



# Staff and Volunteer Handbook

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## *Our Purpose*

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To honor God by leading children and parents to become fully surrendered followers of Jesus Christ, using their gifts to serve and share their faith.

## *Staff Lifestyle Statement*

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The roles of preschool and children's workers are ones that evoke admiration and scrutiny from parents, children and visitors.

The volunteers who lead and teach our children should be adequate moral examples to those observing them. Social Media is a new area that is public and can harm one's reputation if used the wrong way.

All servants of God are not perfect. We are all attempting to grow to become more and more like Jesus. However, lifestyles that are flagrantly against the teaching of the Bible and known can adversely influence kids and hurt the reputation of Jesus Christ and the gospel. If a volunteer has current unresolved moral issues, he/she should talk with the children's pastor and step out of the ministry until those issues are resolved.

## **Children's Ministry Leadership**

### **Senior Pastor**

- The under-shepherd of Jesus Christ

### **Pastor of Children**

- Leads and oversees the children & preschool programs
- Reports to Senior Pastor

### **Preschool Director[s]**

- Oversees all birth through K programs
- Reports to Pastor of Children

### **Preschool Lead Teacher**

- Oversees a preschool room
- Delegates duties to caregivers and student assistants

- Communicates status/needs of nursery and meets once each quarter with other coordinators and the nursery director
- Responsible for trading with another coordinator and should notify the nursery and children's director to arrange for an absence. (For a list of screened caregivers, refer to the nursery schedule provided by the nursery director.)
- If unable to complete the one-year commitment, responsible for finding a replacement

### **Preschool Leader**

- Assists the preschool lead teacher in conducting the class

### **gbKids Student Assistant**

- Student must be in seventh grade or older
- Assists gbkids adult volunteers and classroom teachers with classroom responsibilities
- Placed in classroom by preschool director or children's pastor
- Responsible for trading with another student assistant and should notify lead teacher if unable to work scheduled week
- Parent or grandparent must serve same week as Student Assistant
- Only preapproved students can serve in gbKids Ministry

### **Elementary Teachers**

- Tabernacle– Verbal Story Telling Site
- Master Designs– Artist Site
- Christ's Café – Cooking Site
- Bible Bytes– Computer Lab Teaching Site
- Reel Faith– Video Teaching Site
- Prayer's Playhouse– Drama Site

*Prayer.* Pray for the ministry, that the Holy Spirit will work through you to minister to the children and that the Holy Spirit would help the children grow closer to God through a personal relationship with Jesus Christ.

*Planning.* After the initial lesson plan has been developed, you will help put together a specific lesson plan or several choices of lesson plans that will be age appropriate for each group of children.

*Evaluation.* Fill out the unit evaluation form about the workshop and turn them into the Children's Pastor at the end of each unit.

*Teaching.* Teachers will be instructing the children, first through fifth grades, on Sunday mornings from 9:00 to 10:10. The teachers need to be in their workshop and ready to start by 8:50 a.m. If for some reason a teacher or a helper is going to be absent, please contact the Children's Pastor in plenty of time so that a substitute may be notified and have time to prepare.

## **Elementary Shepherd Position**

Although there is no preparation involved in the role of a shepherd, your presence each week at your assigned unit is essential. Your primary responsibility is to nurture each child's spiritual growth by making them feel warm and welcome in *Winner's Circle Sunday School*! You will guide a group of children (K -5th grade) to the various sites in the *Winning Warriors Sunday School* each Sunday morning during the unit.

### **The shepherd's detailed responsibilities are as follows:**

*Prayer.* Pray for the ministry, that the Holy Spirit will work through you to minister to the children and that the Holy Spirit would help the children grow closer to God through a personal relationship with Jesus Christ.

*Welcome and Guide.* Arrive by 8:50 a.m. to setup and greet children. Welcome the students and guide them to their appropriate site each week during the unit. Take attendance. Record attendance on the clipboard provided. Include regular attendees, visitors, teachers, shepherds and youth helpers. Fill out the information cards on any child not listed on the printout.

*Help with Lesson.* Be the extra set of hands in each of the sites. Help pass out materials, provide individual help with projects, and leave the area clean and orderly.

*Personal Contact.* Get to know each child. Call the children by name. Children need to see a familiar, friendly face as they visit a different site each week. Participate Outreach projects and contact children by note or phone that have missed more than two consecutive weeks.

*Discipline.* Encourage cooperation, proper conduct, and respect of the teacher, shepherd, and peers. If there are any discipline problems you are unable to handle, please request aid from the Children's Pastor.

*Evaluation.* Fill out the unit evaluation form and turn it into the Children's Pastor at the end of the unit.

### **gbKid's Club Room Leader**

- Help the children learn Bible verses
- Teach children what the verse means
- Contact children when they miss three weeks in a row

### **gbkids Club Game Coach**

- Game Coaches lead the children in recreation time.
- They make sure the kids play safely and have fun!!

### **gbkids Security Team**

- They work the front desk on Sundays and Wednesdays
- They serve both as security and greeters
- They assist visitors in registration and information
- They can lock the building down in case of emergency

## **Gillionville Baptist Volunteer Position Requirements**

### **All Positions**

- Regularly attends worship service
- Completion of *Children's Worker Application* and screening process
- Security Screenings
- Screening procedures for all applicants who work directly with the children involve the following:
  - Staff Handbook, and background check approval form are sent to the applicant [Staff Handbook can be printed from [gillionville.org](http://gillionville.org)]
  - Completed background check form
  - Applicant phone interview
  - Volunteers working as substitute teachers must go through the volunteer screening process (phone interview and background check). If you know someone who wishes to volunteer as a substitute, please refer him/her to the Preschool Director or The Children's Pastor.

### **Classroom Health [see new covid-19 rules]**

For the well-being of everyone, children should not be brought to church if they have, or have had within the past 36 hours: fever; vomiting or diarrhea; any known contagious childhood disease [such as Chicken Pox]; a sore throat; croup; any skin infection or rash; or Pinkeye

If a teacher notices a sick child, the child should be separated from the rest of the class, the parents should be found and then the child should be removed from the room.

### **Classroom Visitor Policy**

It is important to follow our defined security process for all adults in our classrooms. Therefore, any visitor to the classroom, for any reason, must first be cleared by a Preschool Director, Children's Pastor, or greeter.

### **Classroom Security Policies**

Security Tagging System: A security tagging system is used for all children and infants through the children's classes.

- Upon a child's arrival, the parent or guardian will check their child in and will put on a name/number tag on the child, put a tag on the child's diaper bag, and keep the corresponding security number tag. The parent must return the tag for the release of the child.
- You must be at least 16 years old to pick up a child.

### **Parent Alert Procedures**

Parents will be alerted by text if there is an issue with their child.

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## **Check-In**

### **1<sup>st</sup> Time Guests**

1st Time Guests will be greeted in the Children's Building lobby by a greeter at the children's welcome desk. The greeter will have them fill out a guest card. The greeter will input the information into check-in and print out the security labels. The parent will put the security labels on the children and diaper bags and keep the adult security label to use at checkout time. The Greeter will introduce the family to a host [Rodney, Yvette, Jeanne, or another assigned person] who will walk the parents to their children's class and give a brief tour of the building. The host will then escort the guest back to the Children's Building lobby.

### **Previous Attenders**

Everyone who has attended before should already be in Planning Center People. Therefore, they can go to the self check-in kiosk. In one of two ways:

**Precheck-In** can be done at home or on the way to church using the Church Center App. [See training videos on [gillionville.org/ministries](http://gillionville.org/ministries)] After completing precheck-in, the church center app will display on your phone a QR Code that can be scanned in the lobby of the children's building at the check-in kiosk. The parents or guardians walk up to the Kiosk and scans the QR code. The security labels will automatically print. Once the labels have been attached, the parent will walk their children to their classrooms and then go to their small group or the adult worship service.

### **Regular Check-In**

If the parent does not have the Church Center App, they can do regular check-in. When parent enters the Children's Building lobby, they will see the check-in kiosk. At the kiosk they will input the last four digits of their cell phone number. Then they will check in their children, [See training videos on [gillionville.org/ministries](http://gillionville.org/ministries)] print the security labels, and attach them to the children and diaper bags. Once the labels have been attached, the parent will walk their children to their classrooms, and then go to their small group or the adult worship service.

### **Check-Out**

All parents or guardians will go to the Children's Building lobby and show their security label at the hallway door. The parents or guardians will be buzzed into the hallway so they can go to their children's classroom and pick up their children. At the door of the classroom, they will present their security label and the children's worker will make sure the numbers match up. Then the parent or guardian will sign out their children on a sign-out sheet. After picking up their children the parents or guardians will leave the Children's Building. [Please do not congregate in the hallways, this will slow down the process for others wanting to pick up their children.] \*\*\* You must be at least 16 years old to pick up children even if you have been given the security label.

## **Security Policy**

The Children/Preschool security system exists for the protection of the children and staff, as well as the church. Because Gillionville is a growing church, we do not have the luxury of knowing everyone. **Teachers, therefore, should not release a preschool child to anyone who does not have the correct tag even if they know them.** If parents have the wrong tag or have mixed it up with another child's tag, do not release the child until they produce the correct tag. If the tag is lost, locate a director who will ask the parent to present a photo ID of himself/herself. It is crucial that each teacher abides by this policy.

## **Absence Policy**

If you are a PART-TIME volunteer, it is your responsibility to TRADE with another part-time volunteer when you can't work your scheduled week. Let your teacher know when you will be out and with whom you are trading. If you are a FULL-TIME volunteer, contact the Sunday School Director as soon as you know that you will be absent from your class.

## **Classroom Size [See new Covid-19 Policy]**

Because we want to accommodate all children, leaders are encouraged to take all children, providing safety is not an issue. If a nursery or classroom becomes crowded to the extent that safety appears to be an issue, notify your Director, who will help you direct children to the next age classroom in which space is available. We desire to accommodate as many children as possible. Please address any concerns to your Director. Please review the following ratio goals for classes:

- Birth – 3 years old: One adult for every 4 children
- 4 years old – K5: One adult for every 5 or 6 children
- 1<sup>st</sup> –5<sup>th</sup> grade: One Adult to every 10 children

## **Disinfecting Policy [See New Covid-19 Policy]**

Make sure that everything that was touched or played with by a child or adult gets disinfected before the next session. If you have question, please contact the Preschool Director.

## **Infectious Disease Policy**

The following policy is to safeguard your health and the health of the adults and children using our facility.

Remember that blood, vomit or other body fluids are potentially hazardous to the health of individuals coming in contact with them.

When addressing a situation that involves bleeding, vomiting, etc., do the following:

- Gloves: Disposable gloves are kept in the storage bins of every classroom and in the storage room. Put on disposable gloves before changing diapers and before touching any bodily fluid.
- Isolate yourself and the children from the bodily fluid.
- Deal with wounds and lesions using standard first-aid procedures.
- After dealing with the immediate problem, notify your Director or greeter.

- Remove gloves without touching skin to the outside of the glove. Dispose of gloves into a lined garbage can.
- Wash hands as thoroughly as possible.
- NOTE: If you do not have time to put on the gloves, place a barrier that is available (e.g., towels/paper towels/ papers, etc.) between your hands and the body fluid. Once you are able, IMMEDIATELY wash hands thoroughly with soap and water.
- Remember that any object "mouthed" by a child (or adult!) is considered contaminated and must be disinfected before it comes in contact with others. Team members dealing with babies and preschoolers need to always follow health rules.

### **Incident Reports**

All accidents or Incidents involving children, parents, or volunteer leaders must be recorded on an Incident Report.

- If someone gets hurt
- If someone becomes angry
- You suspect child abuse

### **Behavior Management**

When a child is disruptive, it causes all children to suffer. Therefore, we must handle disruptions and behavioral problems promptly, consistently and graciously. Remember that problems are opportunities for you to build and encourage as a positive role model. Behavior management benefits the entire class. The administration of proper discipline makes all children feel safe and secure while giving the disruptive child an opportunity to learn and grow. Guidelines and examples for correcting children are listed below.

#### *Appropriate Behavior in Sunday School*

- Interacting with others
- Participation in discussion
- Keep hands and feet to yourself
- Obey your leaders

#### *Appropriate Behavior in gbKid's Worship*

- Keep hands and feet to yourself
- Be quiet during teaching time
- Participate in worship
- Keep all chair legs on the floor
- Have fun

### **Communicate Your Expectations**

Limits are to be stated positively. For example:

"Walk in the building" vs. "No running in the building."

Children are more likely to obey the limits when positively stated. Give the children reasons for following the rules. For example, "We walk because we do not want to fall and get hurt." The children will understand that we have limits and rules to keep them safe. However, it is not necessary to explain a rule each time it is repeated.

## **Relationships Are the Context**

Children will respect you and respond to your leadership when they sense you care about them. As you correct a child, show love and concern for the child.

## **Encouragement**

It is important that you notice positive as well as negative behavior. Comments such as, "Kevin, that was a helpful thing you did for Mark," reinforce positive behavior. Actively try to catch a child doing something good and give him/her recognition. Positive words will encourage that child as well as reinforce good behavior.

## **Correct and Discipline in Private**

When a child displays inappropriate behavior, take action immediately to help restore order in the group. Talk individually with the child to find out what happened. Ask open-ended questions, such as "Tell me what happened," "Do you know why Johnny is crying?" or "How do you feel when someone does that to you?" Explain that it is important for each child to follow the rules.

Remember to respect the child. Rather than attack a child's character, state the expected behavior. For example, if Johnny is constantly interrupting other children when they are talking stop him by saying "Johnny, wait until Fred is done." If there is an ongoing pattern, address it privately with the child.

## **Discipline Procedures for Children Ages Two and Three**

Because consistency in discipline is important, the coordinators and weekly caregivers handle and should take the lead in classroom discipline. It is important to act immediately and consistently.

When unacceptable behavior occurs, tell the child that the behavior is unacceptable and redirect the child to acceptable behavior. Explain to the child that he/she can choose to change the behavior or to have a time-out. After two warnings, a time-out is the result of the child's choice to continue the unacceptable behavior.

**The time-out procedure is as follows** (children new to the classroom will need special instruction regarding this procedure):

- A time-out chair should be set up in the same location each week.
- Remove the child from the group situation and have him sit in the time-out chair.
- Explain why he has been removed from the group.
- Stay close by the child in the time-out and wait for approximately one minute per year of age.
- At the end of the time-out ask the child to explain why he was given a time-out. It is important for the child to verbalize his wrong behavior. He should know exactly why he had a time-out.
- Explain why it is wrong for him to do what he was doing.
- Express confidence in his ability to make a good decision next time.
- Have the child make restitution if another person was involved, i.e., acknowledge the sin to the other—"I know I hurt you."
- The teacher should give reassurance of acceptance of the child and allow him to return to the group.



- If the child refuses to cooperate with the time-out procedure, or you continue to have problems ask your Director for assistance.

Begin the year with well-defined rules and consistent enforcement. Remember to choose your battles and know your weaknesses. Allow as much freedom within reason by restricting commands and requests to only those which are necessary. Remember to direct children in a positive manner, e.g., the chairs are made for sitting, keep your feet on the floor, use your indoor voice, etc.

Give the child the benefit of the doubt. The behavior may stem from immaturity as opposed to outright defiance. Positive guidance and discipline usually work better than punishment. However, any behavior inflicting physical harm must be dealt with quickly and decisively regardless of the motive.

If a child is bitten, call the parent of the victim so the child can be comforted. Inform the parent of the "biter" when the child is picked up. The purpose of informing a parent is that we believe parents want to know when their child inflicts injury on another, not to embarrass or condemn the child. If a child bites a second time, he/she will be removed from the classroom for one week. When the child returns, a parent must accompany the child in the nursery for the next two times to monitor behavior.

### **Discipline Procedures for Ages Four - Fifth Grade**

In cases where the teacher has tried to correct verbally a child aged three and up and the child continues to disobey, the following time-out procedure may be used:

- Remove child from the group situation and place in a chair facing the wall away from the activities occurring in the room.
- Explain why he has been removed from the group.
- Leave the child in the time-out for approximately one minute per year of age.
- At the end of the time-out ask the child to verbalize why he was given a time-out. It is important for the child to verbalize what the wrong behavior was. He should know exactly why he had a time-out.
- Explain to the child (ages 3–5) why the behavior was wrong. (Ages 6–10 should explain why it's wrong.)
- Express confidence in the child's ability to make a good decision next time.
- Have the child make restitution if another person was involved.
- The teacher should give reassurance of acceptance of the child.
- If the child refuses to cooperate with the time-out procedure, or you continue to have problems, ask your Director for assistance.

### **Behaviors disruptive to classes and requiring immediate disciplinary attention by the teacher include:**

- Fighting
- Disrespect, (i.e., talking back, refusal to listen and follow directions, defiance)
- Destruction of property
- Disruptive behavior, yelling, talking out of turn, etc.
- Leaving classroom without permission

## **Disruptive Behavior Policy**

If a child is proven over time to be uncontrollable in one of four areas, the child will not be able to attend children's ministry events or activities without a parent. If they continue to be a disruption with the parent attending, the child will not be able to attend children's ministry events or activities until the behavior improves. Because your family and your child are important to our church, the children's pastor is willing to meet with you and your child for lessons to be taught to the child while your child is suspended from normal children's activities.

### **The four areas of disruptive behavior are:**

1. *Dangerous* – the child is harmful to other children, leaders, or themselves.
2. *Destructive* – The child wants to damage the room or make a mess of everything to bring a distraction to the class.
3. *Defiant* – The child is unwilling to follow the instruction of the leader or tries to run out to the building
4. *Disgraceful* – Any behavior that is extremely offensive to others. It could be verbal or actions.

## **Policy regarding Child Abuse**

According to a January 1990 Children's Defense Fund report, 1,849 children are abused or neglected every 24 hours. Four thousand children die from abuse each year. Child abuse leads to emotional and relational damage that sets the stage for abuse in the next generation.

### **Defining Child Abuse**

Child abuse falls into two categories:

1. *The abuse of a child is an act of commission.* An abused child is one whose parent, immediate family member, any individual residing in the same home, or any other person who is responsible for the child's welfare inflicts upon or creates a substantial non-accidental risk of physical or emotional injury to the child, commits a sex offense against the child, commits torture or inflicts excessive corporal punishment upon the child. Abuse represents an action against a child.
2. *The neglect of a child is an act of omission.* The neglected child is one whose parents or other person responsible for the child's welfare fails to provide the child with the necessary care and support such as nourishment, medical care, education as required by law, clothing and shelter or who is abandoned. Neglect is failure to act on behalf of a child.

### **Avoiding the Appearance of Child Abuse**

Share all disciplinary actions with your fellow teachers. Discipline techniques and procedures should not go beyond those described in the discipline procedure section. Share with parents and document any out of the ordinary observations or conduct.

Avoid the appearance of evil by following these policies:

- Classroom Policy
  - There should always be two adults with the children at all times.
- Diaper Changing Policy

- Unless otherwise directed by the parents, the children in the infant nursery will be changed by a screened adult female during the last half of the teaching unless there is an earlier need.
- The children in the one-year nursery will be checked and changed by an adult female (screened worker) if needed during the last half of the teaching.
- The children in the two-year nursery will be changed by the adult female (screened worker) only if there is an obvious need.
- Bathroom Policy for Children Ages Two through Preschool
  - As needed, teachers will direct the child to the bathroom. Unless a child is in obvious need, no teacher should go inside the bathroom with any child.
  - If the child needs help, a screened teacher will help while another teacher watches or stands by.
- Bathroom Policy for Children Grades Kindergarten through Fifth Grade
  - A teacher may allow one child at a time to go to the bathroom. If the child does not return in three minutes, the teacher should go to get the child.

### **Identifying Potential Child Abuse**

To question a child for an explanation of bruises, cuts, burns, etc., ask direct questions such as, "How did you get that?" or "What happened?" Do not ask leading questions such as "Did your daddy do this to you?"

Respond with comfort and questions when a child appears inappropriately upset in the classroom. For example: "Are you sad?" "What makes you feel so sad, angry, etc.?" Be aware that children who have been abused will often avoid giving you a straight answer.

- They may attempt to protect the one who hurt them.
- They may fear retaliation.
- They may distrust you and your motives.
- Their level of anxiety may lead them to give you several different stories.
- If they have been abused, they may fear you also and say what they think you want to hear.
- Avoid asking leading questions.

Be aware of signs of poor hygiene, poor or inappropriate clothing, and unattended physical problems or needs that might indicate neglect or abandonment such as chronic body odor or dirty clothing. Be sensitive to families who are impoverished. Reach out to the child who indicates an inordinate fear of relationships either through class contact or in play or artistic expression. Be a friend.

### **Gillionville Procedures for Suspected Child Abuse**

- Be aware.
- Practice the principles of identification (see above).
- Respond to the child's pain. Avoid overt reactions of disgust, shock, or anger.
- Get the information about the children from church records.
- Record any observation from your communication with the child.
- Tell only what you observed and what the child told you was happening.
- Be clear and say only what the child disclosed to you.

- Remember, this information will be reported to the state agency.
- Give all information to the Children's Pastor.

### **Role of Physical Touching**

A touch is an important tool. Did you ever hide from "Aunt Mae" at family reunions because you did not want her to smother you with hugs that you did not want? Certainly, "Aunt Mae" meant no harm, but you were made uncomfortable by her actions. Undesired touching causes confusion in the child and a subtle sense of violation.

Every child is coming from a variety of backgrounds. There isn't a way of knowing what is happening at home, and each child is different. Some may want to be touched while others will not want to be touched at all. Respect the children's boundaries and focus on what they are telling you through their actions.

### **Appropriate touch is always:**

1. Non-demanding
2. Not for personal gain
3. Gentle
4. On appropriate parts of the body: shoulders, hands, arms, head, back

### **Inappropriate touch includes:**

1. Kissing a child
2. Demanding or requiring hugs
3. To meet volunteer's need for love
4. Inappropriate areas: chest, genital region, upper legs, buttocks
5. Volunteers must never: give "piggyback" rides, grab a child by any joint, spin a child by their limbs, and never toss a child

### **Failure to Comply with Guidelines**

Failure to completely obey guidelines will result in disciplinary action, which could result in a dismissal from the Children's Ministry Team.

Volunteers are to report any concerns about the inappropriateness of behavior of any volunteer or youth assistant to the Preschool Director or Children's Pastor.

### **Emergency Evacuation Plan for Preschool & Elementary**


In case of any emergency in which the building must be evacuated, all rooms will proceed down the main hall and out the door into the parking lot. A teacher should be first in line leading the children and last in line to make sure all the children evacuate the building. Once your class is outside, get as far away from the building as you can. Have them stand together. Sing a song and keep the children distracted from the problem. Greeters should assist the younger preschool classes to evacuate the building. If we experience a tornado warning, all children are to be taken to the front hall [near the restrooms] or in the kitchen. They should sit on the floor. The teacher should not show signs of fear, but should sing with the children and trust God for his protection.


\*\*\*All Preschool Leaders please read The Gillionville Preschool Ministry Handbook for Parents.


\*\*\*\*\* Please read 2020 New Guidelines for gbkids during Covid-19


**\*\*\*Policies are subject to change**


## Gillionville Security Color Code System

 **Code Green:** Normal Operation -- Is used when everything is safe and to advise everyone that all previously stated codes are no longer in effect and that class should return to normal activity.

 **Code Yellow:** Heightened State of Security -- Is used to alert everyone of a possible change to code red, blue, or orange. Stay in classrooms and be alert.

 **Code Blue:** Severe Weather Warning -- Is used to alert all in the building of severe weather. Workers will take all preschoolers into the Kitchen. Leaders will guide all elementary kids to the front hallway away from windows.

 **Code Orange:** Requiring Evacuation -- A bomb threat, gas leak, or fire would signal a code Orange. Bed Babies through 18-month children will evacuate through the front of the building. All other children and adults will evacuate through the back emergency doors on both hallways.

 **Code Red:** Imminent Danger! -- Lock doors and take shelter in your classroom out of view from windows and doors. Be quiet and listen.