

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Kid's Connection Coordinator	<b>Department:</b> Community Education	<b>Unit:</b> Unaffiliated
<b>Immediate Supervisor:</b> Kids Connection/Youth Enrichment Manager	<b>Grade Placement:</b>	<b>FLSA Status:</b> Non-Exempt
<p><b>Job Summary:</b></p> <p>Under the direction of the Kids Connection/Youth Enrichment Manager, the Kid's Connection/Youth Enrichment Coordinator has on-site oversight of Kid's Connection programs, functions and activities. Duties include planning, organizing and supervising age appropriate activities; recruiting, interviewing and making recommendations for new staff; implementing program policies, procedures and rules in accordance department standards.</p> <p>Essential duties outlined below are intended as "representative" examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Supervises and directs the activities of Kids Connection program staff.
  - Recruits, interviews and recommends the hiring of program personnel.
  - Monitors and enforces program guidelines, rules and procedures.
  - Assigns and monitors the work performance of staff.
  - Develops, leads and conducts program staff meetings. Established meeting agendas.
  - Coordinates the training and mentoring of new staff.
2. Plans, organizes and provides instruction over daily activities, functions and events. Supervises and instructs children engaging in group play and self-directed activities that are developmentally appropriate. Facilitates children in developing both problem-solving skills and social awareness. Models strategies for positive peer interactions.
3. Observes and monitors the behaviors of children engaged in activities. Promotes positive interactions between children and staff. Communicates with staff, school personnel and parents to address student needs, parent concerns, safety issues, and/or administrative issues.
4. Supervises classroom resources. Oversees equipment maintenance; health and safety monitoring; material set up and storage, and the rotation of classroom materials. Performs duties to ensure compliance with all relevant health and safety regulations.
  - Promotes and protects the physical well-being of all children.
  - Provides support in assisting children with creating their daily crafts, puppet shows, science projects, etc.
  - Administers first aid and treatment, as necessary.
5. Implements accommodations for students with special needs and modifies activities, as needed, to ensure respectful inclusions.
6. Coordinates large non-school days. Develops programming and staffing needs for site functions and activities on extended days.
7. Performs other duties of a comparable level or type, as required.
  - Attends training sessions, staff meetings, workshops or in-services, as required.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION:</b> Type of degree: (B.S., M.A., etc.) Post Secondary Education (i.e. AA Degree)	
	less than high school diploma		<b>Major field of study or degree emphasis:</b>  Child Development or closely related field
	High school diploma or GED.		
	1 year college	x 2 years college	
	3 years college	4 years college	
	1st year graduate level		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Knowledge of assigned program operational policies and procedures.</li> <li>• General fundamentals of child development stages, parenting and age appropriate behaviors/needs.</li> <li>• Knowledge of safety procedures and general sanitation issues and regulations.</li> <li>• Knowledge of childcare practices, issues and concerns.</li> <li>• Basic behavioral strategies.</li> <li>• Fundamentals of supervision.</li> <li>• Basic recordkeeping and maintenance requirements.</li> </ul>
	2nd year graduate level		
<b>Required Work Experience in Addition to Formal Education/Training:</b> Requires a minimum of 1 year prior child care experience.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> MN valid Driver's License. Certifications in First Aid and CPR	
<b>RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS:</b>			
	<b>Titles of Positions Directly Supervised</b>		<b># of Employees</b>
1	Lead Instructor		1-2
2	Instructors		7
3	Program Assistants		varies
	<b>TOTAL</b>		8-11 FTE's



<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<p><b>Skilled in:</b></p> <ul style="list-style-type: none"> <li>• Judgment and discretion in instructing groups of children engaged in self directed or group activities in accordance with behavioral guidelines, planned curriculum, and rules to assure an appropriate environment and the safety of participants and staff.</li> <li>• Planning and organizing structured and non-structured age appropriate activities.</li> <li>• Monitoring and enforcing safety and behavioral rules and guidelines appropriately.</li> <li>• Establishing a rapport, relating to and serving as an appropriate role model for children and in communicating appropriately with children, staff and parents.</li> <li>• Implementing and following program activities, rules, themes, and program guidelines.</li> <li>• Addressing and resolving site problems or issues concerning safety or behavioral incidents.</li> <li>• Modeling appropriate behaviors for children.</li> <li>• Supervising program staff; assigning and delegating work; recruiting, interviewing and recommending new program staff.</li> <li>• Coordinating the maintenance of program records, files, and recordkeeping required of the program.</li> <li>• Customer service orientation and general recordkeeping skills.</li> </ul>
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<b>PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)</b>									
<u>Physical Activities</u>	<b>Amount of Time Spent</b>				<b>Amount of Time Spent</b>				
	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			X		Up to 10 lbs		X		
Walk			X		Up to 25 lbs		X		
Sit			X		Up to 50 lbs	X			
Use hands to finger, handle or feel				X	Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance		X							
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

<b>PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities</b>	
<b>Physical requirements associated with the position can be best summarized as follows:</b>	
<b>Light Work:</b>	
Exerting up to 25 pounds of force occasionally and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.	
<b>HAZARDOUS WORKING CONDITIONS</b>	<p><b>Unusual or hazardous working conditions related to performance of duties:</b>  Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks associated with performing the requirements of the work. Duties of the job may involve some working both indoors and outdoors including wet outdoor conditions.</p>



## SECTION IV: DISTRICT MISSION AND CORE VALUES

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

## SECTION V: CLASSIFICATION HISTORY AND APPROVAL

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

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**Department Head's Signature**

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**Date**

**Classification History:**  
Created classification description 4/2016 BCC