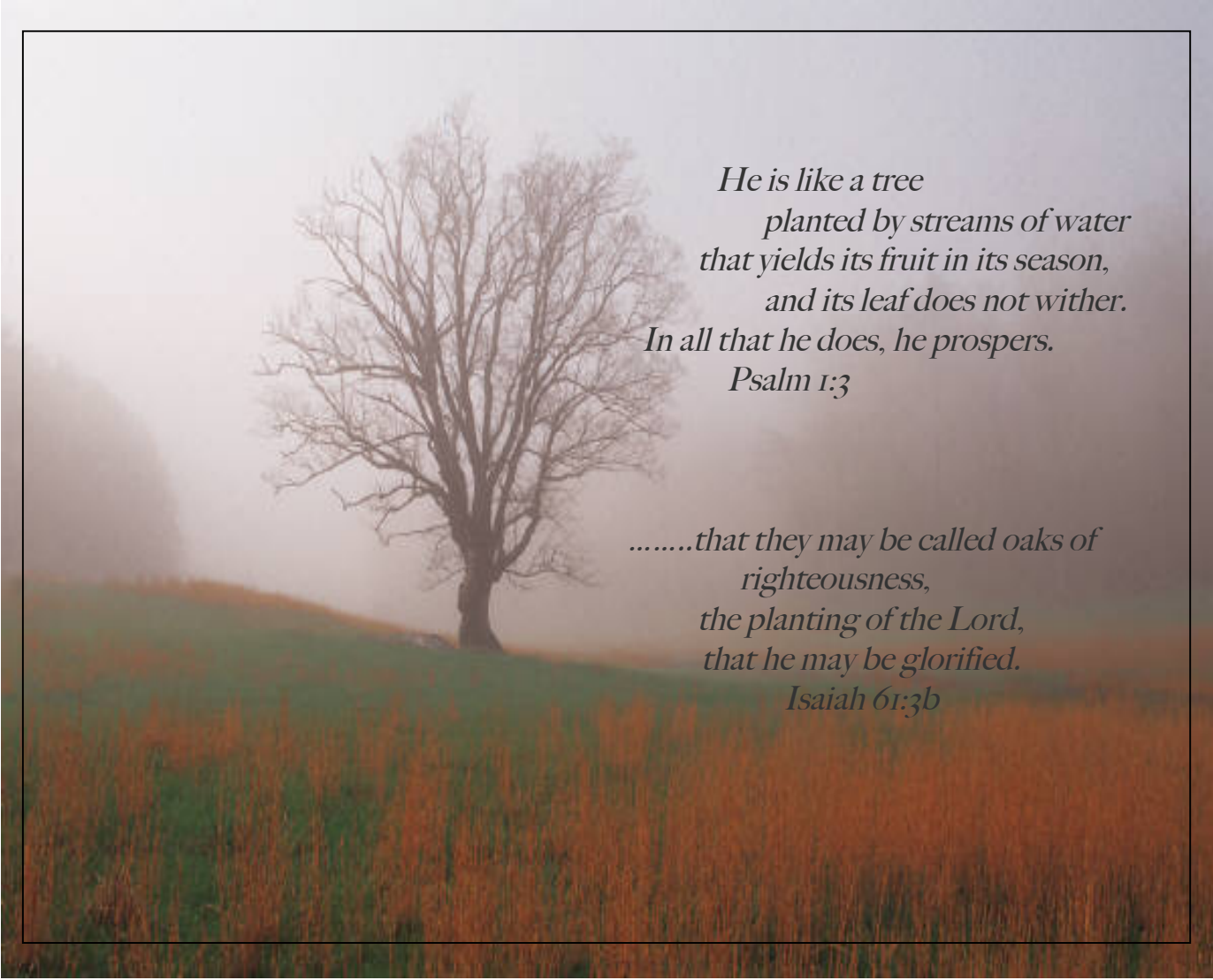


**THE HEIGHTS CHURCH
VISION & TRAINING HANDBOOK
FOR FAMILY MINISTRY**

*"WE EXIST TO JOYFULLY SURRENDER OUR LIVES
TO JESUS CHRIST THROUGH GOD'S WORD,
TOGETHER PROCLAIMING THE GOSPEL,
TO ALL PEOPLES,
FOR THE GLORY OF GOD."*



*He is like a tree
planted by streams of water
that yields its fruit in its season,
and its leaf does not wither.
In all that he does, he prospers.
Psalm 1:3*

*.....that they may be called oaks of
righteousness,
the planting of the Lord,
that he may be glorified.
Isaiah 61:3b*

Why do I need Family Ministry Training?

As you read, this thought may cross your mind, “This all seems way too planned out and structured, can’t we just *do* ministry? We’re a small church, a family. We know each other well.....why do we need to have screening policies, classroom policies and more?”

1. We are not babysitting while Dad and Mom are being taught. If we were, this is just a bunch of extra time, work and rules. So , What are we doing? We are seeking, *to the best of our ability*, to provide a safe, structured environment where Christ is honored. But not merely an environment! We are laboring to provide biblical truths that can flourish within the understanding level of each baby to young adult. So, in the baby room, this will be displayed through praying aloud over our babies, loving them, rocking them and singing to them. For youth, there will be deep, solid biblical truths taught while being relational and intentional in discipleship.
2. Why teaching policies and guidelines? As we grow in numbers, we are excited to work out the Vision for Family Ministry with you! What is the main goal? How do we press forward, working together toward this goal? Knowing the doctrinal boundaries (Covenant Affirmation of Faith), and Vision & Mission of Family Ministry will help you to know the freedoms in how to be creative! Most parents will be concerned about doctrine as well.....they will want assurance that what we are teaching their children is not contrary to what they are learning upstairs. The doctrines that come from the pulpit, adult Sunday Schools, etc, should be the same standard that our children receive. We all have great ideas and giftings that should be used to build each other up. If we have basic guidelines in place that help us see the end goal, we can be creative within the guidelines and still be corporately bear good fruit!
3. Why Application Process & Screening & Training? Think of this as a loving way to serve families that don’t know you well. I may know you well, but Jane Doe doesn’t and would like to entrust her son/daughter to you for care and biblical teaching. Jane Doe will be at peace, knowing that in assuring her we have a safe environment to our church families and neighborhood, we have also taken the basic necessary steps that the state requires for safety. Our church insurer also has made it part of our policy to conduct background checks and basic volunteer training and abuse awareness.
4. Why defined roles? To utilize God-given gifts of volunteers , to have accountability within the rooms and to keep the morning running smoothly!

5. Why classroom structure? To achieve the maximum amount of influence in the short time we have with our children!
6. Why me, why should I be a volunteer for Family Ministry at the Heights?

“Only take care, and keep your soul diligently, lest you forget the things that your eyes have seen, and lest they depart from your heart all the days of your life. **Make them known to your children and your children's children**— (Deut 4:9, ESV)

“Hear, O Israel: The Lord our God, the Lord is one. You shall love the Lord your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart. **You shall teach them diligently to your children**, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates. (Deuteronomy 6:4-9, ESV)

**Tell your children of it,
and let your children tell their children,
and their children to another generation.** (Joel 1:3, ESV)

Give ear, O my people, to my teaching;
incline your ears to the words of my mouth!
I will open my mouth in a parable;
I will utter dark sayings from of old,
things that we have heard and known,
that our fathers have told us.
We will not hide them from their children,
but tell to the coming generation
the glorious deeds of the Lord, and his might,
and the wonders that he has done.

He established a testimony in Jacob
and appointed a law in Israel,
which he commanded our fathers
to teach to their children,
that the next generation might know them,
the children yet unborn,
and arise and tell them to their children,
so that they should set their hope in God
and not forget the works of God,
but keep his commandments;
and that they should not be like their fathers,
a stubborn and rebellious generation,

a generation whose heart was not steadfast,
whose spirit was not faithful to God. (Psalm 78:1-8, ESV)

In the fear of the Lord one has strong confidence,
and his children will have a refuge.
The fear of the Lord is a fountain of life,
that one may turn away from the snares of death. (Proverbs 14:26-27, ESV)

Then children were brought to him that he might lay his hands on them and pray. The disciples rebuked the people, but Jesus said, **“Let the little children come to me and do not hinder them, for to such belongs the kingdom of heaven.”**
(Matthew 19:13-14, ESV)

It is clear in scripture that we should not overlook or forsake teaching the next generation the Works of our great God! We need you to help us do that!

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A VISION FOR FAMILY MINISTRY

We are responsible to declare the mighty works of God to the next generation (Deut. 6:7, Psalm 145:4). The central and supreme work of God in all history is the gospel. The fundamental need of both adults and children is to behold the glory of God through the message of the gospel of Christ. We are therefore committed as a local body and as parents to teach our children the gospel from all of Scripture, and to model gospel living to them by our lives.

It is also our conviction that parents bear the primary responsibility for discipling their children. We are therefore burdened to equip parents for this awesome privilege in the faith. We believe that children are discipled as they see and hear their parents pursue God with all their hearts in corporate worship and at home. We also see the value of age-organized ministries that supplement the parent's shepherding role through direct instruction.

We are committed to teaching the next generation the surpassing worth of the glory of God in the gospel of Christ. We believe that the children God has entrusted to us desperately need to hear the same gospel that we proclaim to each other. We are further committed to building strong marriages and equipping parents in their primary role to train up their children for this same end.

As a congregation we prize, esteem, worship and obey God by submitting to the Him, in faith, through the Bible. We seek to know Scripture, memorize Scripture, meditate on it, speak His Word to one another, and continually point one another to God's Word as His gracious gift to us for our communion with Him, for our growth and for our ultimate good.

We are committed to making corporate and personal efforts to call on God in order to faithfully fulfill our God-given responsibilities. We see that our love and help towards one another includes faithfully praying to God on their behalf. We are committed to praying for the next generation. That they would love Jesus Christ as their Savior at an early age, love wisdom from Him and be “like a tree, planted by streams of water” and grow into strong “Oaks of Righteousness” planted by the Lord.

BRIEF JOB DESCRIPTIONS OF TEAM MEMBERS

Coordinator: Your role is to lead your team by example and direction, and ensure that the program for your nursery or classroom runs smoothly. You are responsible for communicating information to the parents about their child and helpful facts about the program. You are responsible for helping with problems, needs and suggestions that you or team members may have. Your attitudes and actions set the tone for the nursery or classroom. It is your face the children see first when they come into the room. Be sure to greet each child and their family with a smile. Your role is to get children properly signed in/out, check to see if their nametags are on and diaper bags labeled. You record diaper changes and potty breaks after each child is changed or taken to the bathroom. You also report to the parent whether their child was wet, dry or soiled as the child is checked out.

Teacher: In Nurseries Oaks and Cedars, your role is to teach the children a short Bible lesson each week. In classrooms grades K-12, the lessons will require longer, more in-depth teaching and preparation. Please review and use the suggestions for Teacher Preparation included with the curriculum. It is important to be able to express excitement, emotion, and love for God's word when sharing the story and its principle. It is to be taught as truth, not as just a story. Plan to use visuals such as pictures, puppets, flannel boards and flannel graph figures, dressing in an outfit like a character in the story, etc. Adjust your teaching style and creativity with the appropriate age group's level of maturity and attention span. You are accountable to the Coordinator when serving in the classroom.

Helper: Your role is to provide safe, secure, nurturing, clean and efficient care to our children. Your ministry responsibilities include playing with the child or directing his play, reading to him, praying for each child, exhibiting Christ-like patience and love, and relating the events of the day to the lesson and theme in words the child can understand. Each member has a strategic and important role in building faith and deepening the child's concepts of God. Your role is vital in ensuring the effectiveness of the program. You are accountable to the Coordinator when serving in the classroom.

Worship Leader: In Nurseries Oaks, and Cedars, and Classrooms K-5 your role is to lead our children in worship. You are free to sing to and/or with the children, play an instrument, sing along with tapes, sing songs with actions or let children play instruments. This person may also double as the Children's Choir leader. You are accountable to the Coordinator when serving in the classroom. (this role is currently filled by the teacher in each classroom)

NURSERY MINISTRY STRUCTURE

The Nursery Ministry is divided into 3 nurseries serving ages birth through 4 years as follows:

Elms “The Fragrance of the Knowledge of Christ” (0-18 months of age)

Loving care and prayer characterize this room. Infants are cuddled, played with and rocked in rocking chairs. This nursery offers a nap room, age-appropriate toys and safe space for exploration. This room is for newborns to crawlers only. Once a child is able to walk, he will be moved up to the Maple room. Caregivers pray individually and together for your child. Monthly prayer themes are provided as a guide and focus in praying for each child, each week. Worship music is played and sung. The caregiver/infant ratio is 1:2.

Oaks “A Sure Foundation: The Wonders He Has Done/His Praiseworthy Deeds”(19-36 months of age)

This nursery provides care for toddlers who are walking. The morning begins with quiet supervised free play. This play consists of activities using such toys and activities as puzzles, blocks, coloring, play dough and the reading of books. A snack of graham crackers and water is given. A series of four lessons is presented to children in a group format using age-appropriate curriculum, “The Wonders He Has Done”. Volunteers repeat simple Biblical Truths for Toddlers, and seek to relate them to activities or moments in the child’s experience. Parents receive weekly lesson handouts and a copy of the songs. Caregivers pray for and with the children. The caregiver/child ratio is 1:3.

Cedars “He Established a Testimony” (37-48 months) Children in these rooms begin with quiet supervised play. A snack of graham crackers and water is given. The lessons are each presented to the children in a group format using the curriculum. Parents are provided with a copy of the songs and weekly lesson handouts. Each lesson’s Biblical Truths are reinforced during the hour through play activities and adult/child conversation. Prayer is modeled for the children and teachers pray with the children. Bible verses are taught. The caregiver/child ratio is 1:4.

BIBLICAL TRUTHS FOR TODDLERS

(From Bethlehem Baptist Church/Desiring God)

How can we teach children under two years old the truths of the Bible? Should we just wait until they are older and can understand more? Although the learning capacity of very young children is limited, their spirits can be very much alive. The responsibility of a nursery caregiver for toddlers is to appeal and nurture that spirit and help expand the horizons of their understanding. We can begin to lay foundational truth from the Word of God by speaking simple truth statements intentionally, frequently and in conjunction with something to which the child can relate and understand. Children need to see that Biblical truth is part of the fabric of everyday life. It is not a book unto itself, but an essential part of life; in fact, it is the pivotal source of truth for everyone on this earth as it is the printed communication from God to man.

Young children love repetition; one of the most common tools employed in teaching this age is repetition. When we begin teaching words to babies we say the word many times in varying contexts so the child will not only be able to say the word but also have an understanding of what it means. So it is with the truths for toddlers. We can sprinkle them through many conversations with the children during the session for maximum impression and understanding. The first time you say to a child, "God is good", he may have a very limited idea of what you mean. But as the phrase is repeated often in relation to situations in his experience, he will absorb the meaning and trust that "God is good".

Understanding Biblical truth is ultimately God's doing. While we carry out our responsibility to teach those truths there will be times when we reach beyond the child's understanding. That is a natural part of learning. We will try to target the child's learning level as often as possible, but they need to hear concepts new to them in order to grow in understanding and knowledge. The spiritual work comes as the Spirit of God quickens what they understand to guide behavior and to be grasped through His faith. So it is important that you pray consistently for your little students that God would accomplish His work through the Word in them.

Biblical Truths for Toddlers

January - God is good.

February - God is big.

March - God is strong.

April - Jesus loves you.

May - We love Jesus.

June - Thank you Jesus.

July - God made everything.

August - God is with us.

September - God knows everything.

October - Jesus is my friend.

November - Jesus loves everyone.

December - We need God.

NURSERY CURRICULUM

A SURE FOUNDATION

It is divided into three parts according to age level.

ELM ROOM:

Part 1 - "A Sure Foundation: The Fragrance of the Knowledge of Christ" (A Philosophy for Infant Nursery Ministry)

Monthly prayer themes taken from "Praying for the Next Generation" prayer guide by Sally Michael are used to guide caregivers in praying for the spiritual needs of each individual child. Individual petition is also made for the specific needs of a baby.

OAK ROOM:

Part 2 - "A Sure Foundation: The Wonders He Has Done/His Praiseworthy Deeds"(A Philosophy for Young Toddler Ministry)

The lesson time is spread throughout the session as volunteers repeat simple biblical truths to the children and attempt to relate them to the child's experiences. The purpose is to introduce them to Biblical truth, start to build a Biblical vocabulary for them, and help them begin to see a great God. A series of 4 stories, especially formatted for young toddlers, is taught in these nurseries. One story is taught every week for a month. Parents receive weekly lesson handouts and a copy of the songs. A set of flashcards for home use is available at the nursery counter. Caregivers pray with and for the children.

CEDAR ROOM:

He Established a Testimony

God has testified of His glorious deeds and mighty power. This curriculum explores God's greatness by noting key themes found chronologically throughout the Old Testament. Bible stories are not written out; teachers prepare the lesson through the study of scripture using a list of key themes, opening illustrations, and application questions to acquaint children with a great God whose character never changes.

The nursery room's curriculum is subject to change within the curriculums listed as we sometimes will combine rooms based on our number of children and volunteers.

MAKING YOUR POINT WITH TODDLERS

- Repeat your theme often.
- Use expression and enthusiasm – vary voice pitch, use facial expressions, and exaggerate gestures.
- State your point in different ways – restate it with different vocabulary. Show a picture that illustrates your point.
- Illustrate your point by creating a word picture.
- Have the children repeat key points.
- Use simple and clear vocabulary.
- Create an emotional response to the truth or point you are trying to convey.
- Omit unimportant details so that the main point stands out.
- Give an example – connect it with something they can identify with; relate it to real life.
- Speak main ideas more slowly.
- Use visuals – flannelgraph, pictures, objects, puppets.
- Repeat your point in casual conversation throughout the morning's activities.

TEACHER PREPARATION

Although the curriculum stories are very simple, the person teaching the story will still need to spend time in preparation. The most important preparation is spiritual preparation. Before telling a Bible story to children, the teacher should read through the scripture passage for each story and pray that God would make the story live in his or her own heart. The teacher should also pray during the week that God's truth might sink into the children's hearts.

Before telling the story to the children, the teacher should practice telling the story various times. This will help the teacher to learn the story, to experiment with facial expressions and voice inflection, and to become adept at using the visuals. It is also helpful to practice the story in front of a mirror, and then in front of a child(ren). If you will be using flannel graph, place the figures in order of use so you can move smoothly through your story. Then practice using the figures several times. Instructions are given for using either flannel figures or the pictures from the Resource Packet.

SONGS FOR TODDLERS

My God is So Big

My God is so big, so strong and so mighty! There's nothing my God cannot do! My God is so big, so strong and so mighty! There's nothing my God cannot do! The mountains are His, the rivers are His, The stars in the sky are His too! My God is so big, so strong and so mighty! There's nothing my God cannot do!

God Made Me

God made me, God made me. In my Bible book it says that God made me. God loves me, God loves me. In my Bible book it says that God loves me. God helps me, God helps me. In my Bible book it says that God helps me.

Praise Him, Praise Him

Praise Him, praise Him, all ye little children. God is love, God is love. Praise Him, praise Him all ye little children. God is love, God is love.

Praise the Lord Together

Praise the Lord together singing, "Alleluia, alleluia, alleluia." Praise the Lord together singing, "Alleluia, alleluia, alleluia."

Head, Shoulders, Knees & Toes

Head and shoulders, knees and toes
Knees and toes
Knees and toes
Head and shoulders, knees and toes
Clap your hands and praise Him!

God is So Good

God is so good, God is so good, God is so good, He's so good to me. God loves me so, God loves me so, God loves me so, He loves me so. God answers prayer, God answers prayer, God answers prayer, He answers prayer.

Jesus Loves Me

Jesus loves me, this I know, For the Bible tells me so. Little ones to Him belong; They are weak, but He is strong. Yes, Jesus loves me, Yes, Jesus loves me, Yes, Jesus loves me, The Bible tells me so.

Oh, How I Love Jesus

Oh, how I love Jesus, Oh, how I love Jesus, Oh, how I love Jesus, because He first loved me.

Jesus Loves the Little Ones

Jesus loves the little ones like me, me, me! Jesus loves the little ones like me, me, me! Little ones like me sat upon His knee, Jesus loves the little ones like me, me, me!
Jesus loves the little ones like you, you, you! Jesus loves the little ones like you, you, you! Little ones like you, you can love Him, too. Jesus loves the little ones like you, you, you!

Hosanna!

Ho, Ho, Ho, Hosanna
Ha, ha, ha-llelujah
He, He, He, He Saved me
And I've got the Joy of the Lord!

Praaaaaise God!!!

(Have the children begin to clap rhythmically: Continue clapping while you say:)

God made everything!*

God made everything!

God made everything!

Praaaaaise God!!!

(Roll hands around each other on "praaaaise"; Lift hands up high on "God".)

*Any Biblical Truth can be used

Jesus Loves Even Me

I am so glad that Jesus loves me,
Jesus loves me, Jesus loves me. I
am so glad that Jesus loves me,
Jesus loves even me!

Sing Glory, Glory!

(sing to the tune of Jesus Loves Me)

In a manger on the hay, Jesus lay on
Christmas Day. Born as our
Immanuel, He is God with us to
dwell.

CHORUS: Sing glory, glory! Sing
glory, glory! Sing glory, glory! God's
Son has come to us.

Shepherds with their flocks that night
Saw an angel's glory bright. "Do not
fear," he said to them. "A Savior's
born in Bethlehem."

Then a heavenly host appeared
Praising God for all to hear! With this
news the shepherds fled, Quickly to
the manger bed.

There they saw the holy Child
Wrapped in cloths so meek and mild.

Joyfully the shepherds raced To
spread this news in every place.

Jesus is God's own dear Son Sent
from heav'n for everyone. Lived and
died for you and me So from sin we
could be free.

Sing Glory, Glory! Easter Version:

Sing glory, glory! Sing glory, glory!
Sing glory, glory! God's Son has died
for us.

Sing glory, glory! Sing glory, glory!
Sing glory, glory! God's Son was
raised for us!

GRADES K-12 CURRICULUM

God has given Children Desiring God an amazing gift in both of our curriculum authors, Sally Michael and Jill Nelson. They are experienced Sunday school and homeschool teachers who have masterfully integrated various teaching elements throughout the lessons in order to address each learning style. As a result, the truth taught in each lesson is conveyed to the students through more than one “channel,” while still having the same goal: **reaching their hearts.**

Whether you’re a new teacher who is just starting to know the children in your class, or whether you’ve already been able to identify some of the learning styles in your students, please remember this: targeting learning styles while teaching, although important, is **not** your ultimate goal.

Psalm 78 reminds us that as we tell the coming generation about the glorious deeds of the Lord, our goal is that they “*should set their hope in God*”(v. 4-7). In His goodness, God has created us and our students with senses to understand truths about Him. Use your students’ learning styles as channels to convey the truth of God’s greatness and glory!

Remember that it is through His Spirit, not through our teaching endeavors alone, that He has promised to use the proclamation of His Word to bring about the fruit that He desires (Zechariah 4:6, Isaiah 55:10-11). Trust that and teach, “*knowing that in the Lord your labor is not in vain*”(1 Cor. 15:58b)!

Excerpt from Children Desiring God Webpage

<http://blog.childrendesiringgod.org/?cat=7>

Curriculum Year 2014-15

Pre-K (Cedar Room)—He Established a Testimony Old Testament Stories for Young Children

Lessons: 64

Theme: God has testified of His glorious deeds and mighty power. This curriculum explores God's greatness by noting key themes found chronologically throughout the Old Testament. Bible stories are not written out; teachers prepare the lesson through the study of scripture using a list of key themes, opening illustrations, and application questions to acquaint children with a great God whose character never changes.

K-1st Grades—He Has Spoken By His Son New Testament Stories for Young Children

Lessons: 52

Theme: The New Testament beautifully unfolds the wonder and power of Jesus Christ. This curriculum explores the greatness of God in Christ by noting key themes found chronologically throughout the New Testament. Bible stories are not written out; teachers prepare the lesson through the study of scripture using a list of key themes, opening illustrations, and application questions to acquaint children with a great God who has spoken by His Son.

2nd-3rd Grades —He Has Been Clearly Seen A Study for Children on Seeing and Delighting in God's Glory

Lessons:26

Theme: Creation proclaims a message about God. From the smallest snowflake to the largest star, all creation gives powerful testimony to the greatness and worth of the one, true, eternal Creator. With special attention given to the Genesis account, the goal of this study is that children view creation as a wonderful gift from a good and loving Creator who wants them to see, understand, and delight in His glory.

To Be Like Jesus

4th-5th Grades—How Majestic is Your Name A Study for Children on the Names and Character of God

Lessons: 40

Theme: The names of God in the Bible are a reflection of His character, which is so glorious that He cannot be described by a single name. His character is communicated in

hundreds of names progressively revealed in the Bible. But the focus of *How Majestic Is Your Name* is not the many names, titles and references to God. These are merely the structure to show the greatness of our God. Each lesson presents glorious truths about God and encourages students to see and rejoice in His goodness and greatness.

6th-8th Grades—My Purpose will Stand

A Study for Children on the Providenc of God

Lessons: 40

Theme: God is present and active in the world, orchestrating all things to serve His eternal purposes. All His purposes are good and right, and are accomplished with perfection. As the Sovereign Creator of the world (and everything in it!) God has the right, power, wisdom, and righteousness to rule the universe.

The goal of *My Purpose Will Stand* is to so reveal God and His glorious work of providence that through the Holy Spirit's work in the teaching of His Word, students would respond to God in faith as they look for God's providence in all things—meditating on His works, seeing the big picture of God's work in the world, and seeing the hand and heart of Jesus in all circumstances of their lives.

("Themes" for Each CDG Curriculum Copied from
<http://www.childrendesiringgod.org/curriculum/>)

THE GOSPEL PROJECT for Students (9th-12th)

Jesus isn't part of the story — He is the point of the story!

The Gospel Project for Students helps to develop and equip your student ministry with a deeper understanding of Scripture and how the story of Jesus Christ ties it all together. In every week and in every lesson, your students will encounter the gospel through the in-depth study of Bible, theology, and missions, with the view of seeing how all the Scriptures point to Jesus, and how the gospel has the ability to transform a student's life. As your students move through The Gospel Project and allow the truth of the gospel to work on them, move through them, and transform them, they begin to realize that they are participants in God's gospel project.

(Mid Week not Currently Scheduled but it is our hope to do so soon!)

Young Adult Mid-Week Curriculum

Abiding in Jesus

A Study for Youth on Trusting Jesus and Encouraging Others

Theme:

Abiding in Jesus challenges junior high students to know Jesus as the Savior and Satisfier of their souls. Inspired by John 15, youth are taught that abiding in Jesus leads to trusting Him in all life's situations and bearing spiritual fruit in Him. A special emphasis in each lesson involves students experiencing Christian fellowship. The study features interactive teaching with small group discussion, application, prayer, and fellowship time. A student journal enables students to note important biblical truth, facilitates class fellowship time, and provides helpful at-home Bible study and life application.

It is our desire to provide a time for Young Adults to integrate with other members of our church while having a "Youth Event!" Church Members of The Heights will take turns hosting a Youth Event and Lesson in their home or other approved public location.

GRADUATING CHILDREN TO PRESCHOOL

The transition process of children graduating from Nursery Cedar to the K-1st grade room can be confusing because of the differing age requirements for Sunday School and for Worship.

Parents decide if their child is ready to stay with them in worship. There is no Sunday School alternative at these services. If they wish, they may use Nursery Cedar through age five only.

The reason we would like for parents to transition/graduate their children to the corporate worship service, is to model our vision statement: "We believe that children are disciplined as they see and hear their parents pursue God with all their hearts in corporate worship and at home."

SUNDAY MINISTRY ROUTINES

First Service		Second Service (Main Worship hour)	
8:40 a.m.	Prayer with Team Members	10:00 a.m.	Pick-up/Check-in Transition Time <i>Arrive on time and Communicate with the teacher, team leader for any special instructions</i>
8:45 a.m.	Check-in begins: Children are received by the greeter who passes them along to team members to be prayed for, cuddled, and played with while other children continue to arrive	10:15 a.m.	Activities Begin
9:00 a.m.	Activities begin	10:30 a.m.	Singing, Lesson, Prayer
9:15 a.m.	Singing, Lesson, Prayer	10:45 a.m.	Snack
9:45 a.m.	Snack/sanitize cups, tables and mouthed toys	11:00 a.m.	Diaper Changing, Free play time
10:00 a.m.	Pick-up/Check-in Transition Time	11:15 a.m.	Pick-up time
		11:30 a.m.	Closing Sanitizing procedures

SANITATION...KEY TO A HEALTHY NURSERY

Sanitation procedures are often laborious and time-consuming. They sometimes seem to be overdone...why go to so much trouble for an hour or two of use in a nursery kept basically clean and orderly? It has been proven that careful adherence to the state guidelines for sanitation greatly reduces the spread of and possibility for contagion of colds, flu and other infectious diseases. It also reduces the possibility of diarrhea and contagious rashes.

There are three areas that we need to give special attention to for effective sanitation: **Hand Washing, Sanitizing, and “Well Children at Church” policy.**

Hand-Washing: When and How?

<i>When?</i>	<i>How?</i>
When arriving to serve in the nursery.	<p>You must be thorough. Only rinsing your hands or lack of care in washing will nullify the attempt to prevent the spread of germs. The procedure takes about one minute and should be according to the following directions:</p> <ol style="list-style-type: none"> 1. Wet hands with warm, running water. Keep the water running. 2. Apply soap. 3. Scrub palms, backs of hands, inside of fingers, under nails, thumbs and wrists. 4. Rinse under running water. 5. Dry with a towel, then use the towel to turn off the water to avoid recontamination.
After changing every diaper, even when using gloves	
After wiping a child's runny nose	
After you sneeze, cough or blow your nose	
Anytime you inadvertently handle body fluids – blood, stool, urine, drool and spit-up, vomit, nasal discharge or eye matter.	
When you know you will be touching blood, vomit, stool or urine, always prepare by wearing the disposable gloves provided for you at the changing area	

THIS PROCEDURE IS POSTED AT EACH HAND-WASHING STATION. PLEASE REFER TO IT OFTEN AS A REMINDER TO BE THOROUGH. THANK YOU!

SANITIZING: WHAT, WHEN, HOW?

There are two methods we use to sanitize...one is using one of two bleach/water solutions and the other is wiping with Clorox or Lysol wipes. In either case, the bleach must be chlorine bleach in order to effectively kill germs. Bleach solutions must be made fresh daily as they are not effective in killing germs if they are 24 hours old. If made properly, neither of the two bleach solutions should stain clothing.

The bleach solutions are made as follows:

SOLUTION 1 (S1) one pint water + 1 1/4 teaspoon bleach

SOLUTION 2 (S2) one pint water + 1/4 teaspoon bleach

It is permissible to wipe surfaces dry with a paper towel after a *2 minute* waiting period.

<i>WHAT?</i>	<i>WHEN?</i>	<i>HOW?</i>
Diaper changing tables	After every diaper change At the end of the service	Wipe with disinfectant wipe or Spray with S1 solution; air dry.
Mouthed toys	After a child is done playing with/using it	Fill sink or designated tub with 2 gal. warm water; add 4 tsp. of bleach. Immerse the toys and soak for 2 min. Drain over a towel or the sink in a mesh bag or on wire racks. Do Not Rinse.
Sippy Cups/Lid	At the end of the service	Fill sink or designated tub with dish soap and hot water. Wash cups and lids; rinse under running water. Dip cups/lids in dishpan filled with 1/2 tsp. bleach to 1 qt. water. Soak for 2 minutes. Air dry.
Food Contact Surfaces	Before and after each session During session	Clean tables of crumbs and spills with sanitizing wipe or soap and water. Spray surface completely with S2; Allow tables to air dry.
Toilets	After each use At end of all sessions	Wipe toilet seat with disinfectant wipe. Spray with S1; air dry.
Potty Chairs	After each use	Pour 1/4 cup bleach into potty; swirl, empty in toilet; rinse and empty into toilet.
Hand washing areas, Counters and Sinks	At the end of each session	Spray with S1; air dry.
Infant Equipment and Large Toys	During sessions At the end of use for each day	Wipe with disinfectant wipe. Spray with S2; air

CHILD SAFETY PRODEDURES

The Family Ministry volunteers seek to create a safe environment for the children in our care. Here are some guidelines of activities that should take place in the classrooms:

NO Non Approved Workers In the Room-(No family reunions, visits, etc...the child should either be picked up & checked out or wait until class is over)

NO child pick-up without the pick-up tag or proper ID

NO hot drinks, ever

NO unapproved snack of any kind in the room. Any snack for the workers must be eaten outside the room and never shared with the children unless you have parental consent

NO shoes in the Baby Rooms (Elms & Maples) for care of little fingers and toes

NO plastic bags to play with

NO playing in the bathroom

NO broken toys--toss or remove (if it can be repaired) a toy as soon as it is broken

NO small toys in Nurseries

NO climbing on chairs, counters, etc.

NO pens in children's hands-children should use only age appropriate coloring utensils provided

NO sharp objects

NO ropes around neck or toys with long strings, ropes or other potential hazardous materials

NO Tickling, ever

NO tossing children in the air

NO spinning or rough play

WATCH for special red, yellow and green stickers on name tags indicating special instructions

WATCH for allergies

WATCH for little fingers in doors

WATCH for small objects lifted to mouths

WATCH out for fingers in electrical outlets (they should be covered)

WATCH out for all doors to be latched—No escapees!

WATCH our for broken equipment

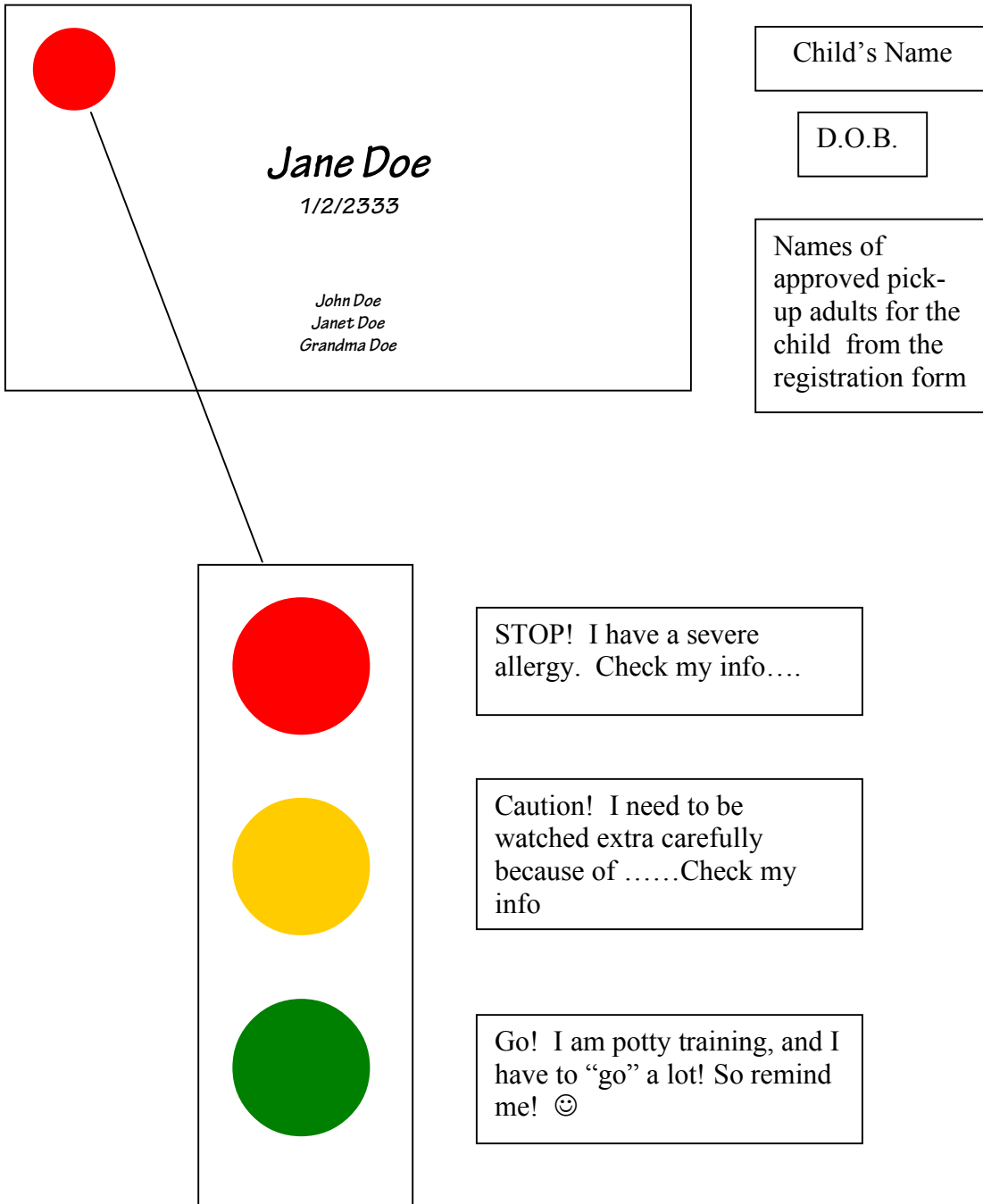
WATCH for children who are troublemakers or harmful in their actions

WATCH out for climbers

WATCH out for unsteady children who may need more help/support/protection from more stable children

NAME TAGS

Children will have two nametags, one to attach to their shirt (on their back) and one for the parents to use when they return to claim their child(ren). Only those people listed on the child's name tag (unless the parent notifies you ahead of time who is doing the pick-up) can pick up their child, with tag in hand. If the child has an allergy, special need, etc., there will be a sticker attached to their nametag to catch your attention.



DIAPER CHANGING PROCEDURE

- 1. ONLY WOMEN CAN CHANGE DIAPERS**
- 2. MAKE SURE A CLEAN SHEET OF CHANGING PAPER HAS BEEN PULLED OVER THE TABLE.**
- 3. FIRST CHECK THE CHILD'S TAGS TO SEE IF THERE IS A REQUEST NOT TO DIAPER THAT CHILD AND SO YOU KNOW THE CHILD'S NAME.**
- 4. BRING *CHILD & DIAPER* FROM BAG TO A DIAPER CHANGING STATION (DO NOT CHANGE A CHILD ON THE FLOOR) IF THERE IS NO DIAPER IN THE BAG, ONE IS AVAILABLE AT THE CHANGING TABLE**
- 5. PLACE CHILD ON THE TABLE—DO NOT LEAVE THE TABLE!**
- 6. TALK TO, SING TO OR PRAY THE PRAYER THEME OVER THE CHILD AS YOU PUT GLOVES ON**
- 7. CHANGE THE DIAPER—IF POOPY, PLACE IT IN A ZIPLOCK BAG TO LIMIT THE ODOR**
- 8. TAKE CHILD OFF THE TABLE, RETURN CHILD TO PLAY**
- 9. DISCARD THE DIAPER & GLOVES & USED CHANGING PAPER**
- 10. WIPE THE TABLE DIAPERING SURFACE WITH A BLEACH WIPE, THROW IT AWAY, WASH HANDS AGAIN, OR USE HAND SANITIZER IF THERE IS NO SINK IN YOUR ROOM**
- 11. PULL FRESH PAPER OVER THE TABLE AND WRITE THE RESULT OF THE CHANGE ON THE SIGN IN SHEET....WET, DRY, OR SOILED.**
- 12. PUT ON FRESH GLOVES TO CHANGE ANOTHER DIAPER**

The diaper changer should report any unusual situations to the Team Leader that she discovers while changing...such as, undiscovered rashes, diarrhea, etc. The Team Leader will make the decision as to whether or not the parent should be called.

CRIB ROOM INSTRUCTIONS PLEASE...AND THANK YOU!

- CHECK SIGN-IN SHEET FOR PARENTS' INSTRUCTIONS.
- LAY BABY ON **BACK** UNLESS OTHERWISE INSTRUCTED BY PARENTS.
- REMOVE BIB, OR ANY HOOD WITH STRINGS AT NECK.
- WRITE BABY'S NAME ON WHITEBOARD, AND TIME LAID DOWN. *CHECK FREQUENTLY & RECORD.*
- CHANGE SHEET AFTER EACH USE. IF YOU DON'T HAVE TIME TO CHANGE THE SHEET AT THE MOMENT, PLEASE PLACE A "DIRTY" SIGN ON TOP OF THE MATTRESS.

WELL CHILDREN AT CHURCH POLICY

The third way to maintain a healthy environment is to enforce the well-child policy. If a child is described by any of the criteria for sick children, it is important not to allow him/her into the nursery. Please review this policy which is based on the criteria set by the state of Minnesota for daycare centers.

A child is not considered well if:

- He has an oral body temperature of +100 degrees
- He is vomiting
- He has diarrhea not related to medication or food reaction
- He has an undiagnosed rash
- He has a runny nose that is colored or cloudy
- There is a yellow or green discharge from nose or eyes; or it is a clear but a continuous flow (Guideline: If a child's nose needs to be wiped twice or more in a 10 minute time span)
- He has a constant cough not related to allergies
- He has a wet cough producing yellow or green discharge
- He acts unusually tired, pale, irritable or restless

Any child who has had fever, vomiting or diarrhea within the last 24 hours may likely still be sick and/or contagious. We ask you to be on the honor system not to bring that child to the nursery for care.

IMMUNIZATION POLICY

There are no restrictions on nursery use for children as to whether or not they have been immunized for the typical childhood diseases. Certainly we have seen major drops in widespread epidemics of these diseases in response to protection by immunization, so it seems a wise precaution for parents to so protect their children. However, there are some valid reasons to choose not to do so. Whether or not you immunize your child, he is welcome in the nurseries at The Heights.

The major danger in our nurseries is to children not immunized. We ask all parents to exercise vigilant caution in observing the "Well Children Policy" above. If your child shows any of the above symptoms, please take no chances for the sake of others as well as for your own child's health. When in doubt, please keep your child at home.

In the event that a child is injured in our care, a report needs to be filled out. One copy goes to the parent and one is kept on file.

“OUCH” REPORT - PARENT COPY

Date: Time of Accident: Location:

Today, _____ cried “ouch” when _____

We treated it by _____

Your child: (Circle one)

Seems ok

May require further treatment

Sincerely, _____

Family Ministry Volunteer

“OUCH” REPORT - FILE COPY

Date: Time of Accident: Location:

Today, _____ cried “ouch” when _____

We treated it by _____

Your child: (Circle one)

Seems ok

May require further treatment

Sincerely, _____

BEHAVIOR GUIDELINES & DISCIPLINE

At the Heights Church, we desire to have a classroom environment that is safe and conducive for our children to learn biblical truths. If there is a child who is having difficulty he/she should be given calm, gentle correction and the caregiver should pray with the child or quietly for the situation. If the correction is not heeded (if it's a behavioral issue), the child should be removed from the situation and placed in a "time out" for up to 5 minutes. Try to distract the child and involve them in the group activities. If the child continues to disrupt and the teachers/caregivers are not able to redirect or obtain obedience, notify your Team Leader who will assess the situation and decide if the parent should be called to deal with their child's behavior.

Helpful tips:

- Pray before entering the room.
- Create a calm, quiet, ordered atmosphere.
- Be prepared and organized ahead of class time. Have all supplies ready and your plans set for the day. Then you are free to greet children as they come and move purposefully through the session.
- Let children know your expectations...establish rules.
- Make your rules consistent. Enforce rules...don't ignore infractions. Follow through on the instructions you give.
- Let children know the consequences of misbehavior.
- Affirm positive behavior.
- Make activities interesting and enjoyable.
- Move quickly from one activity to the next.
- Make sure activities and expectations are appropriate for the age level.
- Alert the children by giving a signal before the activity changes.
- Separate combinations of children that tend to provoke conflict or disturbance.
- Turn troublemakers into helpers...keep them busy.
- Be actively involved with the children...postpone conversations with other caregivers.
- Know your children.
- Help children feel safe

Crying in the Nursery

Crying is normal! However, If a baby/child suffers from any level of separation anxiety or is colicky, he/she is still welcome in the nursery! Do your best to comfort, console, distract and involve the baby/child in the group activities. If you are unable to succeed, try passing the child to another worker to see if they can console them. If all efforts have been used, and the child has been *consistently* crying (no pauses, or calmed moments) for longer than 15 min, you should notify the Team Leader who will notify the parent to come to comfort their child.

SNACKS IN THE NURSERIES

Elms (Baby Room)

No solid food is given to any child in the infant nurseries, not even at the parent's request. This is to avoid aspiration or choking on a solid substance. We will give the babies any liquid provided by the parent, juice, water, milk or formula. If a parent feels his child needs solids during the session, it will be required that the parents come down and take the child out to give them the solids themselves.

Oaks (Toddler Room)

In the older toddler nurseries the snack remains a graham cracker and water. The water is served in either a sippy cup or a small disposable cup. As stated above, permission must be gained from the parent to give the child this snack, and the parent may provide an alternate snack if they wish their child to participate. Again the children are limited to 4 squares of graham cracker.

In All Nurseries that Serve Snacks

Before their snack, a caregiver should give thanks with the children to our Lord for His gift of the food and water. The children must wipe their hands with a disinfectant hand wipe before they eat. As the children's hands are so small, the wipes may be cut in half to conserve supplies of wipes. As soon as the children demonstrate enough dexterity, they should be trained to drop their used wipe in the trash can, and to dump their left-over water into a plastic receptacle provided for them.

Sippy cups must be washed and sanitized after the snack according to the sanitizing regulations.

EMERGENCY EVACUATION

Treat all alarms as real until they are proven otherwise. For the safety of others, never wait to see if an alarm is false – begin evacuation immediately.

In addition to the basic rules of fires (i.e. stay low in smoke, don't open hot doors, don't panic, know your emergency exits) the following details of Our Emergency Evacuation Plan should be followed during emergency drills or when an alarm is heard.

BASIC EVACUATION PROCEDURES WHEN THE ALARM SOUNDS

1. Immediately begin evacuation. (Do Not Call Parents—Leave and meet them outside)

Don't worry about the weather or the chance that it might be a false alarm. (The fire department will inform us if it is a false alarm.)

2. Use the stairway or doorway closest to your classroom to exit:

- Never use the elevator.
- Elm Infant Room: evacuate carrying one child in each arm
- Maple Room & Older evacuate in lines using ropes; carry children if necessary. Other adults should be mixed in or walking alongside the children, assisting and encouraging them.
- Plan ahead. Identify and know at least two evacuation routes for your site.

3. The last adult (Team Leader) out of the classroom should do a quick sweep of the room:

- Check attached bathrooms, changing areas, nursing room, and crib rooms for children. **Be sure to take the attendance sheet** to keep track of your children and know if any are missing
- If possible, grab coats and/or blankets if the weather is poor.
- Children must be taken outdoors and away from the building before putting on coats and/or blankets.

4. The children should walk or be carried to: Facklam Home: 1787 Hyacinth Ave (toward White Bear Ave)

5. Use the attendance sheet to verify that all the children have been evacuated.

- If a child is missing, immediately inform the fire department and whoever is coordinating the evacuation area.

6. When all children are accounted for, they may be individually released to their parents, checking each child off the attendance sheet as he leaves.

IMPORTANT NOTES REGARDING EMERGENCY EVACUATION

1. Parents in worship or Sunday School classes will be instructed to claim their children outside once the building is evacuated. If all the parents rush down, it will create chaos, possible injury and the possibility for us to leave behind a child
2. If it is between services caregivers are responsible for the children in the classroom – not older children in the hallways or bathrooms. They are the responsibility of the Fire Department, and they should be encouraged to leave the building immediately.
3. Practicing evacuations should be a part of the normal routine in every nursery session. Please be faithful to this duty to teach children to walk in an orderly fashion using the walking ropes. We must be prepared for the emergency we pray will never happen!

FIRE DRILL ROPES

Maple Room, Oak Room, Cedar Room, K-1st Grade Room

The rooms listed above are equipped with Fire Drill Walking Ropes which are used for any emergency evacuation. Please make sure the children are practicing walking with these each week. They should be used at least once during each session.

The ropes are provided to help caregivers get the children safely from the building in case an evacuation is necessary. It is hopeful that walking with the ropes will reduce the chance of panic occurring in an emergency situation because it is a familiar activity. The use of the ropes will also help the children learn:

1. How to obey
2. How to be orderly
3. What will happen if an evacuation would be needed

Times you might use the Fire Drill Ropes:

- To lead children to story hour
- To lead children to worship time
- To lead children to tables for snacks

PLEASE DO NOT USE FIRE DRILL ROPES FOR:

- Playing games
- Children's free play

CHILDREN MUST ALWAYS BE TAUGHT TO ACT IN AN ORDERLY FASHION AND LISTEN CAREFULLY WHEN HOLDING ONTO THE ROPES!

DRESSING FOR THE JOB

Different jobs call for different attire, clothing best suited for the work you are asked to do. This is true in the nurseries and Sunday School rooms.

Consider your clothing choice extra carefully if you are scheduled to work in the Nurseries or Sunday School rooms. Clothing that is too tight, too short, or too low would, most likely, not be considered modest or discreet. In all nurseries, women may find it more comfortable and convenient to wear pants as much of the time it is desirable to bend low to a child's eye level or get on the floor with a little one to read, play a game, work a puzzle, etc. Also, keep in mind that we don't want to cause our brothers in Christ to stumble by wearing an outfit that compromises modesty while serving our families. Your Coordinator may quietly remind you if she deems that something worn is inappropriate. Please receive such a reminder in the understanding that it is her job to help us serve one another.

For the purpose of protecting the cleanliness of the carpets in the infant nurseries, we ask that caregivers remove their shoes on entering. In the other nurseries, comfortable shoes with good support are always helpful for stability when carrying children and to prevent strain on feet and legs.

POLICIES AND DEFINITIONS REGARDING INAPPROPRIATE BEHAVIOR

- **To refrain from inappropriate behavior and also avoid the appearance of evil in relating to adults, young adults, youth, or children**
 - **To admonish or report inappropriate behavior**
- a. There are two problems that Family Ministry workers should watch for:
 1. Behavior by anyone in this church, especially a Family Ministry worker, that indicates that he or she may be inclined to abuse, molest, or otherwise harm any child, especially one under the care of this church.
 2. Indications that a child under the care of this church is being abused, molested, neglected, or otherwise harmed, whether by someone in this church or outside this church.
 - b. Admonishing and reporting inappropriate behavior by a Family Ministry worker:
 1. If you observe a Family Ministry worker or anyone talking or acting in a manner that seems to be innocent but might appear to others to be inappropriate, you should privately admonish that person and encourage him or her to exercise greater care in words and actions (see Matthew 18:15).
 2. If you observe a Family Ministry worker or anyone talking or acting in a manner that gives rise to a reasonable suspicion of improper involvement with a child, youth, or young adult, or of the potential for improper involvement with a child, youth, or young adult you should promptly report your concern to the appropriate elder who will look into the matter and take appropriate corrective measures.
 - c. Behaviors to watch for in adults working with children, youth, and young adults:
 1. Inappropriate comments about sexual matters, especially about or in the presence of minors.
 2. Use of pornography, including inclination toward sexually explicit television, movies, books, or magazines.
 3. Excessive and inappropriate attention to a particular child, youth, and young adult especially if it involves an effort to be alone with the child.
 4. Harsh treatment or severe neglect of a child.
 - d. Reporting actual or suspected abuse or neglect of a child, youth, or young adult:
 1. Minnesota law does not require volunteer workers in a church to report actual or suspected child abuse or neglect. Should a worker voluntarily make a report to civil authorities, however, the law provides that he or she will be immune to civil or criminal liability, provided the report was made in good faith and without malicious purpose.
 2. No single indicator of abuse or neglect is necessarily cause for alarm, but it may be cause to observe a given person or situation more closely. When multiple indicators appear together, however, it is appropriate to discuss

the situation with someone else in authority at the church or, in urgent cases, to make an actual report to the civil authorities.

3. Indications of physical abuse: child, youth, or young adult reports injury by others; unexplained bruises, welts, lacerations, burns, fractures, abdominal injuries, or human bites; child, youth, or young adult is unusually wary of physical contact with adults; demonstrates extremes in behavior, or seems frightened of parents or caretaker.
4. Indications of sexual abuse: child reports abuse by others; has difficulty walking or sitting; torn, stained, or bloody underclothing; complaints of pain or itching in genital area; bruises or bleeding in external genitalia, vaginal or anal area; unusual interest in or knowledge of sexual matters; or other unusual and excessive behaviors inappropriate for a minor.
5. Reporting abuse can precipitate severe consequences to a family, so it should never be done casually or thoughtlessly, and certainly not for malicious purposes. At the same time, failing to report abuse can have severe consequences to a child at risk. Therefore, if you have reasonable cause to suspect abuse, you should talk with either a Family Ministry leader or elder to see what steps could and should be taken to protect the child and help the family.

Adapted & Used with Permission from Bethlehem Baptist Church

<http://www.hopeingod.org/sites/hopeingod.org/files/documents/policies%20and%20definitions%20regarding%20inappropriate%20behavior.pdf>

ENSURING THE SAFETY & PROTECTION OF CHILDREN & VOLUNTEERS

With this in mind, we are setting up a few guidelines to minimize compromising situations:

1. Two caregivers must be in every nursery even if there is only one child present.
2. Two caregivers must be in the bathrooms with children unless the door is open and other caregivers are in the adjacent room and have visibility in to the bathroom.
3. Only boys may be in the bathrooms with boys; only girls with girls.
4. Only women may diaper children and take them to the bathroom.
5. As a general rule, a man and a woman who are not married to each other may not be scheduled together **regularly** if they are usually **the only workers in the room**.

This protects the child . This protects the volunteer (from being wrongly accused of inappropriate behavior). This communicates security to the parents.

FAMILY MINISTRY COMMUNICATION

Please report all schedule changes to the Coordinator of your hour of service.

NUMBERS TO CALL:

Katie Leach (Nursery)	651-272-8116
Rachel Physician (Sunday School)	612-237-1820
Church	651-776-0519

Changes in Advance: If you know you are going to need to be gone for a scheduled service, please try to switch with another regularly scheduled caregiver from the telephone list mailed to you each month. If you are unable to find someone to trade with, or if you are a weekly worker, please check the sub section of your telephone list for someone to take your place. Please report your substitute and arrangements to your Coordinator as soon as possible.

Last Minute Changes: The voice mail will be checked before each service, so please call if at all possible in the event that you are sick or have some kind of emergency.

Permanent Changes: Please call your coordinator- if you want to make permanent changes to your schedule i.e., times you serve per month, the hour you work, maternity leave, etc.

YOUR EARLY AND FAITHFUL CONTACT WITH YOUR COORDINATOR WILL MAKE A HUGE DIFFERENCE IN RUNNING WELL-STAFFED NURSERIES! THANK YOU SO MUCH!