assist students with educational and recreational programs.
- Safety rules and regulations.

EDUCATION

Associate's Degree in child development or a directly related field AND one (1) year of paid experience working with children.

LICENSE AND CERTIFICATION REQUIREMENTS

May be required to meet the Minnesota State Department of Welfare Center licensing requirements for assistant teachers.

First Aid/CPR training is required within twelve (12) months of date of employment.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Work is performed in a classroom environment, with moderate physical requirements; requires occasionally lifting such articles as file boxes or heavier materials with help from others and/or lifting and carrying light objects frequently. A job in this category may require walking or standing to a significant degree and working with children. Must be able to lift 30 pounds; may be required to physically restrain students if they are at risk of hurting themselves or others.



Minneapolis Kids Staff Professional Development Record Form

Employee's Name: _____

All staff are expected to attend 24 hours of Professional Development.

Date	Workshop Title	# of Hours
Total number of hours		

School Year: _____ Site/Location: _____

Please add all certificates to staff files.