

CALVARY
REVERENT

Kids!

Early Childhood

Team Handbook

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Welcome to Early Childhood Ministries

Welcome to Early Childhood Ministries at Calvary Church.

Those who teach young children have an awesome responsibility. It is an incredibly rewarding task to see the physical, emotional, and spiritual growth in children and know that you have had an impact in their lives.

Some of you may think because you are called an assistant, or helper, or even teen helper, that you are not the “teacher.” Nothing could be further from the truth!

Each of you is teaching, not just with your words, but with every action you make. Thank you for being willing to make the investment in the lives of our church’s children that will contribute someday to their faithful service to and for our God.

This handbook provides you with the policies and procedures for our classrooms. I so appreciate you familiarizing yourself with this very important information.

If you have any questions, please do not hesitate to contact me.

Thank you!



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Calvary Kids Overview

Our Vision:

Children pursuing life in Christ.

Our Purpose:

Partnering with parents as we inspire each child to know, love, and obey God for His glory.

Our Approach:

- Teaching God's Word for heart response
- Modeling the pursuit of life in Christ
- Building relationships for growth

Our Core Values:

Loving God...by knowing Him personally and worshiping Him collectively.

Living God's Word...by learning what it means and doing what it says.

Growing with God's People...by relating authentically with others for their good and my growth.

Going into God's World...by extending the gospel to others right here and around the world.

Investing in God's Work...as stewards of God's gifts and servants in God's plan.

Message from the Senior Pastor

Dear Calvary Kids Team Members,

I want to personally thank each and every one of you for the commitment that you are making to invest in the children and the families that come to Calvary Church. On behalf of the entire Calvary staff and Elders, I want you to know that we are your biggest fans, your strongest supporters, and your trusted guides as you serve the Lord in Calvary Kids. This is a crucial part of your own pursuit of life in Christ.

You have the privilege of being one of the first people to have a spiritual influence in the lives of these kids, and for some, the time that you have with them each week might be the only spiritual influence that they receive. One of the challenges of working with children is that you may not always see the fruit of your labor, but I can assure you that your labor in the Lord is not in vain. You are helping to lay a foundation in their lives. You are placing the anchor of the Lord Jesus deep into their hearts so that they can withstand the storms to come.

Thank you for the sacrifice that you are making to serve Calvary Church. You are an essential part of helping all of us to *pursue life in Christ*.

Beau Eckert
Senior Pastor

Team Covenant

Every five years, you will be asked to sign the Calvary Kids Team Covenant when you receive your renewal clearance packet.

By signing the covenant, you are agreeing that you have or will...

Read and adhere to...

- Calvary Kids Team Handbook – Nursery, Early Childhood, K-4 or C56.
- Calvary Church’s doctrinal basis and doctrinal policy statements in all of your teaching and communication with children. (These documents can be found at the Connection Centers.)

Grow spiritually by...

- *pursuing life in Christ*, which will itself manifest in your personal relationship with Him, with your family, with your co-workers, and with the Church.
- seeking ways to be fed spiritually, outside of the regular worship service of Calvary Church, and to be accountable to other believers (i.e. ABFs, small groups, Bible studies, accountability partners/groups, etc.)
- communicating God’s love to each child who is in your care, and modeling Christ-like behavior, both in and out of your classroom

Work together by...

- being dependable in your ministry by being faithful in attendance, in preparation, and in prompt arrival.
- communicating in advance to co-workers and directors when you must be absent .
- following the principles in the Peacemaker’s Pledge when you have a conflict with a co-worker, a classroom coordinator, or one of the ministry staff.

Please do not underestimate the importance of your role in this ministry. Each member of our team has a significant role in sharing God’s love and the truth of His Word with our children each week. Please pray that God will use you to draw the children in your care into a closer relationship with Him!

We also encourage you to attend Discover Calvary to help you see how your role in Calvary Kids fits into the larger picture of Calvary Church.

Peacemaker's Pledge

Revised from The Peacemaker, by Ken Sande; 1997, Baker Books, Grand Rapids. p. 235-237

As people reconciled to God by the death and resurrection of Jesus Christ, we believe that we are called to respond to conflict in a way that is remarkably different from the way the world deals with conflict (Matthew 5:9; Luke 6:27-36; Galatians 5:19-26). We also believe that conflict provides opportunities to glorify God, serve other people, and grow to be like Christ (Proverbs 27:5,6,17; Romans 8:28-29; 1 Corinthians 10:31-11:1; James 1:2-4). Therefore, in response to God's love and in reliance on His grace, we commit ourselves to respond to conflict according to the following principles...

Glorify God

Instead of focusing on our own desires or dwelling on what others may do, we will seek to please and honor God—by depending on his wisdom, power, and love; by faithfully obeying his commands; and by seeking to maintain a loving, merciful, and forgiving attitude. (Psalm 37:1-6; Mark 11:25; John 14:15; Romans 12:17-21; 1 Corinthians 10:31; Philippians 4:2-9; Colossians 3:1-4; James 3:17-18; 4:1-3; 1 Peter 2:12)

Focus on Understanding

Instead of focusing only on our perspective, we choose to honor others by listening carefully and ensuring we understand their perspective and their needs before we respond. We choose to actively seek reconciliation, understanding that conflict is an opportunity for personal and relational growth. (Proverbs 18:2; 18:13; James 1:19; Ephesians 4:29-30)

Get the Log Out of Your Own Eye

Instead of attacking others or dwelling on their wrongs, we will take responsibility for our own contribution to conflicts—confessing our sins, asking God to help us change any attitudes and habits that lead to conflict, and seeking to repair any harm we have caused. We take others' concerns before the Lord, asking Him to examine us and our ways and guide in our response. (Psalm 119:23-24; 139:23-24; Proverbs 28:13; Matthew 7:3-5; Luke 19:8; Colossians 3:5-14; 1 John 1:8-9)

Go and Show Your Brother His Fault

Instead of pretending that conflict doesn't exist or talking about others behind their backs, we will choose to overlook minor offenses, or we will talk directly and graciously with those whose offenses seem too serious to overlook. When a conflict with another Christian cannot be resolved in private, we will ask others in the body of Christ to help us settle the matter in a biblical manner. If the conflict or offense is still unresolved after the involvement of a few others, we will request the help of the elders in the church with the goal of bringing reconciliation. (Proverbs 19:11; Matthew 18:15-20; 1 Corinthians 6:1-8; Galatians 6:1-2; Ephesians 4:49; 2 Timothy 2:24-26; James 5:9)

Go and Be Reconciled

Instead of accepting premature compromise or allowing relationships to wither, we will actively pursue genuine peace and reconciliation—forgiving others as God, for Christ’s sake, has forgiven us, and seeking just and mutually beneficial solutions to our differences. (Matthew 5:23-24; 6:12; 7:12; Ephesians 4:1-3, 32; Philippians 2:3-4)

Respect and Prize Differences

Recognizing that God has designed the body of Christ so that it includes many different parts, we choose to respect the differences of others. Since God has designed these differences for the mutual edification of the body, we choose to prize these differences, recognizing their value to us as individuals and the whole church. (Proverbs 27:17; Romans 12:3-8; 1 Corinthians 3:6-8; 1 Corinthians 12:12-26)

By God’s grace, we will apply these principles as a matter of stewardship, realizing that conflict is an assignment, not an accident. We will remember that success, in God’s eyes, is not a matter of specific results but of faithful, dependent obedience, and we will pray that our service as peacemakers brings praise to our Lord and leads others to know His infinite love. (Matthew 25:14-21; John 13:34-35; Romans 12:18; 1 Peter 2:19; 4:19)

Social Media

It is Calvary Church's desire to create an atmosphere of connection and community among our members and regular attendees. We know that a sense of identity and belonging to a smaller group within the church will enable an individual to feel a part of the whole body.

Guidelines for Church Volunteers

Please do not post any pictures of the children or your team members on any online platform.

When you do post personal items, remember...

1. **What you write is public.** You should always assume that it will be read by your boss, co-workers, parents, children, spouse, and the attorney for the person who doesn't like you. Ask yourself if you are comfortable with all of these people reading what you plan to post.
2. **Write as yourself.** Use your real name. If you choose to identify yourself as a volunteer of Calvary Church, or to discuss anything related to the church, be clear about your role.
3. **Be accurate.** Ensure that you have all the facts about your subject. If you make a mistake, admit it, and be quick to correct it. Be careful that what you write would not impair your ability to serve the Lord or represent Him in the community. Remember that frustrations are best expressed in person. Sarcasm does not usually translate well.
4. **Respect your audience.** Don't use ethnic slurs, personal insults, obscenity, or engage in any conversation that would not be acceptable in front of the Lord.
5. **Choose your topics wisely.** There are some ideas that are best discussed in person, rather than a public forum. Don't allow your posts to hinder someone's spiritual growth.

Remember that what you post, even if retracted, will always be available online.

Privacy Issues

Don't post the names or contact information of individuals without their permission. Don't post pictures of others that are inappropriate or that they would not appreciate.

Please remember to consider the safety and effectiveness of our Global Partners, and therefore, use extra caution when commenting to or about those serving overseas—particularly limited-access countries. If you have questions, contact the Global Ministries office first.

Maintain Confidentiality

Ask permission before reporting on conversations or meetings that are meant to be private. Online conversations and postings are not private. Know that what you post online may be around for a long time and potentially shared with others. Therefore, be considerate and loving: avoid identifying and discussing others, including church members and visitors—especially details such as hospitalizations and health concerns or information gleaned in personal counseling. Do not disclose health information on behalf of others.

Seek to build up, not to tear down. (Romans 15:2; Ephesians 4:29)

Relational Boundaries

One of the components of a balanced Children's Ministry is developing strong youth-adult partnerships within the intentional and safe community of our ministry. The vast number of communication possibilities and the speed of technology require that adults working with children and students be aware of the need to maintain appropriate relational boundaries, regardless of the communication medium. Communications on social media are most appropriate when conducted through a group.

Group Identity

Social media communication networks can help create a group identity, assist in planning for group activities, and encourage students. These mediums provide powerful modes of connecting with youth, and for youth to connect with each other, and should be channeled as such. Communications on social media are most appropriate when conducted through a group.

Adults must recognize the public nature of social networking sites and see themselves as representatives of God and Calvary Church. Thus, adult volunteers agree not to post any material that could be deemed inappropriate or explicit. So doing will be in violation of Calvary's values and expected code of conduct. If an adult advisor is in doubt about the appropriateness of any ongoing or new forms of communication, they should consult with a ministry staff member for guidance.

Photography & Video

We want our members and regular attendees to understand that we will, as a regular practice, take pictures and videos of all our events and ministries at some point in time.

We will provide parents and volunteers the opportunity to complete a general opt-out form for all events if they do not want their image to be used. A failure to turn in a completed opt-out form constitutes consent for you and your families' pictures or video footage to be used. We will seek to honor opt-out requests for images of individuals or small groups, but cannot ensure that the request can be adhered to for pictures or videos of large group events. Anyone who sees their picture posted on the church website and would like it removed can send a written request to the church office. Please indicate where the picture is located.

The Calvary Church Photo/Video Opt-out Form is available at any Connection Center.

General Guidelines

Approved Team Members

Only **approved** team members may work in Calvary Kids. Team member requirements include:

- Attendance at Calvary Church for **at least six months**, with occasional exceptions
- An Application for Service, which must be on file, including a criminal background, a child abuse check, and either FBI fingerprinting or a signed affidavit and National Background check
- Membership at Calvary Church is required to be in a leadership position.

There must always be **adequate supervision** to ensure the safety of the children.

- **Two approved team members**, one being an adult, need to be in the classroom at all times.
- Children should never be left unattended.
- A single volunteer or staff person should never be alone with a child in a classroom or bathroom. There should always be another approved worker within view.

ID Badges

You will need to wear your volunteer photo ID badge any time you are serving. If you forget your badge, go to a Check-in Kiosk to print a temporary badge, or go to a Connection Center. Please do not ask our Checkpoint volunteers to make an exception for you. They have been instructed to not allow any adult into the hallway who does not have a proper ID.

Serving with Children

- Children should remain on church property and not go on unauthorized trips with team members.
- Team members should only use activities and materials which are suitable to the age of the child and are appropriate in meeting the educational and spiritual goals of the church. Our curriculum has been designed with the age and abilities of the children in mind.

Help Needed

When Calvary Kids is in need of additional volunteers, **999** will be displayed on the screens in the auditorium. Please go to the West Connection Center to find out where you can serve.

Modesty

As Calvary Kids leaders, our goal is to help children focus their attention on God. One of the ways we can accomplish this is by dressing modestly. Appropriate dress does not draw attention to the individual, but allows both children and adults to focus on the truths being taught.

We want all aspects of our Calvary Kids Ministry to be honoring to God. Our purpose is not to present legalistic standards, but to be good role models, to be encouraging to all, and to be a stumbling block to no one. (Romans 14:13-18)

Remember, a child's perspective is different from ours. They see us from behind and from a different level when we bend over. Test yourself in front of a mirror and notice what others will see when you bend over.

Touch and Behavior Policy

Touch is to be appropriate. Always respect a child's refusal of touch. This models important lessons about respect for body boundaries and personal space. There is to be no corporal punishment of children.

Examples of touch that are OK:

- Reassuring touch: Pat on the shoulder, gently rubbing the upper back, or holding the hand of a child for safety or reassurance.
- Hugging gently if the child initiates or the child is receptive to being comforted. Try to avoid full body hugs.
- Tending to an injured child's wound or helping a child stand up who has fallen on the playground.
- See diapering and bathroom policies for assisting a child.

Examples of Touch or Behavior that are NOT OK:

- Any touch on a body area that would be covered by a bathing suit.
- A kiss on the mouth or cheek.
- Sexually suggestive joke or comment.
- Showing or viewing pornography.
- Hugs that are forced on the child.
- Any behavior that is romantic, intimate, or flirtatious.
- Children in grades K-6 sitting on volunteers' laps.
- Tickling, slapping, striking, or pinching.
- Lifting, carrying, or allowing children to climb on you as part of roughhousing, etc.
- Touching any child who does not want to be touched.
- Any touch that satisfies the adult's need at the expense of the child.

Any time there are questions about the behavior of other volunteers in the ministry (i.e. boundary issues), the volunteer is encouraged to bring the issue to the attention of the staff leader to address the issue.

Mandated Reporters

According to PA state law, all volunteers that work directly with children are considered mandated reporters. You are required to watch a Mandated Reporting video, unless you can affirm that you have been trained elsewhere. Each volunteer will sign a form stating that they understand they are a mandated reporter and the responsibilities of this role.

For further, in-depth learning: www.reportabusepa.pitt.edu

Instructions for Reporting Suspected Child Abuse/Neglect.

Option 1: Phone and Paper

1. **Make a report** to Childline using the following phone number: **1-800-932-0313**
2. Immediately afterwards, **inform** the staff member who leads the ministry in which you serve that you have reported suspected abuse.
3. **Fill out** the attached CY-47 form, giving as much information as you can. You will not have answers for all the questions.
4. **Make 2 copies** of the CY-47.
5. **Mail or fax** the original form CY-47 to the Lancaster Children and Youth Agency **within 48 hours** of making the phone call. **Give one copy** to the staff member who leads the ministry in which you serve. **Keep the other copy** for your records.

Lancaster County Children and Youth Agency
150 N. Queen St. Suite 111
Lancaster, PA 17603
Fax: 717 299-7929 **Phone:** 717-299-7925

6. Your name and the name of the child are to remain **confidential** by law.

Option 2: Electronic

1. Make a report electronically at <https://www.compass.state.pa.us.cwis/public/home>
 - a. You will need to create an account if you do not already have one.
2. Immediately afterwards, **inform** the staff member who leads the ministry in which you serve that you have reported suspected abuse.
3. **Give one copy** of the online report to the staff member who leads the ministry in which you serve. You do **not** need to also fill out a CY-47.
4. Your name and the name of the child are to remain **confidential** by law.

Emergencies

Windows on classroom doors should be unobstructed and clear. Blinds must remain up at all times except during a lock-down emergency situation.

The **first aid kit** is located inside the red emergency backpack. In the Nursery and Early Childhood classrooms, this backpack is hanging near the door. In K-4 and C56 classrooms, this backpack is hanging by the check-in desk. Adult team members may clean up minor scrapes and apply band aids and icepacks as needed.

Whenever you **leave the room as a class**, take the emergency backpack with you so that you will have all of your first aid supplies readily available if needed. If you find the first aid kit running low on any supplies, please let the Director know right away so that supplies can be replenished. In K-4 and C56 classrooms, extra supplies can be found in the Generic closet; please let the Director know when this closet supply runs low.

Emergency 911 Calls:

1. Team members are to call 911 directly if a child or an adult is:
 - unresponsive.
 - not breathing.
 - has no pulse.
 - has excessive bleeding.
 - is having a seizure.
2. After you have called 911, call the West Connection Center (ext. 247) to let them know what the medical emergency is, and state that you have already called 911. The team member at the West Connection Center will then contact the Emergency Response Coordinator.

Evacuation Procedures

Calvary Kids has plans in place for multiple emergencies and/or evacuation situations. Training on these protocols will be done in person and will not be posted online or printed for mass distribution. See your ministry leader for more details. Review procedures periodically throughout the year.

Allergies - Nut-Free Zone / EpiPens

All of Calvary Kids classrooms and hallways are **NO NUT** and **NO PEANUT BUTTER** zones. This restriction is in place even if another group is using the room, as minute particles of peanut residue can trigger an allergic reaction in highly sensitive individuals. It's just not worth the risk.

Some children may require the presence of an **EpiPen®** to use in the event of an allergic reaction. If one is needed, the parent will bring it and inform you of it. When you receive an EpiPen®, make sure it is in a sealed plastic bag and labeled with the child's name. Place it in the red emergency bag on the wall. If the child has a severe allergic reaction, one class leader should administer the EpiPen®, and another leader should call the West Connection Center to ask them to contact the parents and the Emergency Response Coordinator.

Sickness

In an effort to provide a healthy and safe environment for all of our children and staff, we ask that **children and adults** only be in our classrooms when they are healthy. If they have any of the following symptoms or illnesses, please do not attend class:

- **Flu/COVID**
- **Fever** (within the past 24 hours without medication)
- **Vomiting** (within the past 24 hours without medication)
- **Diarrhea** (for any reason)
- **Conjunctivitis** (Pink Eye)
- **Rash**
- **Lice**
- **Any Contagious Illnesses, including:**
 - Measles
 - Mumps
 - Active Chicken Pox

In addition, for **Nursery** or **Early Childhood** classrooms:

- **Cold**
- Persistent **Coughing**
- Thick **Green** or **Yellow Mucus Discharge** from the nose (clear drainage is allowed but not encouraged)

If any of these symptoms are noticed in a child, please promptly locate the parents and ask them to remove their child from class. For the health and safety of all our children and staff, there will be no exceptions to this policy. If you have any questions about the symptoms you notice, please talk with your room coordinator or with one of the Calvary Kids Directors.

If a child is being treated with antibiotics, he/she should be on the medicine for at least 24 hours before coming to any of the Calvary Kids classrooms.

Lice

If you discover, either through the parent or through conversation with other adults, that a child has been exposed to or is being treated for lice, please make sure that your Director is informed. Please do not talk with others about the matter. We do not want to cause any harm to the family that has been dealing with lice or cause other people to panic.

Thank you for helping us provide a safe and healthy environment for children, staff, and team members. We appreciate your cooperation and courtesy.

Incident Reports

An Incident Report documents an incident or injury and is a means of communication between the team member, the parent, and the Director. In addition, it provides proper documentation to the insurance company in the event a claim is filed.

- This form is to be a record for any incident or injury which occurs during any Calvary Kids event, on-site or off-site.
- The form should disclose only the name of the child for whom the incident is being reported. If the incident involves two children, then two separate forms will need to be filled out, with the other child being referred to as “another child.” (i.e. Billy bumped his head with the head of another child while playing.)
- Teachers should inform parents of any incidents, and a copy of the form should be offered.
- All incident reports must be turned in to the Director on the day it occurs.
- In the event of any head or serious body injury and 911 needs to be called, do so. Another team member should call the West Connection Center (ext. 247) to let them know what the medical emergency is, and state that you have already contacted 911. The team member at the West Connection Center will then contact the Emergency Response Coordinator.

Location of Blank Incident Reports

- **Nursery:** in a file at the Nursery Checkpoint desk.
- **Early Childhood:** in the wall pockets by the door inside each classroom.
- **Elementary:** in the check-in desk filing drawer.
- **Conquerors:** in the wall pocket by the door.
- **Kids Choir:** forms for 5th and 6th graders are located on the shelf outside of the Kids Choir Director’s office.
- **Connection Centers:** in the main filing drawer under the label “Incident Report.”

INCIDENT REPORT		Please Check Ministry Area: <input type="checkbox"/> Nursery <input type="checkbox"/> Early Childhood <input type="checkbox"/> Calvary Preschool <input type="checkbox"/> Elementary <input type="checkbox"/> Study and Share <input type="checkbox"/> King's Kids
Name of Child: _____		
Date of Report: _____	Time of Report: _____	
Date of Accident: _____		
Describe how and where the incident occurred: _____ _____		
Describe any and all injuries to the child: _____		
Was First Aid given? Yes _____ No _____ If yes, by whom: _____		
Explain what aid was given: _____ _____		
Were the child's parents notified of the incident? Yes _____ No _____ In person _____ Over the phone _____		
Time: _____ Date: _____		
Whom did you speak with: _____		
Response from parent or guardian: _____		
Was the parent offered a copy of this form? Yes _____ No _____		
Did you give the parent a copy or did they want a copy mailed to them? Given _____ Need to mail _____		
Parent's signature _____ (If face to face conversation occurred, parent's signature indicates that he/she was informed of this incident.)		
Other Comments: _____ _____ _____		
Incident handled by: _____		
Was Children's Director notified? Yes _____ No _____		
Signature of Ministry Director: _____ Date _____		

Early Childhood Ministry Overview

Arrival Times:

Sunday 9:30am

Teachers and assistants should be in the classroom, set up and ready to pray together by 9:10am. The children will begin arriving at 9:15am, and the room should be fully staffed and ready to receive them!

Sunday 11:00am

Teachers and assistants should arrive no later than 10:40am. The 9:30am teams should stay for a few minutes to allow for a smooth transition.

Wednesday Night Discovery Clubs

Teachers and assistants should arrive ready to pray together no later than 6:10pm. The classroom should be set up and ready to welcome the children when the doors open at 6:15pm.

Curriculum:

Sunday

Sunday School consists of Learning Centers that encourage play around the Bible theme, as well as a craft, a Bible story, prayer time, singing, and Bible memory. Activities should be geared towards allowing the children to learn and express the Bible truths in their actions. Unstructured play does not mean a free-for-all; it simply means that you allow the children to interact with their environment as you model Christian behavior and responses alongside them.

You will note that for most weeks, the 11:00am hour is a review/continuation of the 9:30am hour, with different learning centers and crafts.

Wednesday Night Discovery Clubs

Little Discovery Clubs is designed to teach both Bible truth and a missional outlook on life in an age-appropriate manner. Prayer, worship, and fun learning centers are a part of this curriculum.

Safety, Security, and Hygiene

*We want to provide the safest environment possible for our children.
Please remember that your actions determine our effectiveness!*

Pickup Procedures

For security purposes, please check the parent receipt to make sure the security code matches with the number on the child's name tag. This should be done until you are able to identify the parent with the child.

Attendance

It is imperative that you mark each child's attendance on the sign-in sheets. Please count heads in the classroom and be sure that number matches your attendance. There is a separate box for each hour. Be sure to add any late-comers. Each time you leave the classroom as a class, whether to go outside or the gym, you **must** have accurate attendance and take the clipboard and emergency backpack.

Allergies/Snacks

Remember, Calvary Kids is a **NUT-FREE ZONE**. **No peanuts or nut products will be allowed in the classroom.**

The number of children with severe food allergies is increasing. It is important that posting for allergies be updated and visible. Allergies will be printed on the sign-in sheets on the clip board, as well as posted in the snack cabinet in the classroom. A child with an allergy should also have a red sticker on their name tag. It is the parent's responsibility to place this on the tag when it is printed. There are also some located at the entrance of each classroom.

Goldfish® and water will be served as a snack. Cheerios® will be provided upon request for children with gluten allergies. Occasionally, crafts or learning centers involve other food items that will be served. Communication with parents is essential. Make sure allergy list is checked and parents are asked if their child can partake. Sometimes an alternative is provided.

Please limit a snack to one scoop of Goldfish®. Snack should be served towards the end of the first hour, during transition time. Beginners class may serve a small amount (1/2 scoop) during the second hour, if desired. Cups are for water and napkins for snack. Please do not serve seconds.

Diapering Procedures

All children should have their diaper checked before they leave the classroom. Only team members that are 16 years or older may change diapers. Changing tables and supplies are located in each bathroom.

General Steps to Changing a Diaper:

1. Wear gloves. (Be sure to change gloves between children.)
2. Place soiled diapers and wipes in a plastic bag before throwing them in the trash. This will prevent unnecessary odors from gathering in the rooms.
3. Wipe the changing table with a disinfecting wipe, and allowing it to air dry.
4. Wash both your hands and the child's hands thoroughly.

Bathroom Procedures

Beginners and Changers

Never close the bathroom door while assisting a child. If a child asks for assistance with wiping themselves, you may assist them, but be sure to wear a glove and ask another volunteer to stand inside the bathroom door while you assist the child. Children who wish to use the bathroom alone may close the door, but an adult should knock on the door and check on them in a minute or two. Teens (14 years or older) may also assist in the bathroom if necessary and they feel comfortable doing so.

Place any soiled clothing in a plastic bag (located in the bathroom cabinet), label it with the child's name, and be sure to let the parents know when the child is picked up. Diapers, Pull-Ups®, underwear, and extra clothing are located in bins on top of the bathroom cabinet. Parents should be asked to wash and return any borrowed clothing items the following week.

In the event a child needs to use the bathroom while in the kiddie gym or on the playground, you may use the main bathroom near the elevator Checkpoint where you **must** ask the person there to stand inside the bathroom to be the “second person.” If you need to return to the room to use the bathroom there, you **must** ask a coordinator, Director, or Checkpoint person to stand inside the room while you take the child into the bathroom and leave the door ajar. No one should **ever** be alone with a child!

Pre-Kindergarten

When taking a child to the bathroom, use the restrooms near the elevator Checkpoint, stand in the door as the child goes into the bathroom, and have the volunteer at the Checkpoint be your “second person.”

When going to the gym or playground, stop as a class at the bathrooms on the way, and strongly encourage children to go before you head down. If a child needs to use the bathroom when in the gym, one volunteer should take them and stand at the door while the child goes into the bathroom. Another volunteer **must** stand in the door of the gym with one eye on the teacher in the gym and the other on the volunteer at the bathroom door.

If a child needs to use the bathroom while at the playground, a helper must take them to the bathroom near a Checkpoint—either at the elevator Checkpoint or CPS office area (3rd and 4th grade Checkpoint).

No one should EVER be alone with a child!

Kiddie Gym

This room is to be used by Beginners and Changers only. See the schedule posted in the classroom indicating your class's time to use the kiddie gym. Safety rules must be followed at all times. Children should not be allowed to climb on toys or equipment that are not intended for climbing. No jumping from the top of the slides! Teen helpers should not be riding or climbing on the toys.

Courtyard Playground

This playground is designated for children in Beginners and Changers to run and experience a variety of surfaces, levels, and textures. The teacher's key will unlock the courtyard door. Please be sure to re-lock the door after entering the courtyard and when finished.

NOTE: An extra key can be found at the elevator Checkpoint.

Gym

Use of the gym is permitted for Pre-K classes only. Children must be supervised at all times, and all of our security rules apply. You will need a key to enter the gym. You may obtain a key from the second grade Checkpoint. You are responsible to lock the gym and return the key upon leaving.

Early Childhood Ministries has a cabinet of gym supplies. It is located in the gym storage room. Your gym key will get you into that room, and there is a cabinet labeled, "Pre-K Classes." Each Pre-K classroom has a book with game ideas located in the classroom cabinets. An extra copy is kept in the gym cabinet. A key to the cabinet is kept with the gym key at the second grade Checkpoint. Please be sure that all supplies are returned to the cabinet and locked.

Playground

The outdoor playground is designated for children in Changers and Pre-K. Children must be supervised at all times while on the playground. Schedules are posted in the classrooms specifying times for each class to use the playground. Please limit your time to 10-15 minutes.

Cleaning

While we do have a fabulous facilities team, it is not their responsibility to clean up after your class. Please honor them, and be considerate by putting all of your supplies away in the appropriate places.

- Use the vacuum or broom in your closet to clean up any obvious messes left on the floors.
- Wipe off tables using the cleaning solution and cloths provided in the bathroom cabinet or closet.
- Dirty clothes should be placed in the orange bucket at the end of each hallway.
- The 11:00am team is also asked to use the sanitizing spray to lightly spray non-porous toys at the end of the hour. Just spray and leave the solution to dry.

Classroom Staffing

People are depending on you! Your teammates, the parents, and the children are **honored** when you arrive as scheduled, on time, every time. God has appointed you to this vital role.

Absences or Illnesses

Please plan ahead! It is our desire to provide a safe environment for all of the children by maintaining proper adult-child ratios in the classrooms. You can help us by planning ahead and making arrangements to trade with someone when you will be away.

Scheduled Absences

Any family vacations or other events that are not an emergency or unavoidable in nature should be planned well in advance with your fellow team members. We take your commitment seriously and hope that you do, too. **Plan ahead and arrange to trade with someone.** Then, notify your coordinator. If you are a couple serving together, please keep in mind that you will need to trade with the teacher **and** assistant in order to maintain our classroom ratios. Teen workers should always trade with other teen workers.

Classroom schedules with all of your team members' contact information are given to you at the beginning of the year. Please keep this information handy. Extra copies are always kept in the classrooms in the plastic pocket near the door.

If you have exhausted your resources to find someone to trade with, your coordinator will assist you in finding someone else in another room to trade with or in finding a substitute. We have a limited number of substitutes, so we would like to reserve them to fill in for vacant positions.

Illness or Emergency Absences

We understand that illnesses and emergencies by their very nature are sudden and unplanned. Please try to call as soon as possible. If your child (or you) is sick the day before, call your coordinator and the Director immediately so that a substitute can be arranged for you.

If you need to call off the morning of serving, it is important that you call your coordinator and the Director of Early Childhood as soon as possible. Their contact information can be found on your worker schedule. You can also call the church and leave a message for the Director.

Relationships are Key

Ministry is about *people*! Relationships matter! Please be aware of how you communicate with:

Parents

- Be purposeful in trying to introduce yourself to parents.
- Wear your name badge so that they can call you by name.
- Have an open door policy that welcomes parents into the classroom to help their child adjust.
- If you have an ongoing or a serious issue with a child, don't wait to communicate with and involve the parents! (See "Speaking with Parents" on page 21)
- If a child is having a separation issue, kindly explain to the parent that it is best if they do not linger in the classroom.

Kids

- Arrive on time and be ready to greet the first child who arrives. That confirms that they are special and that you value your time with them.
- Treat them as individuals. Use their names!
- Always sit with your children while at the learning centers or during the Bible story time. Your proximity and availability communicate that you are there for them and will lead and guide them even when someone else is teaching up front.
- Be *fun*!
- Set clear boundaries, and stick to them. When a child crosses a boundary, follow the steps in the "Teaching Honor" section on page 22.
- Be aware of children who have been absent for several weeks. Follow up with a phone call and/or a postcard.

Teammates

- Arrive on time to set up and pray with your team. Remember, if you're not there, someone else is covering for you!
- Look for ways to encourage and help each other. Remember, assistants in the classroom are a key part of the team!
- Pass along important information so that you can be most effective.

Guests

- Stand and approach them. Introduce yourself to them.
- Assist them in signing in the child on the clip board.
- Give them the royal treatment!
- Ask if they have any questions that you can help answer. Make sure they know where to go and how to get there!

Speaking with Parents

It is very important that we see our role as *partnering with parents* in the ongoing spiritual development of their children.

All parents enjoy hearing encouraging words about their children! Don't be afraid to let parents know when you see signs of growth or honor shining in their son or daughter. You never know whether that very thing you observed is something they've been working on at home, and your recognition of it may be a huge boost to further growth!

At times, you will need to talk to parents about a concern you have with their child. In all discussions with parents, remember the following:

Don't Wait

No parent appreciates hearing in December that you have had a concern about their child since September! A good rule of thumb is to talk to your coordinator or ministry leader if there is any serious behavior that concerns you *or* if there is a pattern over several weeks of ongoing behavior and the child is not responding to your promptings in the classroom.

The Whole Picture

Do your best to refrain from jumping to conclusions about the heart of a child. You may not know that there are other things going on in his life that are affecting his behavior at church.

Speak Privately

Never begin a conversation with a parent concerning their child's behavior in the presence of the child or others. If, after speaking to the parent alone, you wish to bring the child into the conversation, feel free to do so.

Seek Assistance - Don't Accuse

Tell the parents what you have noticed, and ask them if they have any insights to share that might help their child in class. Assure them that you love their child and want his/her experience in your ministry to be as enjoyable and profitable as possible.

Ask for Help

If you are not sure about what to say to a parent, don't let that stop you! Ask for help from your coordinator or Director. They will be more than happy to listen and to give some direction, or to help facilitate a discussion if this is the first time you've had to speak to the parent.

Every Day is a New Day

God's mercies are new every morning...and so ours should be, too! Greet each child with a loving smile each and every week. Give them the opportunity to try again.

Teaching Honor

“God is interested in hearts because that’s where real and lasting change takes place.”

More than simply obeying a set of rules, God desires that we live and behave in such a way that others are drawn to Him. The children need to be encouraged and challenged to think of their words and behavior in terms of honoring God, His Word, their leaders, others, and property.

Our desire is to use every teachable moment to help build the inner character the children need to follow the Lord in every area of their lives. Those moments happen not only during Bible lessons but also as we help them to make honoring choices in their words and actions.

“Trying to change behavior will be fruitless without also rewriting what the child believes and says in his/her heart.”

- Review these classroom guidelines regularly:
 - **OBEY**
 - **BE KIND**
 - **SHOW HONOR**
- When giving instructions, always expect the children to be quiet and looking at you. Make sure you are close to the children and looking at them.
- Give directions in regular speaking tones. Never shout over the children.
- Ask them to repeat instructions, if able, to ensure that they understood the instructions given.

When children make choices that are dishonoring, we will address both the behavior and the heart issue. Respond with a five-step approach, moving from one to the next as needed:

1. Look at the child. Often just catching his eye is all the reminder needed.
2. Silently, move closer to the child. Gently touch him on the arm if needed.
3. Very briefly address the child, without disrupting others if possible. Clarify expectations and remind him what a better choice looks like.
4. Ask him to take a “break”—a short, quiet time removed from the group to think about what he is doing wrong, why it is wrong and what he will do differently. Any time you have to address a child or give them a “break,” be sure to follow up with a positive conclusion by asking:
 - **What** did you do that was wrong/dishonoring?
 - **Why** was it wrong/dishonoring?
 - **What** will you do differently?
5. If he continues in his behavior, seek help by either contacting the Director or the parent.

Quotes are from Scott Turansky and Joanne Miller of the National Center for Biblical Parenting.

Appropriate Consequences

Consequences for misbehavior should always be...

Consistent

You should be consistent from day to day with your expectations and with the consequences. If, on one day, a child loses the use of a toy when he misuses it, but on another day you let him keep playing with it, he will continue to do this behavior in the hopes that he might get away with it.

You should also be consistent in applying the rules and consequences to each child, not just some. You may be tempted to give a child with special needs “extra chances,” but children with special needs require more consistency, not less. They also need more guidance in choosing the right action. You may also unknowingly expect more from the child who is labeled as a “problem” and overlook the behavior of others.

Age Appropriate

A two-year-old who pushed a classmate should not be dealt with in the same way as a four-year-old who has pushed another child. The former is still struggling with understanding and exhibiting self-control in different situations; the latter is fully aware that pushing someone is wrong.

An age appropriate consequence for the two-year-old might be to redirect them to another activity after a brief discussion about why they shouldn't push people. The four-year-old who deliberately pushes another child should be immediately removed and asked to “take a break,” which is followed by a discussion of their actions and the consequences.

Related to the Misbehavior

The most effective consequences are ones that are directly related to the misbehavior. If a child is abusing and destroying the markers, then the markers are removed. If a child throws a toy, then the toy is removed. Each of these, of course, is accompanied by an appropriate discussion.

Sometimes, the consequence is simply a way to reinforce the forgotten rule. A child who is caught running in the hallway is asked to walk back to the spot where they began running and try again. A child who cannot seem to stay properly in line is asked to go to the end of the line and try again—think age appropriate. This works with older preschoolers, but is confusing to a two-year-old. Two-year-olds will need lots of redirection, reminding, and encouraging before they begin to consistently apply the rules to various situations.

As Private as Possible

There are ways of quietly dealing with a child in such a way that you send the message to other children that this is “private.” In a classroom setting, privacy is not usually an option. Of course, the other children are watching and listening and will hear every word, but they shouldn't be allowed to interject themselves into the situation.

Children with Disabilities

1 Corinthians 12:12, 22

¹²For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. ²²...the parts of the body that seem to be weaker are indispensable.

Including children with disabilities in Early Childhood Ministries is part of our vision at Calvary Church. As a body of believers, we are incomplete without their active inclusion in our body. They are “indispensable.”

Here are some ways we can effectively include kids with disabilities:

- **Provide a Buddy:** For some children, a 1:1 support person is provided. This “buddy” will support the child throughout the ministry hour. Buddies are trained to meet the individual needs of the children they are paired with. The level of support given depends on the need of the child. At times, a buddy will need to work very closely with a child. Other times, they may observe from a distance as the child participates as other typical children are participating.
- **Get to know each child:** A red folder is available in the classroom with information about each child affected by disability. Included in this folder is an “All About Me” sheet with pertinent information provided by the parents. Please read over this information if this child is in your classroom. This information is confidential in nature, so please don’t share it outside the context of the classroom.
- **The child with a disability is an active member of your class!** As a volunteer in Calvary Kids, you will also be an active part of this child’s life. Your interactions with a child with special needs should mirror the type of interactions you have with the typical kids in your classroom setting.
- **Fill your toolbox:** See “Strategies and Ideas” (page 25) for suggestions to use when you encounter a challenging situation.
- **Ask for help!** The buddy provided for a child with a disability should be your first go-to person if there is a concern. Remember, you are all on this child’s team and will be working together to help this child and family *pursue life in Christ*. If there are ongoing concerns, please contact the Disability Ministry Coordinator by calling the West Connection Center (x247) during ministry hours or the church office at (717) 560-2341 during the week.

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Terminology

Your words emphasize a person's worth.

Why worry about terminology? Because our words carry a great impact! Although it is more important to emphasize inclusion over politically correct language, we want to be aware that some people are sensitive to language. We communicate that we care for families affected by disability when we are willing to learn a new language. No one wants to be labeled. We always want to show grace and kindness because our actions and words will have a bigger impact than we may know. Take some time to read and reflect on the suggestions given below.

Let your words *emphasize a person's worth and abilities*, not their limiting condition.

Think of the person first and the disability second.

Take the parents' lead by using their same terminology when talking with the family or introducing them to others.

Always use <i>Affirmative Phrases</i>	Avoid <i>Negative Phrases</i>
Jane <i>has special needs</i> or a <i>disability</i> .	Jane <i>is disabled</i> or <i>handicapped</i> .
Fred <i>has autism spectrum disorder</i> or <i>Asperger syndrome</i> .	Fred <i>is autistic</i> .
Mary <i>has Down syndrome</i> .	Mary <i>is a Downs child</i> or a <i>mongoloid</i> .
Jon <i>is deaf</i> or <i>hard of hearing</i> .	Jon <i>is deaf</i> and <i>dumb, hearing impaired</i> , or <i>"suffers"</i> a hearing loss.
Matt <i>is</i> a child <i>without special needs</i> or <i>"typical child."</i>	Matt <i>is normal</i> or <i>healthy</i> . (This implies people with a disability are not normal or healthy.)

Strategies and Ideas

Be Ready! Fill your toolbox with ideas to make inclusion successful.



Transition Strategies

- Have a consistent schedule from week to week. This will help children know what to expect.
- Use a consistent signal for transition (bell, clapping, singing).
- Give advance warning if needed. (i.e. “In one minute I will ring the bell. It will be time to move to the large group for...”)
- Let the child bring something with him/her to the next activity. (i.e. bring their “HOOK” activity page to finish during the large group or even a small toy or fidget.)
- Bring the activity to the child. (i.e. Bring the craft to the large group area, then encourage the child to go back to the table to finish up.)
- Use a picture schedule to show the child what is next. (One will be provided if needed.)

Small and Large Group Strategies

- Define a child’s space at the table by using a tray or masking tape. Put the material for that child only in that space.
- Seat a child in a place where they don’t feel confined (at the end of a row) and can have access to leave if needed. Being too close or crowded could be a problem. If they sit on the carpet during the Bible lesson, be sure the children have a defined space. Use carpet squares or a mouse pad. Even if all the children are on the carpet, your student can sit in a chair if needed.
- If using all the blocks or crayons is too stimulating, give the child his/her own smaller basket of items to play with.
- Allow a child to bring a white board, pencil and paper, or fidget to the group Bible lesson if needed. Be sure a buddy or other adult is monitoring the use of these items.
- Use as many visuals as you have available to you.
- Give an active child a job or responsibility to carry out to encourage them to be included and engaged.
- Physical presence of an adult near a child can be helpful. A gentle touch on the shoulder may also help.

Behavioral Strategies

- Take time to really look at the behavior and try to understand why it is happening. Is the child bored, hungry, tired, over stimulated, doesn't like the activity? This may help you create a solution.
- Use positive directions (i.e. Instead of "stop yelling," try "use a quiet voice").
- When giving a specific direction, get down to the child's level and use their name. Use simple language and give directions one at a time. Allow **time** for the child to respond before repeating the directions. Model the behavior if it is appropriate. Reward compliance immediately using something meaningful to the child. A high five, sticker, or even a small treat can be used. Try out a few ideas to see what works and change it up as needed.
- Use a **try again** strategy regularly to teach appropriate behavior. When a child exhibits inappropriate behavior, ask him to repeat the action in an appropriate way. Guide them in whatever way is needed. For example, if a child is running down the hall, stop, go back, and walk with them down the hallway. Praise positive behavior.
- Use a picture symbol or pre-determined sign (like "thumbs up") to encourage positive behavior. Point to the picture or use the sign without using words to encourage the appropriate behavior. Limiting verbal input may be helpful.
- Use a distracting activity if a child is having a tantrum. Try clapping, whistling, or turning the lights on and off briefly. If the child will cooperate, give them a drink of water through a straw. The goal is to break the tantrum cycle so the child can gain some control.

Sensory Strategies

- Explore the use of a fidget. Fidgets can help regulate a child's sensory system. They can be some sort of plastic or squishy object a child holds, distracting their brain so that the child can concentrate. (We have a variety available to try.)
- Utilize a sensory break to use a proprioceptive activity. This can help a student orient their body in space.
 - Active: "heavy work" (i.e. pushing or carrying something heavy, pushing against the wall, using a thera-band on chair legs).
 - Passive: weighed lap cloth or weighted sock across the neck, carry a "heavy" backpack (limit weighted items to 10 minutes—use infrequently), therapy seat cushion or ball.
- If a child shows tactile defensiveness, a child can use gloves to touch "messy" things. The "messy" items from the activity can also be put into plastic baggies.
- Use a hula hoop or masking tape to mark off personal space.
- Help your student take deep breaths. Have them use their arms in an up and down motion as they breathe, or use a straw or bubbles to blow out. Blow some things across a table.



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