



LEADER POSITION DESCRIPTION

Qualifications:

- To have a personal relationship with Jesus Christ that is portrayed in your personal and public lives.
- To be a member of West Highland and faithfully attend.
- To be at least 12 years old, and must serve with an adult.
- To satisfactorily complete the screening process (including an interview with the Teacher/ Program Director).

Responsibilities:

- To arrive 15/20 minutes prior to assigned Sunday School hour and be prepared mentally, physically and spiritually.
- To prepare activities for the classroom and plan and teach in accordance to the curriculum.
- Record attendance and make sure each child has a security sticker on his or her back.
- Retrieve security stickers from parents upon departure of all children.



- Make sure you are aware of any medical conditions, including allergies or security situations, which may exist.
- To meet the needs of the children.
- To follow schedule and clean-up procedures.
- Plan your lesson ahead of time.
- Pray for and about your class.
- Make sure the room is free from hazardous items.
- Make sure to wear your volunteer lanyard.
- Wear smocks and socks where provided.
- Two workers should be present in the room at all times.



DISCIPLINE PLAN

All children are created by God and should feel loved and accepted by all staff and volunteers. Biblical love is demonstrated through grace and accountability. We desire to identify the root of what's happening in kids' hearts. We want to fight for kids, not with them.

**Corporal punishment, physical punishment,
and verbal berating are NOT allowed
under any circumstances!**

If a child is disruptive or disobedient, follow these steps:

1. Talk to children privately. *Never* discipline them in front of other children. *Never* berate them by saying things like, "Shut up."
2. If a child does not comply, move to step #3.
3. Separate him or her from the situation (put them in "time out"). If he or she continues to disobey, continue to step #4.
4. Contact a full-time staff member. They will determine whether or not a parent needs to be contacted, or if another course of action needs to be taken.

**Note: It is never our intention to "weed out" children who struggle in the classroom. Our desire is to come alongside parents and support them in their efforts to raise their children. Remember to see each child as God sees them!*



KEEP IT CLEAN

One of the best ways to prevent the passing of germs is to wash your hands or use the provided hand sanitizer. You model good health to your kids when you frequently wash your hands!

Hand-washing:

- Wash or sanitize hands before and after eating or handling food.
- Wash or sanitize hands before and after changing diapers or helping a child to the bathroom.
- Wash or sanitize hands after wiping or blowing a kid's nose.

Toy-cleaning:

- Clean toys using the provided disinfectant wipes. Make sure all surfaces are wiped down thoroughly.
- Clean toys in babies/crawlers' rooms. Rinse them with hot water and let them air-dry on paper towels after the use of disinfectant wipes.
- Return all toys in each classroom to their original position.
- Alert a staff member if any of the toys are broken or damaged.



WELLNESS POLICY

Parents, children who show any signs of illness will not be allowed into the classroom. Trust us, we want your children to return as soon as they are feeling better! If an illness is discovered after a child is in the classroom, we will kindly and discreetly remove the child from the other children and get in touch with you.

Wellness Policy

We ask that parents not bring your children to the children's ministry environment if any of the following conditions exist:

- They have a fever. We want your child to be fever-free for 24 hours!
- Vomiting or diarrhea. Again, we require 24 hours free of symptoms.
- Common cold from onset through one week
- Sore throat
- Croup
- Cloudy or green runny nose
- Persistent cough
- Body aches



- Headache
- Chills
- Any unexplained rash
- Pinkeye or other eye infections. They must be on medication for a minimum of 24 hours.
- Any symptoms of childhood diseases such as scarlet fever, German measles, mumps, chicken pox, cough, strep throat, flu, etc.
- Any infectious disease

No oral medication will be given to a preschool child except by a parent or guardian (all medications should remain in the parent's possession).

Thank you for cooperating with us!



CHILD MEDIA RELEASE FORM

If you plan on capturing photos or footage in any of your children's environments, make sure to get permission from parents. A great way to do this is to have a statement on your enrollment form that parents can sign.

"I give permission for my child to be photographed or videotaped, which may appear in newspapers, television, or videos for distribution through sale or posted to the church's website."

Parent/Guardian Signature: _____

Date: _____



CHILD ABUSE PREVENTION

The purpose of this document is to inform those working with children about child abuse, and to advise them of the procedure to be carried out if abuse is disclosed to them or if abuse is suspected. This will assist in providing a secure environment to children.

First and most important – Whether it is your first contact with suspected child abuse or not:

- Ensure the welfare of the child.
- Talk to someone.

Should you encounter any situation involving a child which gives you cause for concern; make written note of the conversation, observation, dates, times, names, etc. Pass on this information immediately to your director.

DO NOT BE AFRAID TO BE WRONG



What is abuse?

- **Physical abuse** – Any non-accidental human act that results in physical pain or injury to a child – whether or not it leaves a cut or wound, or a mark or bruise. Physically abusive behavior ranges from hitting, pushing, shoving, punching, kicking, and biting to more severe forms like choking, severe spanking, beating, hitting with an object, burning, stabbing, and shooting. In other words, physical abuse is an intentional means of inflicting pain or injury to another person. It is sometimes a single event, but can also be a chronic pattern of behavior.
- **Physical neglect** – Not doing what one is supposed to be doing to meet the physical needs of someone in his or her care. Neglect interferes with or prevents a child's normal development.
- **Sexual abuse** – The exploitation of a child or any sexual intimacy forced on a child for the sexual stimulation or gratification of another person. Child sexual abuse can refer to taking advantage of a child who is not capable of understanding sexual acts or resisting coercion such as threats or offers of gifts. Sexual abuse may or may not involve physical contact. Examples of nonphysical sexual abuse include people exposing themselves, displaying pornographic material, photographing a child for pornographic materials, obscene telephone calls, “peeping Toms,” and requesting to engage in sexual activity (where no physical contact occurs). Examples of sexual abuse involving physical contact includes fondling the body parts such as breasts, crotch, buttocks or sexual organs; intercourse; oral or anal sex.



- **Emotional abuse** – Attempting to control a child’s life through words, threats, and fear; destroying a child’s self-worth through harassment, threats, and deprivation. Emotional abuse weakens a child’s mental and physical ability and cuts off his or her contact with others, and causes a gradual loss of self-esteem – all of which reinforce a sense of helplessness and dependence on the abuser.

Who abuses children?

- Very rarely a stranger
- Often someone close to a child, e.g. parent, care giver, babysitter, sibling, relative or friend of the family.
- Sometimes, someone in authority such as a teacher, youth leader, children’s worker, or very sadly, a church worker/ leader.
- Sometimes, pedophiles and others who set out to join organizations to obtain access to children.

How might we recognize abuse?

Warning: This is only a guide, and not necessarily proof of abuse.

- Changes or regression in mood or behavior, particularly where a child withdraws or becomes clingy
- Nervousness/watchfulness
- Sudden under-achievement or lack of concentration
- Changed or inappropriate relationships with peers and/or adults



- Attention seeking behavior
- Persistent tiredness
- Running away/stealing/lying

Other areas where leaders should be vigilant:

- Any injuries not consistent with the explanation given for them, or where differing explanations have been revived.
- Injuries, which occur to the body in places, which are not normally exposed to falls, rough games, etc.
- Injures and illnesses, which have not received medical attention.
- Instances where children are kept away from a group or school inappropriately.
- Reluctance to change for, or participate in, games or swimming.
- Any signs of neglect, under nourishment or inadequate care.
- Any allegations made by a child concerning sexual abuse.
- Child with excessive preoccupation with sexual matter, and detailed knowledge of adult sexual behavior, or who regularly engages in age inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Child who is sexually provocative or seductive with adults.



DIAPERS TO POTTY

Please make sure that every child goes home with a dry and clean diaper. This communicates to parents that we are concerned for the welfare of their children. Each child's health and safety is our ultimate priority. It is very important to follow these procedures.

Diaper Changing:

- There is one designated area for changing diapers. Please only change diapers in this area.
- As much as possible, only allow female leaders to change diapers.
- Never change a diaper when you're alone in a classroom.
- Have a clean diaper ready before you start. All additional items you may need are provided at the diaper changing station.
- After changing, place soiled diaper in the waste receptacle "Diaper Genie"
- Thoroughly clean the changing area after changing diapers.
- Wash your hands.



Toddlers & Kindergarten Restroom Policy:

- A volunteer is never allowed in a restroom alone with a child.
- Assist children with their clothing in the open doorway before they go into the restroom.
- Encourage children to do as much of this by themselves as possible.
- Please stand by the bathroom door to monitor the needs of a child.
- If you have a situation where a child requires additional assistance, prop the door open and ask another volunteer to assist you.



SECURITY STICKERS

Security stickers are our main way of identifying the parents or guardians of kids in our children's ministry. The security stickers have two purposes:

1. To assure parents and guardians that their children will only be released to the appropriate adult holding the child's sticker.
2. To enable volunteers to confidently know that they are releasing children to the correct people.

Why do we need security stickers?

- Teachers cannot know the parents and guardians of every child. Familiarity is challenged when there are new guests, infrequent attendees, new or substitute teachers, and staff changes between worship hours. There are times when the teacher who met the parent during check-in may not be in the room during check-out.
- Non-custodial parent attempts at check-out, kidnapping attempts, and stranger abductions are no longer unheard of in churches.
- Older siblings, relatives, or friends may want to take check out a child. Even if the parent thinks this is acceptable, teachers should not make this judgment if those people don't have the appropriate security sticker.



Procedures:

- Parents will receive personalized security stickers upon arrival.
- Guests will also receive a security sticker and they will be escorted to the appropriate room for their child.
- When returning for the child, parents and guardians should stop at the door of their child's room. A leader will bring the child to the door and collect the security sticker, verifying that the information on the security sticker matches the label attached to the child.
- Security tags allow you to kindly decline the child's pick up. If the person pickup up the child does not have their security sticker the leader will contact the radio head asking them to come address the situation.
- Classroom leaders should be made aware if there are restrictions on who may or may not pick up a child.
- If a parent or family member enters your environment who is not allowed to pick up a child, quickly alert the Radio Head and church security.

**Note: Our rooms will become too crowded if we allow families to walk into rooms. It may also upset other children whose parents have yet to arrive.*



MISSING-CHILD PLAN

Keep accurate, easily-accessible records:

- Always keep a count of children in each classroom.
- Hard copies of sign-in sheets are the most reliable form of records.
- Keep your records in the same, easily-accessible location each week.

Keep environment transitions safe:

- If children move from the classroom to another location in your environment, count the children before you leave, when you get to the new destination, and when you get back to the classroom.
- If a child needs to use the restroom, a leader of the same gender should always accompany them to and from the facilities.
- Ensure any areas that pose threats are inaccessible – i.e., external doorways, janitorial, supply, or electrical closets.



Keep your process consistent, clear, and communicated:

- If you notice a child is missing, notify the director of the environment immediately.
- The director's first move is to "lock-down" the environment by whatever means necessary – no one enters or leaves until the child is located.
- While the director checks all doors/exits are locked and secure, the volunteers and/or other team members should:
 - » Complete recounts in every classroom to see if the child has gone into another room.
 - » Look in any nearby spaces – restrooms, closets, alcoves, volunteer spaces, etc.
 - » Contact the parents to make them aware of the situation.
- Make sure parents and volunteers are aware of your Missing-Child Plan. Volunteers may require formal training. Parents should be given a policy card and/or email. Communication streamlines and simplifies the process, maximizing efficiency.



ALLERGY PLAN

Food allergies are a big deal. We will only serve safe snacks.

- We will always post the snack for the day to make sure parents are aware of any allergy concerns.
- We currently have a place on our enrollment form for parents to list any of their child's allergies.
- When new parents drop off kids, we'll ask if their child has any allergies. If so, make sure their child wears the sticker in a visible place.
- We will provide highlighters at each Check-In Station to allow parents to highlight the "Allergy" section on each label with.
- For those children who have anaphylaxis, we have a dedicated emergency plan form that parents are required to complete. This gives us permission to administer the Epi-Pen, and provides further information on how to handle the child's specific emergency protocol.



MEDICAL EMERGENCY PLAN

Medical Emergencies include, but are not limited to:
Anaphylaxis, Physical Injury, Cardiac Arrest, Choking.

In case of a medical emergency we need to ensure the following actions are taken immediately and calmly.

1. Begin to administer First Aid ONLY IF YOU HOLD A MINIMUM CURRENT STANDARD FIRST AID W/CPR-C CERTIFICATE.
2. For those children who have anaphylaxis, we have a dedicated emergency plan form that parents are required to complete. This gives us permission to administer the Epi-Pen, and provides further information on how to handle the child's specific emergency protocol.
3. Instruct someone to contact the "Radio Head" immediately.
4. For life threatening emergencies, instruct someone to CALL 911 immediately. This call can always be cancelled if the emergency is brought under control and the casualty can be transported to a medical facility by their parents. DON'T BE AFRAID TO BE WRONG.
6. Instruct someone to clear the area of any persons not involved in administering First Aid. This includes moving the remaining children from the classroom to another area (be sure to take your classroom roster with you and perform headcount before leaving the area and once you arrive at the new location).



FIRE EVACUATION PLAN

In case of fire alarm or actual fire, follow these steps. If necessary, review the evacuation route posted on your classroom wall.

1. As soon as a fire alarm sounds, take immediate action and begin evacuation. If a parent approaches you, tell him or her to go outside immediately. Let them know that check-out will not begin until all children are safely outside.
2. Take a head count of your kids while you line them up to walk out or load them into cribs to be wheeled out. For Toddler/JK/SK classrooms, have them hold onto the safety rope to help ensure they stick together. Be sure to have a Leader positioned at both the front and the back of the line.
3. Follow your primary evacuation route and take your class attendance roster with you. If the primary route is obstructed, follow the secondary route outside to the Safety Gathering Point (the lawn beside the Victory Garden SE corner of the parking lot).
6. Verify that all kids have been accounted for against the classroom roster.
7. Allow parents to check out kids in an orderly fashion only after the announcement has been made that the building has been cleared of all children.



LOCKDOWN EMERGENCY

If a lockdown emergency has been announced, do the following:

1. Shut and lock your classroom door.
2. Move all children away from doors and windows. Gather kids together in one corner of the room. If your classroom has a closet or washroom utilize these areas. If not, flip tables onto their sides and hide behind them.
3. Keep the classroom radio with you on low volume and listen for updates.
4. Remain quiet and calm, while reassuring the children until help arrives.

KEY THING TO REMEMBER: Do not open your classroom door under any circumstances! All authorized personnel will have a key to open the room and will NOT knock to gain access.



POWER OUTAGE PLAN

First Steps:

- Place your environment on complete lock-down – no one enters, no one exits.
- Each classroom leader should retrieve their Emergency Bag*
- Using the flashlight, natural light, or emergency lights, have each teacher consult the attendance records to ensure all children are accounted for.

Each classroom should be equipped with:

- Emergency Bag*
- Flashlight
- Extra batteries
- Accurate map of the building with the classroom clearly marked
- Laminated card with step-by-step directions
- An in-class activity to be completed that only requires a flashlight



WEATHER EMERGENCY PLAN

KEY THING TO REMEMBER: Remain In Building!

In the unlikely event of a weather emergency...

1. Move the children in your class to the gymnasium.
2. Bring your class attendance roster with you.
3. Keep children away from windows and doors.
4. Check the roster and count the kids to make sure they're all accounted for.
5. If parents are cleared to reunite with their children, they must be checked out as usual.
6. Continue to count kids and check the roster until all of them are safely with parents.



SPECIAL NEEDS

IN PROGRESS



MINISTRY TEAM COMMITMENT

_____ I acknowledge the Lordship of Jesus Christ in my life and I have a personal relationship with Him.

_____ I am committed to growing and maturing in my relationship with Christ through quiet times, active church attendance, and involvement in accountability.

_____ I am committed to making choices that are both Godly and “above reproach” knowing that my lifestyle is a model for the kids I work with.

_____ I will make a committed attempt to recruit at least one other person to help lead this team for our growing needs in children’s ministry.

_____ I understand the philosophy and values of this ministry and agree with its purpose and commit to shepherding the children God brings into my ministry.

_____ I realize I am responsible for encouraging and caring for the kids participating in this ministry.

_____ Because I am making a significant commitment and my presence is important, I agree to be consistent and timely to the programs I commit myself to. I also agree to communicate with _____ about my ministry on a weekly basis.



**I am making a commitment to this
children's ministry team:**

Name: _____

Signature: _____

Date: _____