

# Welcome to KIDtropolis

## Newport Mesa Church

### Volunteer Handbook





Dear Friend,

We are absolutely thrilled that you have decided to join our KIDtropolis Team! You are embarking on an experience that will change your life. Leading a child is one of the most rewarding occupations any one person can have. And, to lead a child into a relationship with God and an understanding of His great love can place any ordinary person into an extraordinary role!

We will be praying for you as you commit your time and energy to the children of Newport Mesa Church this year!

Ministering with you,

Gabe Gaeta  
Children's Pastor

Eunice Pimentel  
Director of Early Childhood

# Important Numbers & Information:

## **Church Information:**

Newport Mesa Church  
2599 Newport Blvd.  
Costa Mesa, CA 92627

## **Church Office**

**Hours:** Monday - Friday 8:00 am - 4:30 pm

**Phone:** 714) 966-0454

**Fax:** (714) 850-9725

**Website:** [www.newportmesa.org](http://www.newportmesa.org)

## **Number for Elementary Level:**

(714) 966-0454 X226

## **Number for Early Childhood Level:**

(714) 966-0454 X227

## **Children's Pastor - Gabriel Gaeta (x209):**

Cell Phone: (714) 336-2935

Email: [ggaeta@newportmesa.org](mailto:ggaeta@newportmesa.org)

## **Early Childhood Director - Eunice Pimentel (x232)**

Email: [epimentel@newportmesa.org](mailto:epimentel@newportmesa.org)

## **Administrative Assistant - Malen Tolosa (x207)**

Email: [mtolosa@newportmesa.org](mailto:mtolosa@newportmesa.org)

## **Childcare Coordinator- Denise Beardshear (x212)**

Email: [dbeardshear@newportmesa.org](mailto:dbeardshear@newportmesa.org)

## **Resource Coordinator- Jessica Rowley (x211)**

Email: [jrowley@newportmesa.org](mailto:jrowley@newportmesa.org)

# Who's Who in KIDtropolis:

## Early Childhood Team

### **Teachers**

The teacher is the primary "facilitator" of the learning process in the classroom. It is his/her responsibility to plan all activities for the lesson and to have all needed supplies and components completed prior to class time. The teacher should delegate tasks to the parent helpers and to the employees that align with their designated roles. Some examples of tasks that the teacher might delegate to the parent help would be: set up snack, clean up after a project, interact with the children in a particular activity or sit with a child who needs special attention. The teacher may have to fill in for the receptionist if he/she is out of the room.

### **Assistant Teachers**

This individual's primary responsibility is to provide assistance to the Teacher. This may include some outside preparation. Both the Teacher and the Assistant Teacher work together to create an age appropriate, interesting, and relevant learning environment.

### **Classroom Receptionist - Paid Staff**

The receptionist prepares the room and sets up some activities for the children prior to the arrival of the children. This person will check all of the children in and out, handle diapering and bathroom break, record all pertinent information on the sign-in sheets, pickup snack and snack supplies, supervise children in the classroom and on the playground, oversee any emergencies on the playground or classroom, and use the balance of her time interacting with the children in playful, meaningful ways.

### **Huggers**

The primary responsibilities of the hugger is to hug, rock, play, and stroller walk the children. This individual assists the receptionist or teacher in the classroom as needed.

### **Worship Leaders**

The EC Worship Leaders are those who have volunteered to lead the children in the Orange through Red classes in worship. Each class has a 20 minute segment

devoted to worship time. Each worship leader is responsible to develop his/her worship curriculum in conjunction with the EC curriculum. The Worship Leaders should have the teachers, classroom receptionists, and Parent Co-op members assist in helping with the children during this time.

### **Parent Co-op Members (EC Only)**

The Parent Coop includes parents who have been asked to help out once a month. Their sole responsibility in each of these cases is to interact with the children and assist the teacher. We have created this group of individuals for some very important purposes: to keep the adult/child ratios low for safety and security reasons, to ensure that each child will have many chances to receive one-on-one interaction with an adult, and to give the parents an opportunity to participate in their child's church experience. Please remember, however, that they should not be signing children in and out or taking care of diapering or bathroom breaks. This person should never be left alone with any child.

### **Elementary Team**

#### **Construction Zone Team**

Individuals participating on the Zone team might lead worship, manage Audio/Visual equipment, act in skits, pray with children, or rally up the "troops" for a group activity.

#### **Classroom Receptionists**

The receptionists are responsible to set up the 1<sup>st</sup>/2<sup>nd</sup> grade game rooms with various games and activities. One person remains at the counter. He/she welcomes families, helps with signing in/out and other procedures. The second receptionist manages classroom activities, greets children and helps them to get involved in an activity or with other children. These receptionists monitor the children in the bathrooms. They assist the Construction Zone team and deal with disciplinary issues.

#### **Small Group Leaders**

Small group leaders are responsible for welcoming the children into their group, contacting children on a regular basis, planning all activities for the lesson and requesting all needed supplies and components prior to class time.

### **Assistant Small Group Leaders**

This individual's primary responsibility is to provide assistance to the Small Group Leader. This may include some outside preparation. Both the Small Group Leader and the Assistant Small Group Leader work together to create an age appropriate, interesting, and relevant learning environment. The Assistant Small Group Leader needs to fill in for the receptionist when he/she is out of the room.

### **Student Leadership**

The student leaders coordinate service schedules, lead bi-monthly meetings and oversee Sunday student ministry participation for their respective teams. Peer Ministries consists of the PWK leaders, who have volunteered to lead the children in the 1<sup>st</sup> - 4<sup>th</sup> grade classes in worship. Each worship leader is responsible to develop his/her worship curriculum in conjunction with the EL curriculum; the Prayer Force Leaders are those who have volunteered to lead the Prayer Force kids in learning about prayer. The Prayer Force is a peer ministry that provides opportunity for children to pray for the needs of others. There will be time during Construction Zone for the children to intercede for others. It is our goal to train, teach, and make a place for each child to develop their own prayer "FORCE" and to develop their abilities to pray for the leaders of their church, community and nation; and the Backhoe Crew is a group of ministry kids who are committed to help other kids feel good about coming back to Kidtropolis. The leader's role is to help cultivate the gift of hospitality in the kids and to hold a bi-monthly meeting. Each leader is responsible to develop his/her curriculum.

### **Bible Quest Team**

Leaders are responsible for class time as well as all competitions and outside events.

### **Special Friends (EC & EL)**

A volunteer who assists with special needs children. Depending on the need of the particular child, the special friend helps assimilate the child into the class.

### **Resource Assistants**

Volunteers who will assist the Resource Coordinator in purchasing and/or organizing supplies in the Early Childhood and Elementary Resource Rooms.

### **Administrative Assistants**

Volunteers who will assist the Kidtropolis Administrative Assistant with various administrative tasks such as cutting out nametags or getting ready for a big event.

### **Kidtropolis Supervisory & Support Staff**

#### **Children's Pastor/Elementary Director - Gabe Gaeta**

The primary responsibility of the EL Director is to oversee all activities and related functions of the Elementary Ministries. The EL Director is responsible for the EL volunteer development, vision, and improvement, curriculum development, and many other administrative tasks for Elementary Ministries. This position also works directly with the Pastoral Staff and elementary volunteers. On a Sunday, the EL Director is available to welcome parents and children, and to ensure that things are running smoothly for the elementary teams.

#### **Early Childhood Director - Eunice Pimentel**

Her primary responsibility is to oversee all activities and related functions of the Early Childhood Ministries. She is also responsible for staff and EC volunteer development, the Sunday Coop, and many administrative issues for the Early Childhood. She also works directly with the Pastoral team, supervisory staff, and early childhood volunteers. On a Sunday she is available to welcome parents and children, and to ensure that things run smoothly for the Early Childhood staff and volunteers. She is available throughout the week for consultation & training.

#### **Childcare Coordinator - Denise Beardshear**

Her responsibilities include: training childcare staff and classroom receptionist. She insures that enough staff is scheduled for each event as well as communicates changes directly to the childcare staff.

#### **Resource Coordinator - Jessica Rowley**

Her responsibilities include: overseeing the Resource Areas for both the ECC & EL; and developing/maintaining volunteer/staff resources, and maintaining the children's facilities.

#### **Administrative Assistant - Malen Tolosa**

Her responsibilities include: clerical and administrative support to the above named staff, creator of flyers and other publications, Kidtropolis contact at the church,

and various other clerical and administrative tasks. She can be reached at the church Monday - Friday from 8:00 am - 4:30 pm.

### **Supervisors**

The Supervisor is responsible to oversee the event he/she is scheduled for. The Supervisor is also responsible to welcome families & staff, "spot train" staff; deal with difficult issues relating to parent, child, staff that arise during the event; and maintain the Kidtropolis policies and philosophy of learning.

## **Philosophy of Learning: Developmental Approach**

The Kidtropolis philosophy of learning is based upon an old and respected theory of development that dates back many years. It is an approach originating with many well known child psychologists such as Jean Piaget and Erik Erickson. It has been entitled "Development Theory" because it advocates that an effective and meaningful program for learning is based upon an understanding of an individual child's development and growth.

We have broken our adaptation of the "developmental theory" into three components: a child develops and grows in predictable patterns; each child is a unique and special person; and God is the Creator of predictable patterns of development as well as the individual differences that we see in children.

A more detailed look at these three aspects will help us to understand how they impact the learning environment:

- 1. Children develop in predictable patterns.** When a set of new parents brings a newborn home from the hospital, they don't expect the child to stand up and run. Instinctively, they realize that it will take time before he is ready. There is a series of other "progressions" he must make before he will be able to run such as gaining more strength in his legs, sitting up, and crawling. These "progressions" reflect a broader spectrum of patterns of development in children that can be predicted. Based upon this knowledge a teacher/childcare giver can make careful and calculated assumptions about the emotional, cognitive, physical, social, and spiritual development of the children he/she works with in order to provide a rich and stimulating learning environment.
- 2. Each child is unique and special person.** Even though we can see children develop in the same predictable steps, each child's time table of development is different from another. For example, we know that a child will first lift his head, roll over, and then



sit up. However, one child may lift his head at 3 weeks while another lifts his head at 6 weeks. Both will eventually sit up, but most likely at different times. These individual differences can be quite dramatic by elementary school and yet fall within the "normal" range of development. Each child is also endowed with a unique and special personality and temperament that distinguishes him/her as an individual. A quality teacher/caregiver recognizes the unique differences in children and incorporates a variety of activities into his/her curriculum to challenge and interest the children.

- 3. God is the Creator of the predictable patterns of development as well as the individual differences we see in children.** When we look at a child's development, we begin to ask ourselves questions like these: Why is the preschooler such a literal thinker? Why does the early primary child love heroes? Why is the middle elementary child competitive? The answer is because *God made kids that way!* In Jeremiah 1:5, God says to Jeremiah, "Before I formed you in the womb I knew you, before you were born I set you apart..." God knows his children through and through. The predictable patterns of development, as well as the unique differences in each individual, have been placed there by Him. It is the responsibility of the teacher/caregiver to ask God for wisdom and understanding in guiding each child.

# Guidelines for Prayer with Children:

## **Toddlers—Young Preschoolers (Yellow Class—Blue Class):**

Pray for "owies", conflicts (when appropriate) and snacks

Allow children to pray

Model thankfulness & supplication

Take requests

Open: "Dear Father, God"

Close: "In Jesus name, Amen"

## **Preschool—Kindergarten (Green Class—Red Class):**

Continue Yellow Class - Blue Class learning

Model forgiveness, repentance, yielding

"Circle Prayer" -periodic

(Everyone sits in a circle and takes turns thanking God for something/asking God for something)

Small group prayer-periodic (children are divided into a small group and an adult leads)

Pray for a friend or someone else's need

Use curriculum that focuses on prayer periodically

## **1<sup>st</sup> & 2<sup>nd</sup> Grade:**

- Observe adults praying through the **P.R.A.Y.** acronym
- Use **P.R.A.Y.** (acronym) as a model (**P**raise, **R**epent, **A**sk, **Y**ield) —practice it in large group
- Small group prayer—regularly-practice **P.R.A.Y.** with adult assistance
- Use curriculum that focuses on prayer periodically
- Adults model meditation and quiet contemplation before the Lord to the children—children given the opportunity to participate-periodically

## **3<sup>rd</sup> -4<sup>th</sup> Grade:**

- Continue 1<sup>st</sup> and 2<sup>nd</sup> grade learning
- Regular prayer in small groups—practice **P.R.A.Y.** and other forms of prayer
- Study the "Lord's Prayer" as a model

## KIDtropolis Assumptions for Volunteers:

1. You have a growing relationship with the Lord.
2. You believe these fundamental truths:
  - \* The Deity of Christ - Jesus is the Son of God.
  - \* Jesus was born of a virgin.
  - \* Jesus rose from the dead.
  - \* Jesus is coming back.
  - \* Jesus, God, & the Holy Spirit form the trinity.
  - \* All have sinned and Jesus died to pay the price for our sins.
  - \* The Bible is God's Word.
3. You use your Bible in the preparation of the lessons.
4. You enjoy working with children.
5. You believe that all children are capable of learning about God, and that you can make a difference in young lives.
6. You are willing to follow the Kidtropolis Philosophy of Learning and the Kidtropolis Volunteer Expectations.
7. You are willing to attend ALL volunteer training meetings and participate in team building activities.
8. Your life reflects I Timothy 3:1-7:

*Here is a trustworthy saying: If anyone sets his heart on being an overseer, he desires a noble task. Now the overseer must be above reproach, the husband of one wife, temperate, self-controlled, respectable, hospitable, able to teach, not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own family well and see that his children obey him with proper respect. (If anyone does not know how to manage his own family, how can he take care of God's church?) He must not be a recent convert, or he may become conceited and fall under the same judgment as the devil. He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap.*

## KIDtropolis Volunteer Expectations:

1. **MAKE A COMMITMENT.** We want you to enjoy serving the children and families of Newport Mesa Church. If at any time, you feel like you are no longer able to fulfill your commitment due to personal reasons you are asked to contact the Children's Pastor or Director of Early Childhood IMMEDIATELY.
2. **ARRIVE ON TIME.** This means arriving 20 minutes ahead of your service.
3. **COME PREPARED.** This means that you completed the "Teacher's Lesson Planning Checklist" or you have planned with your team *before* Sunday morning. Your supplies should be gathered and already prepared so that you can walk into your classroom/area and be ready to begin!
4. **ORDER SUPPLIES BY WEDNESDAY NOON.** If you need supplies, place a supply request in Jessica Rowley's box, email her at [jrowely@newportmesa.org](mailto:jrowely@newportmesa.org), fax her at (714) 850-9725 or call your request in to Jessica at (714) 966-0454 x211 by noon on the Wednesday preceding the Sunday you are teaching.
5. **FIND A SUBSTITUTE WHEN YOU ARE ABSENT.** Please follow the following guidelines below in finding a substitute for yourself:
  - Try first within your team.
  - Try another volunteer who is currently serving in a similar position.
  - If you know of someone, other than a current volunteer, who would be willing to serve for you please run it by the EC Director beforehand.
  - IF you are unable to find a replacement let the EC Director / Children's Pastor know *as soon as possible* so that he / she can make arrangements.
6. **RECOGNIZE THE BIG PICTURE.** You are a part of an interdependent team of Kidtropolis volunteers. When you are on time and prepared and you communicate your lesson plan to the other volunteers and parents, then the flow of the morning is smooth and pleasant for all that are involved.

*Please note that only the supervisor should excuse a parent from their co-op responsibilities. Often extra parents are needed in other rooms.*

### 7. KEEP THE ENVIRONMENT AGE-APPROPRIATE.

\*Language and content of the stories/concepts is geared for a particular age.

\*Variety of choices in activities provided.

\*Hands-on experiences are plentiful.

- \*Expectations of the children are realistic for their age.
- \*High participation by the children.
- \*Length of attention spans is respected.
- \*Children's ability to work in a large group setting is considered.
- \*Approach to salvation is carefully thought through.
- \*Need for movement is understood.
- \*Difference in personalities and skill levels is respected.

**8. PLAN WITH THE OTHERS ON YOUR TEAM.** The most effective and smooth mornings come from purposeful planning and coordination between team members. This contributes to an optimum morning for children and adults.

**9. ATTEND TEACHER TRAINING AND CURRICULUM PLANNING MEETINGS OR TEAM MEETINGS.** A healthy children's worker is always growing and learning. Our training sessions are essential to your effectiveness with the children as well as giving you an opportunity to connect with the other individuals on your team on a regular basis. Please plan on regularly attending.

**10. PRAY REGULARLY FOR YOUR TEAMS MINISTRY TO THE KIDS.**

**11. KEEP KIDTROPOLIS POLICIES.** It is important that Kidtropolis be able to assure parents and the church body that we will all adhere to certain important policies and procedures. The classroom receptionist in the classroom is responsible for many of the safety, security, and sanitary policies that affect the children. Some of the policies that involve you are:

**A. Maintaining appropriate ratios in the classroom and on the playground.**

Infants = PINK	3 to 1	Older Preschool = BLUE	5 to 1
Young Toddler = YELLOW	3 to 1	Pre-K = GREEN	6 to 1
Older Toddler = PURPLE	4 to 1	Kindergarten = RED	7 to 1
Young Preschool = ORANGE	4 to 1		

First & Second Grade	8 to 1	Third & Fourth Grade	10 to 1
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- B.** During each service, each class should only take out 1/2 of the children to the playground (if the class has more than 12 children). This ensures that we have an adequate play area for all the children.
- C.** Allowing the receptionist to first complete their responsibilities before using him/her to assist.
- D.** Disinfecting any tables being used for snack before the snack is served. Wash children's hands before snack is served.

- E. Following the Kidtropolis guidelines for discipline (guidelines enclosed in this packet). Discuss any on-going difficulty with a child with the Sunday morning Supervisor, Early Childhood Director, or Childcare Coordinator.
- F. Wearing your ID badge at all times.
- G. Following the Kidtropolis guidelines for emergency situations. (Guidelines enclosed in this packet).

**12. PROTECT THE INTEGRITY OF THE DEPARTMENT.** If you have a concern with a policy, team member, or child, you must first go to the person involved or, in the case of a policy or child, to one of the Leadership Team members. Discuss the issue with this person. If you are unable to find a solution, consult the Director of Early Childhood Ministries and then the Children's Pastor. (It is inappropriate and unscriptural to discuss "Kidtropolis family business" with those not involved or to avoid speaking directly to the individual the conflict concerns.)

## 10 Easy Steps to a Successful Classroom Experience:

Teacher's Lesson Planning Checklist

Date: \_\_\_\_\_

Lesson: \_\_\_\_\_

- \_\_\_\_\_ 1. Read the story or the passage of scripture from my Bible. Meditate on the passage and ask God to teach me something new about this passage. PRAY, PRAY, PRAY!
- \_\_\_\_\_ 2. Ask myself, "What would be most relevant and applicable from this passage for my class?" Brainstorm ideas.
- \_\_\_\_\_ 3. Choose 1 idea and write out the objective for the morning. For example, *"The children will learn that sometimes when we have a problem, God will come up with a solution that we would have never thought of just like when He parted the Red Sea for the Israelites to go through."*

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\_\_\_\_\_ 4. Choose a way to tell the story. Children will need visual, tangible illustrations to convey concepts that are unfamiliar. I need to choose a method that is relevant to my children's experience and that is concrete and interesting.

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\_\_\_\_\_ 5. Choose Learning Centers or activities for my class (*1 per 5 children with a minimum of 3*). Learning Centers should provide experiences for the children that help to give them insight and understanding into the story/concept. "I need a *variety* because I have a *variety* of learners in my classroom."

\_\_\_\_\_ 6. How am I going to incorporate Bible Study materials, including the Bible, into the morning's lesson?

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\_\_\_\_\_ 7. List "higher level" thinking questions that will encourage my children to think through the concept and apply it. Some examples of this would be: Why do you think God allowed the Israelites to be trapped in-between the Red Sea and the Egyptians? If you were Moses, how would you feel about the Israelites' desire to go back to Egypt? Can you think of a problem that you had and God came up with a solution you didn't think of? Do you have a problem or fear right now that we can pray for and ask God to find a solution to? How might the Israelites response have been different if they had prayed first when the Egyptians showed up at the Red Sea?

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\_\_\_\_\_ 8. Think through how I can communicate to the volunteers, Co-op Parent(s), and the classroom receptionist about how they can help me this morning. I will need to say to each of them, "Here is what you can do to help me this hour..."

Volunteer(s): \_\_\_\_\_  
Co-op Parent(s): \_\_\_\_\_  
Classroom Receptionist: \_\_\_\_\_

If I have active boys or a special needs child in my classroom, I might need to assign a parent to this child(ren).

\_\_\_\_\_ 9. Final Touches. What do I need to do to prepare materials for the morning? What do I need to submit to Jessica Rowley on a *Supply Request Form* by Wednesday at noon? I can put it in her box, fax it to her at (714) 850-9725, or email it to her at [jrowely@newportmesa.org](mailto:jrowely@newportmesa.org).

\_\_\_\_\_ 10. Sometime this week I will reflect on my Sunday class and determine what I want to do again and what I want to do differently. I will brainstorm with another teacher or at the next teacher's meeting, express any concerns I may have.



## Sunday AM Schedule: Early Childhood

8:45	9:00	Teachers/Worship Leaders arrive
9:10		All classes go to worship in the Fellowship Hall - Large Group Worship
9:30		Orange and Blue Classroom - Playground Green and Red Classroom - Craft / Story time
9:55		Orange and Blue Classroom - Craft / Story time Green and Red Classroom - Playground
10:20		Snack time

### TRANSITION TIME

10:45	11:00	Teachers/Worship Leaders arrive
11:10		All classes go to worship in the Fellowship Hall - Large Group Worship
11:30		Orange and Blue Classroom - Playground Green and Red Classroom - Craft / Story time
11:55		Orange and Blue Classroom - Craft / Story time Green and Red Classroom - Playground
12:20		Snack time

\*\* Classes with 12 or less can get the entire class together if they desire for both playground and center/story time \*\*

## Sunday AM Schedule: Elementary

9:00 - 9:15 (11:00 - 11:15)	Game Room
9:10-9:20 (11:10-11:20)	Ignition (game/craft to focus kids on topic)
9:20 (11:20)	Line up Kids for Construction Zone Intro Worship Song Welcome/Opening Prayer Backhoe Crew (Hospitality Team) Worship Bible Lesson Skit Re-entry (Review)
10:05-10:30 (12:05-12:30)	Small Groups

## KIDtropolis Disciplinary Guidelines:

The word "discipline" comes from the root word "disciple." Our aim here at Newport Mesa Church is to disciple children. In Proverbs 22:6, it says, "Train a child in the way he should go and when he is old he will not turn from it." Training indicates instruction. Instruction must accompany any interaction between adult and child when the child has behaved in such a way that it is "deemed" inappropriate in Kidtropolis. The central purpose of our discipline here at NMC is to help children develop an ability to control their own behavior for the benefit of themselves and others and to glorify God. We believe that only when a person is "self-controlled" can the Lord effectively use them in our world as a witness for Jesus.

Discipline is a part of the whole environment and is not something that can be separated out like a "subject" in school, but rather incorporated into the entire classroom setting. As a result, it is important that those that are responsible for the tangible and intangible elements of the classroom plan according to the Kidtropolis guidelines. By planning appropriately for the developmental age of children, various personalities, learning styles, and physical space of the classroom; the individual(s) planning and the learning environment can prevent many misbehaviors from occurring. When learning environments are poorly thought out and executed, children are placed at a disadvantage. The environment produces a sense of anxiety in the children that will lead to misbehavior. It is absolutely imperative that the adult(s) in the classroom think through their time with the children carefully and plan appropriately in order to place children at the advantage to "behave" appropriately.

# Discipline Guidelines for Infants and Toddlers:

These are the steps the Kidtropolis Staff takes in working with a child's inappropriate behavior:

## Step 1:

**Non-Dangerous Situations** Use positive, re-directive language.

- *Example 1:* A toddler throws rice out of the rice table. "The rice needs to stay in the rice table."
- *Example 2:* A child tries to take a toy from another child. "Suzie is playing with that airplane. Here is another airplane for you to play with."

**Dangerous Situations:** Use "No!" or appropriate negative language. **When the child is going to hurt themselves or someone else.**

- *Example 1:* A child is about to bite another child out of frustration. "No Tommy! Biting hurts Jamie. Use your words, 'Jamie, I'm playing with this ball.'"
- *Example 2:* A child reaches for a dangerous object. "Stop Linda! Those scissors could hurt you."

When something of value is being destroyed.

- *Example 1:* A child is about to knock down another child's tower of blocks. "Don't Rachel! Alex built that block tower. Let's build a block tower for you to knock over."

## Step 2:

**IF THE CHILD REPEATS THE SAME BEHAVIOR:** Direct the child to another activity.

- *Example 1:* A child is using a block to hit the toys on the shelf. "Johnny, if you want to hit something, use your block to hit the playdoh."
- *Example 2:* A child hits another child to get the riding toy. "Sally, we don't hit our friends. Hitting hurts. Let's find another car to ride in."

## Step 3:

**IF THE BEHAVIOR STILL CONTINUES:** Remove the child from the situation and address his/her individual needs by asking a variety of questions.

- Does the child feel insecure?
- Is the child frustrated because he/she is unable to communicate his/her thoughts?
- Is the youngster over-stimulated in a large group of children?

\* After evaluating the current situation, the Kidtropolis Staff person will help the child find a productive activity or remove the child from the classroom if the behavior is dangerous to other children. \*

A Few Guidelines for Discipline Include:

- Smile rather than scowl when you redirect or correct.
- Be gentle.
- Speak softly, calmly, and quietly.
- Speak to the child at eye level.
- Create a warm, welcoming environment by using positive language. Reserve negative language for serious situations.
- Praise the baby's appropriate behavior.
- *NEVER grab, jerk, shake, slap, bite, or hit a baby.*

<h2>Discipline Guidelines for Preschool and Kindergarten:</h2>
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Behavior Standards

- I follow directions.
- I keep my hands, feet, and other objects to myself.
- I use kind words.

When a child does not abide by one of the three behavior standards, then the following steps need to be taken:

**Step 1:**

Seek to understand the reason for the behavior.

If the misbehavior resulted from a "conflict" with another child, then the other child needs to be involved on the "conflict resolution" process.

If the child was being "childish" then, the adult needs to help the child understand why that particular behavior is inappropriate.

If the child has been "defiant" then, the adult needs to be firm and kind while he/she tells the child that the behavior is unacceptable. Whenever possible, the child should be allowed to tell you why he/she thinks that particular "standard" is part of our classroom.

The adult should help the child develop a "picture" in his/her mind of how his/her actions may affect others. It may be appropriate to close the time with prayer.

**Step 2:**

**IF THE CHILD REPEATS THE SAME BEHAVIOR: He/She needs to sit in the "thinking chair" with the Supervisor for about 2-4 minutes.**

We do not believe that a "time out" chair in the classroom is appropriate in a group situation - it could be humiliating to the child. The "thinking chair" has a more positive connotation and lends to the idea that a child will be encouraged to think through and evaluate his/her behavior. The "thinking chair" is located in the ECC resource area by the Pink Room.

The Employee/Supervisor can then take time to discuss with the child the misbehavior and spend a little time praying with the child. (This step should be reserved for discipline problems that are defiant, disrespectful, or dangerous in nature.)

**Kidtropolis Staff should handle these disciplinary procedures ONLY. The parent will be informed of the child's behavior and follow-up taken.**

**Step 3:**

**IF THE CHILD REPEATS THE SAME BEHAVIOR A THIRD TIME IN THE SAME DAY: The child needs to be taken from the room and the Supervisor located.**

The Supervisor will call the child's parent and explain the situation as well as go through the prior steps taken with the child. The parents will be asked to take the child with them.

The child will not be allowed to return to the classroom that day, but will gladly be accepted back into the classroom on the next service day (pending that a "plan" has been developed between the Kidtropolis Staff and parent to help the child use appropriate behavior in the classroom.)

***Kidtropolis Staff should handle these disciplinary procedures ONLY.***

If two or more children are having a conflict, help them resolve the conflict by doing the following:

1. Give each of the children an opportunity to talk about their perception of the problem.
2. Help state the problem with the children.
3. Help the children to brainstorm possible solutions.
4. The children choose a solution that everyone can agree to.
5. Follow up with the children later to see how the solution worked out.

## **Discipline Guidelines for Elementary (1<sup>st</sup> - 4<sup>th</sup> Grade):**

### Standards of Behavior for Elementary Children:

***"The 3 Keys to Unlocking the Door of What God Wants to Build in Your Life!"***

- Believe that God has something good for you each time you are here.
- Respect others and property.
- Have Fun!

When a child misuses or violates one of the three behavior standards, then the following steps need to be taken:

#### **Step 1:**

##### **Seek to understand the reason for the behavior.**

- *If the misbehavior resulted from a "conflict" with another child, then the other child needs to be involved in the "conflict resolution" process.*
- If the child was being "childish," then, the adult needs to help the child understand why that particular behavior is inappropriate.
- If the child has been "defiant" then, the adult needs to be firm and kind while he/she tells the child that the behavior is unacceptable.
- Whenever possible, the child should be allowed to tell you why he/she thinks that particular "key" is a part of the classroom. The adult should help the child develop a "picture" in his/her mind of how his/her actions may affect others. It may be appropriate to close the time with prayer.

Step 2:

**IF THE CHILD REPEATS THE SAME BEHAVIOR: He/She needs to "take 5" with the Classroom Receptionist or Supervisor.**

- The Classroom Receptionist/Supervisor can take time (about 5 minutes in a private area) to discuss with the child the misbehavior and spend a little time praying with the child.
- *This step should be reserved for discipline problems that are defiant, disrespectful, or dangerous in nature.*
- **Children's Ministries Staff should handle these disciplinary procedures ONLY. The parent will be informed of the child's behavior.**

Step 3:

**IF THE CHILD REPEATS THE SAME BEHAVIOR A THIRD TIME IN THE SAME DAY: The child needs to be taken from the room and the Supervisor located.**

- The Supervisor will call the child's parent and explain the situation as well as go through the prior steps taken with the child. The parents will be asked to take the child with them.
- The child will not be allowed to return to the classroom that day, but will gladly be accepted back into the classroom on the next service day (pending that a "plan" has been developed between Children's Ministries Staff and parent to help the child use appropriate behavior in the classroom.)
- **Children's Ministries Staff should handle these disciplinary procedures ONLY.**

**A Few Guidelines for Elementary Discipline Include:**

- Smile rather than scowl when disciplining a child.
- Be gentle.
- Speak softly, calmly, and quietly.
- **NEVER grab, jerk, shake, slap, bite, or hit a child.** If you feel yourself losing control, call another adult to take over.
- Encourage the child to do the "right" thing because it pleases God and himself/herself.
- Hug a child after discipline.
- Tell a child that you love him/her and that Jesus loves him/her even more.
- Pray a quick prayer with the child before allowing them back into the classroom.
- Show love and acceptance to a child who is returning for the first time after having been removed from the classroom due to discipline.

## Conflict Resolution Technique

If two or more children are having a conflict, help them resolve the conflict by doing the following:

1. Give each of the children an opportunity to talk about their perception of the problem.
2. Help the children restate the problem as everyone perceives it.
3. Help the children to brainstorm possible solutions.
4. The children choose a solution that everyone can agree to.
5. Follow up with the children later to see how the solution worked out.

## Response & Evacuation Procedures: Fire

1. Remain calm.
2. Instruct the children to "freeze."
3. Inform them that we are having a fire drill.
4. Tell the children that they are to follow your directions without talking to each other.
5. Get Sign In Sheet, 1<sup>st</sup> Aid Kit, and backpack. TAKE OUT THE ROPES. Put on the backpack.
6. Give each adult a rope.
7. *QUICKLY* divide the children into small groups and assign to each adult.
8. After assessing your exit choices, have each small group of children hold onto the rope. The "assigned" adult should lead the children to the designated meeting area.
9. Once the children are seated on the sheet at the designated meeting area, *TAKE ATTENDANCE IMMEDIATELY*.
10. Using the *Report Back Form*, inform the Director or designated Supervisor *IMMEDIATELY* if any child/adult is missing.
11. Stay with your children in the designated area. *DO NOT LEAVE YOUR CHILDREN OR RETURN TO THE BUILDING* until the Supervisor gives the clearance signal. Use games, books, and songs to occupy children until parents arrive.
12. *All Children* must be signed out by a parent in the event of an emergency. Stay with the children until all are signed out. Check out with the Supervisor before you leave.



## FIRE SAFETY TIPS

**STOP, DROP, & ROLL:** If a child's clothes catches on fire then the child needs to *stop* where he/she is, *drop* to the ground, and *roll* until the fire is extinguished.

**STAY LOW:** Smoke rises up. If there is smoke in the classroom or area of the building that you are in, then you and the children will need to crawl out. Most fire deaths are caused by smoke inhalation rather than by the fire itself.

**HOT DOOR:** A hot closed door indicates that the fire is on the other side. *Always* check doors before opening them.

**CHILDREN MIGHT HIDE:** Sometimes children can become very fearful in an emergency situation and retreat to a small enclosed place where they feel safe, like a closet. It is very important that the last adult to leave the room thoroughly check *every* area of the classroom for children.

**GET OUT FAST:** Once the smoke begins to fill a room you have approximately *three minutes* to get out of the room before it will catch on fire. It is *critical* that workers remain calm and follow the evacuation procedures methodically and quickly in order to save the lives of children.

**FIRE EXTINGUISHERS:** Fire extinguishers can be used on small contained fires if caught immediately, like a trash can fire. If the fire is large and/or spreading quickly, the emergency procedures need to be followed *immediately*.

## Response & Evacuation Procedures: Earthquake

1. Remain calm.
2. Instruct the children to move away from the windows.
3. Instruct the children to "duck and cover" under a table.
4. Inform the children that we are having an earthquake and they are to follow your directions without talking to each other.
5. When the earthquake has come to an end, instruct the children to remain under cover while you survey the exits. In determining if the first choice exit is safe, check for broken glass and for falling debris outside the building.
6. Get the Sign In Sheet, backpack, and 1<sup>st</sup> Aid Kit. TAKE OUT THE ROPES.
7. Put on backpack.
8. Give each adult a rope.
9. QUICKLY divide the children into small groups and assign to each adult.

10. If anyone is injured and unable to move, you will need to leave him/her in the room. Cover the child/adult with a table to prevent further injury and assure him/her that someone will come back.
11. Lead the children to the designated meeting area.
12. Once the children are seated on the sheet at the designated meeting area, TAKE ATTENDANCE IMMEDIATELY.
13. Using the *Report Back Form*, inform the Director or designated Supervisor IMMEDIATELY if any child/adult is missing or needs immediate medical attention.
14. Stay with your children in the designated area. DO NOT LEAVE YOUR CHILDREN OR RETURN TO THE BUILDING. Treat those with minor injuries, using the first aid kit. Use games, books, and songs to occupy the children until their parents arrive.
15. All Children must be signed out by a parent in the event of an emergency. Stay with the children until all are signed out. Check out with the Supervisor before you leave.

#### **IMPORTANT NOTATION**

*In the event that the Director or Supervisor are unable to perform his/her responsibilities, then the senior employee with the oldest group of children should take over his/her duties.*

#### Emergency Backpack Supply List

1. This set of instructions
2. Flashlight with Batteries
3. Solar Blankets
4. Enough snack for the children
5. Reading books and ideas for games
6. *Report Back Forms* and pens
7. Travel Ropes
8. King-size Flat Sheet

## Lock-Down Procedure:

In any emergency communication is key to responding appropriately and successfully. These procedures are intended to provide guidelines that ensure all staff are aware of what their specific responsibility is if a lock down situation would occur.

1. When instructed to go into lockdown please remain calm. You will be notified via walkie-talkie by either the Supervisor on Duty, the Director of Early Childhood or the Children's Pastor.
  - a. 2 situations can occur - the Supervisor on Duty, the Director of Early Childhood or the Children's Pastor will inform you of the exact situation:
    - i. "Lock-down - intruder outside building - location of intruder"
    - ii. "Lock-down - intruder inside building - location of intruder"
2. Instruct the children to freeze.
3. Grab sign in sheets from front counter and bring them into the classroom (Pink, Yellow and Purple rooms).
  - a. If the intruder is inside the building, do not grab sign in sheets. Close and lock the doors entering in to your classroom immediately.
4. Inform the parent co-op and / or other volunteers in the classroom that we are having a lockdown of the ECC classrooms. Ask them to assist you with securing the classroom and keeping the children occupied.
5. Close and lock all doors that enter into your classroom.
6. The Red room employee must quickly gather the children and the sign in sheet and lead the children down to the Elementary level. The EL Supervisor must lock the two doors at the end of the hall by the stairways. This should not happen until the Red classroom is safely in the classroom. (All EL children should be immediately moved to the first and second grade classrooms).
7. Turn off the lights (EL - turn off one set of lights).
8. Do not discuss the incident around the children. If the children are curious about what is happening, redirect them to another activity.
9. Count the children in the classroom. Make sure you have all children accounted for.

- a. If children are out strolling or are on the playground, inform the supervisor immediately with the children's whereabouts as well as the number of children in the stroller.
  - b. If your classroom is out on the playground, gather children as fast as possible, and walk them to the **nearest** classroom (once in this secured classroom, make sure to inform the supervisor of your whereabouts).
    - i. If the intruder is inside the ECC building, gather the children and instruct them to sit down. Call the supervisor immediately and inform her of your whereabouts. Stay put until the Supervisor on Duty, the Director of Early Childhood or the Children's Pastor comes to assist you.
10. Call the supervisor on duty (with the walkie-talkie) and inform them that you are secured in the classroom. Please make sure to state your name, classroom and that all children are accounted for. The EL Supervisor must contact the EC Supervisor to inform her that the EL level is secured and that the Red classroom is counted for.
11. Do not leave the room, for any reason, once lockdown has begun.
12. Try and keep the children unaware of lockdown - by playing games, telling stories, doing a craft.
13. Remain locked in the classroom until the supervisor on duty or the Director of Early Childhood gives you the "all clear".
  - a. If parents come to get their children, please do not open the doors. Explain to them (with the doors still closed and locked) that we are in lockdown and for the protection of their own children; they are instructed not to open the door until told to do so. The Supervisor on Duty and the Director of Early Childhood will inform the parents of the situation as quickly as possible.
14. The Supervisor will immediately proceed to the patio outside the Orange, Blue and Green room. She will inform parents of the situation. The Director of Early Childhood will proceed to the hallway in the ECC as well as the patio underneath the breezeway. If the intruder is inside the building, the exit doors to the ECC will remain unlocked, if the intruder is outside the building, the exit doors will be locked.
15. Please remember, all communications will be made via walkie-talkie. It is critical to keep your walkie-talkie close by at all times. In the event of an emergency, do not open the door for anyone! The Supervisor on Duty and the Director of Early Childhood will have access to your room via key.

16. Remember, parents and children are looking to you for support. Remaining calm and following these guidelines will ensure everyone's safety.

## **Other Policies and Procedures:**

### **Appropriate Attire**

Newport Mesa Church desires to promote a comfortable setting in the classrooms by allowing casual dress while maintaining modesty appropriate for a church. There are a few fashion statements that should be avoided.

Bare midriffs, tube tops, halter or tank tops

Backless outfits or spaghetti straps

Outfits that leave undergarments visible

Bralessness

Tight fitting, see-through or overly revealing attire including low riding pants

### **Guest Relations**

Employees & Volunteers are expected to be polite, courteous, prompt and attentive to those we serve. When a situation arises where the volunteer does not feel comfortable or capable of handling a question, issue or problem, the EC Director should be called immediately.

### **Media Contact**

Employees / Volunteers are not authorized to speak as a representative of Newport Mesa Church without permission from the Lead Associate Pastor or member of the Administrative Team. If the inquiry comes after hours or on the weekend, it is important that the employee contact the Director of Early Childhood at home, especially in the event of a crisis. Pictures or videos of the children need pre-approval from the Children's Pastor or ECC Director before they can be taken.

## Child: Sick Policy

We are asking parents to keep children home if they are showing any of the following symptoms:

- Runny Nose
- Crusty Nose
- Crusty Nose
- Sneezing
- Fever~ an oral temperature over 101 degrees F
- Diarrhea~ unless related to antibiotics
- Rash~ except diaper rash, unless diaper rash is a result of diarrhea
- Coughing~ unless asthma is an issue
- Congestion~ may also be questioned
- Vomiting

Children in our care must be clear of **all cold or flu symptoms for a minimum of 24 hours.**

All children will be asked to wash their hands or use a hand disinfectant when they enter the classroom. This, along with our staff's diligence, will ensure the well-being of all children in our care.

If a child shows signs of illness while in our care, the supervisor should be contacted immediately.

## Visitors in Kidtropolis

To ensure the safety of the children in our care, friends and/or family members of paid staff employees or volunteers will not be allowed to help in any of the KIDtropolis classrooms.

Parent co-op should never bring their older children in the classroom to help out unless pre-approved by the Director of Early Childhood. If a parent co-op asks if their older child can stay with them while they serve, please contact the supervisor.

There should never be any employee, volunteer or parent co-op in your classroom without a nametag. A nametag represents that that person has been screened and/or have been pre-approved to help in a specific classroom.

## Infant / Toddler Classrooms:

### **When changing a diaper:**

1. ATTEND THE CHILD at all time while he/she is on the changing table.
2. Place used diapers into a plastic bag and tie it securely. You will find the plastic bags under the changing table.
3. Throw diaper and wipes into the diaper pail.
4. Wipe down the changing pad with the disinfectant spray. You will find the disinfectant spray under the changing table.

**\*When working a shift in the infant / toddler classroom, the paid staff employee is expected to check each child's diaper. If the child is wet or dirty, they are expected to change that child's diaper and record it on the classroom's sign in sheet.**

### **Snack Time:**

1. Wash down table with disinfectant spray.
2. Wash children's hands.
3. Check child's nametag. Are they allergic to anything?

### **Crying Policy:**

It is our policy to contact a child's parent if the child cries for more than ten minutes (unless you have requested otherwise), if the child is sick, or if there is a discipline issue.

## **Newport Mesa Church Kidtropolis Worker / Minor Child Policy:**

### **I. Volunteer Requirements:**

- Each person working in any children's program or activity must have a completed Application for Children on file with the Early Childhood or Elementary Director.
- Each person must have completed the screening process with the Early Childhood or Elementary Director before working with children.
- Each person must be familiar with our adult/minor policy and have a signed policy on file with the Early Childhood or Elementary Director.
- Each person volunteering with children must check in with supervising personnel before entering into an activity with children.

### **II. General Policy Involving Church: Adult/Minor Child *(Adaptation of General Policy for Kidtropolis)***

- Each adult/minor involvement must include three persons in any following combinations: one adult/two minors or two adults/one minor. Ideally, when using two adults, they will be from different families. On the occasion when a paid staff person is alone with one or more preschoolers, the supervisor must remain within the same building at all times.
- For 1<sup>st</sup> - 4<sup>th</sup> Grades, use a "buddy system" for children at all times. Pair up children at the beginning of each program or activity for trips to the restroom. For older toddlers and preschoolers, a trained staff person will accompany the child to the restroom. For infants, toddlers, and kindergarteners, when changing a diaper in the classroom or helping a young child use the toilet in the restroom, the door remains open. Only female



trained staff is allowed to change diapers and/or assist children with use of the toilet.

- Sign-in/out sheets are required at all activities. Children are to be released only to authorized persons listed on their enrollment card/permission slip.
- Teach minor child to notify local authorities as to whereabouts if separated from group/class. Child must be able to identify adult he/she has been assigned to.
- Adult/Child involvement. There should be no spanking, or any physical contact with private parts of any child or adult (except appropriate contact of female staff when changing a diaper or assisting with a toilet-trained child.) Discipline MUST follow the disciplinary guidelines set forth in Kidtropolis Disciplinary Guidelines.
- Do not set a child outside room by himself for disciplinary action, or otherwise leave a child alone without supervision.
- Parents and supervising personnel should be notified as soon as possible of any accident, illness, physical distress or emotional trauma of their minor child.
- Any reported parental complaints about suspected or alleged mistreatment/abuse of their child should be reported to the Directors immediately. (Directors will report to Pastoral Staff representative for immediate review and action. Use the reporting mechanism set forth in the Child Abuse section of this document.
- As a general practice, Kidtropolis staff and volunteers will not administer medications or remedies, nor will children be permitted to bring medication to self-administer during Kidtropolis programs. If a child requires medication during Kidtropolis programs parents will be asked to return to administer the medication. Exceptions may be made in cases where immediate access to medication is required or the child may suffer serious health problems ex: epipen to be used for severe allergic reactions. If a parent believes that such an exception is warranted for their child the parent must contact the EL or ECC Director and make arrangements before placing their child in Kidtropolis programs at Newport Mesa. Every effort will be made to accommodate the child in a safe environment.
- There should be no photography or audio taping of any minor without Director authorization and parental permission.

### **III. Off Premises Activities**

- All activities must be approved by the Directors and an activity request form on file.
- Parent permission slips must be signed for each participant and kept with the supervising leader.
- Transportation requires evidence of vehicle insurance and current license on file in Director's office. All drivers must be 25 years or older.
- Each vehicle must contain at least three persons.

### **IV. Child Abuse Policy**

- It is our intent to follow State regulations in the reporting of child abuse. If you suspect a child is being physically abused, sexually abused, or harmfully neglected, please report your concern to the Director over our area. Directors will be responsible for complying with State regulations. In addition, if our State requires volunteers or employees to report incidents personally, we will assist you in contacting the appropriate agency.
  - In cases where reporting is deemed necessary, our Directors will work closely with the family and any of the helping agencies involved. Our desire is to provide protection for the children, and support for the family.
  - Any suspected or alleged child abuse (physical, sexual, or neglect) by staff or volunteers can result in temporary removal from work/ministry pending the outcome of an investigation.
-

**I have read each provision set forth in the NMC Worker/Minor Child Policy concerning worker / child involvement and I understand and agree with each provision.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

*(One copy to be signed and returned, the other kept for your information.)*

**I have read and understand the policies and procedures set forth by the KIDtropolis Early Childhood Department and Elementary and I fully agree to abide by and fulfill the requirements set forth in this packet (Who's who in KIDtropolis, Guidelines for prayer with children, assumptions for volunteers, volunteer expectations, 10 easy steps to a successful classroom experience, Sunday AM schedule, KIDtropolis mission and values, disciplinary guidelines, response and evacuation procedures, lock-down procedure, appropriate attire, guest relations, media contact, child sick policy, visitors in the early childhood department, infant / toddler classroom policies).**

Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_